Australian Government

CHC08 Community Services Training Package

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PUADEFCH002C Provide ethical and pastoral advice....8894
PUAEMR002B Identify, analyse and evaluate risk....8901
PUAEMR009B Facilitate emergency risk assessment....8910
PUAEMR010B Undertake emergency planning....8923
PUAOPE002B Operate communications systems and equipment....8939
PUAOPE004B Conduct briefings/debriefings....8946
PUAOPE005B Manage a multi team response....8954
PUAOPE006B Control multi-agency emergency situations....8966
PUAOPE007B Command agency personnel within a multi-agency emergency response8980
PUAOPE008B Coordinate resources within a multi-agency emergency response....8995
PUASAR001B Participate in a rescue operation....9008
PUAVEH001B Drive vehicles under operational conditions....9017

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RTD3812A Coordinate fund-raising activities 9026
RTD4802A Develop approaches to include cultural and human diversity 9034
RTD4912A Contribute to association governance 9041
RTE5523A Develop climatic risk management strategies 9049
RTE5902A Develop and review a business plan 9057
RTE5912A Plan and monitor production processes 9066
RTE5916A Prepare and monitor budgets and financial reports 9077
SIFFNL003A Arrange funerals 9082
SIFFNL009A Plan and conduct a funeral ceremony 9092
SIFIND001A Work effectively in the funeral services industry 9101
SIRXCCS001A Apply point-of-sale handling procedures 9110
SIRXICT001A Operate retail technology 9121
SIRXIND001A Work effectively in a retail environment 9129
SIRXSLS001A Sell products and services 9139
SITXICT001A Build and launch a website for a small business 9149
SRCCRD005B Apply the principles and issues of volunteering 9160
SRCCRD006B Implement community inclusion processes for people with a disability 9170
SRCCRD007B Develop recreation programs 9180
SRCCRO001B Assist with recreation games not requiring equipment 9191
SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment 9201
SRCCRO009B Conduct a recreation program for older persons 9211
SRCCRO010B Conduct a recreation program for people with a disability 9223
SROABL002B Facilitate adventure-based learning activities 9236
SRSCOP001B Prepare for public speaking 9251
SRXCAI004B Plan a session or program for participants 9261
SRXCAI005B Conduct a sport and recreation session for participants 9277
SRXCAI006B Organise a sport and recreation program 9291
SRXEMR002A Coordinate emergency response 9306
SRXFAC004B Plan and provide sport and recreational services 9320
SRXGCSO01A Create client relationship 9332
SRXGOV001B Participate as a member of an effective Board of an organisation 9342
SRXGOV004B Work effectively with the Board of an organisation 9359
SRXOGN001A Conduct projects 9372
SRXRIK001A Undertake risk analysis of activities 9387
TAEASS401A Plan assessment activities and processes 9396
TAEASS402A Assess competence 9406
TAEDEL301A Provide work skill instruction 9418
TAEDEL401A Plan, organise and deliver group-based learning 9428
TAEDEL402A Plan, organise and facilitate learning in the workplace 9437
TAEDES401A Design and develop learning programs 9447
TAEDES402A Use training packages and accredited courses to meet client needs 9454
CHCRH402A Undertake leisure and health programming 9461
CHCRH401B Work effectively in the leisure and health industry 9473
CHCDFV510C Facilitate workplace debriefing and support processes 9483
CHCDFV509C Work with users of violence to effect change 9495
HLTOHS501A Manage workplace OHS processes 9510
TAEASS402B Assess competence 9526
TAEASS401B Plan assessment activities and processes 9535
PSPPROC607A Manage strategic contracts 9544
PSPPROC503B Manage contract performance 9555
PSPPROC506A Plan to manage a contract 9567
PSPPROC505A Manage procurement risk 9579

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PSPPROC414A Manage contracts 9588
FNSACM303A Process payment documentation 9600
FNSACM302A Prepare, match and process receipts 9607
FNSACC506A Implement and maintain internal control procedures 9614
FNSACC505A Establish and maintain accounting information systems 9621
FNSACC402A Prepare operational budgets 9632
CHCCD516A Work within organisation and government structures to enable community development outcomes 9638
BSBHRM602B Manage human resources strategic planning 9648
AHCBUS508A Prepare and monitor budgets and financial reports 9655
AHCAGB503A Plan and monitor production processes 9661
AHCBUS506A Develop and review a business plan 9668
AHCAGB501A Develop climate risk management strategies 9674
CHCCS400B Work within a relevant legal and ethical framework 9681
BSBMGT516C Facilitate continuous improvement 9691
CHCPOL402B Contribute to policy development 9699
CHCORG624D Provide leadership in community services delivery 9706
CHCORG620C Promote and represent the service 9715
CHCORG614B Manage a community sector organisation 9724
CHCORG611B Lead and develop others in a community sector workplace 9736
CHCORG506D Coordinate the work environment 9745
CHCORG423B Maintain quality service delivery 9755
CHCORG406B Supervise work 9765
CHCNET402A Establish and maintain effective networks 9774
CHCINF403D Coordinate information systems 9781
CHCIC501A Manage children's services workplace practice to address regulations and quality assurance 9788
CHCCS513B Maintain an effective community sector work environment 9797
CHCCS502B Maintain legal and ethical work practices 9812
CHCCONS403B Support families to develop relationships 9822
CHCCONS402B Facilitate and monitor contact 9832
CHCCONS401B Facilitate changeover 9842
CHCCN511A Establish and maintain a safe and healthy environment for children 9854
CHCCD420A Work to empower Aboriginal and/or Torres Strait Islander communities 9864
CHCPR614C Observe children and interpret observations 9877
CHCICS406A Support client self management 9884
BSBMGT608C Manage innovation and continuous improvement 9893
BSBATSIM418A Oversee financial management 9900
SISCCRD303A Facilitate inclusion for people with a disability 9907
CHCAOD511B Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues 9915
CHCICS305A Provide behaviour support in the context of individualised plans 9924
SISCCRD302A Recruit and manage volunteers 9935
AHCCCF414A Coordinate fund-raising activities 9942
SIFIND001B Work effectively in the funera lservices industry 9949
BSBSMB405B Monitor and manage small business operations 9958
BSBITS401B Maintain business technology 9965
CHCCS416A Assess and provide services for clients with complex needs 9973
AHCCCF411A Develop approaches to include cultural and human diversity 9981
CHCYTH403B Support young people to create opportunities in their lives 9987
CHCDIS408C Support people with disabilities as workers 9997
HLTFA403C Manage first aid in the workplace 10003
HLTFA211A Provide basic emergency life support 10014

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SISXFAC405A Plan and provide sport and recreational services 10022
SISXEMR402A Coordinate emergency responses.....10031
CHCCHILD401A Identify and respond to children and young people at risk.....10039
AHCCCF404A Contribute to association governance 10049
CHCCH301B Work effectively in social housing.....10055
CHCCH427A Work effectively with people experiencing or at risk of homelessness...10065
BSBATSIC511A Plan and conduct a community meeting.....10077
SISCCRO304A Plan and conduct disability recreation programs.....10085
SISCCRO303A Plan and conduct recreation programs for older persons.....10094
SISCCRO301A Assist with recreation games not requiring equipment.....10104
HLTAP501C Analyse health information 10112
HLTCSD306D Respond effectively to behaviours of concern 10123
CHCICS402A Facilitate individualised plans 10130
CHCICS401A Facilitate support for personal care needs 10143
CHCHC401B Coordinate and monitor home based support 10157
CHCAC410A Collect technical data to support client health care plan.....10168
ICAICT103A Use, communicate and search securely on the internet.....10179
ICAICT106A Operate presentation packages.....10191
ICAICT105A Operate spreadsheet applications.....10199
ICAICT101A Operate a personal computer 10207
SISXRSK301A Undertake risk analysis of activities.....10217
HLTNA304D Plan meals and menus to meet cultural and religious needs.....10225
HLTNA303D Plan and modify meals and menus according to nutrition care plans 10232
HLTFA412A Apply advanced first aid.....10241
HLTFA302C Provide first aid in remote situation 10250
SISXIND405A Conduct projects 10259
BSBATSIL412A Participate effectively as a board member 10268
BSBATSIL510A Appoint and work with a manager 10275
CHCNET404A Facilitate links with other services.....10282
BSBATSIC412A Maintain and protect cultural values in the organisation.....10289
HLTRAH302C Undertake home visits 10299
CHCYTH402B Work effectively with young people in the youth work context.....10306
CHCMH301B Work effectively in mental health 10316
CHCINF302C Maintain the organisation's information systems.....10326
CHCCS422A Respond holistically to client issues and refer appropriately.....10333
CHCCS419B Provide support services to clients.....10349
CHCCHILD404A Support the rights and safety of children and young people.....10364
CHCCD413D Work within specific communities.....10374
CHCCD404D Develop and implement community programs.....10382
CHCCD402A Develop and provide community education projects 10392
CHCCD401D Support community participation.....10399
CHCCD307C Support community resources.....10406
CHCAOD407D Provide needle and syringe services.....10414
CHCAOD406D Work with clients who are intoxicated 10422
HLTMS208D Handle waste in a health care environment 10429
HLTMS206D Perform general cleaning tasks in a clinical setting.....10439
HLTMS201D Collect and manage linen stock at user-location.....10450
HLTGM20D Perform minor general maintenance 10458
HLTGM201D Perform routine servicing of plant, equipment and machinery.....10468
HLTFS302D Prepare foods suitable for a range of food service settings 10475
HLTFS208D Transport food.....10483
HLTFS205D Perform kitchenware washing 10492
HLTFS204D Provide ward or unit based food preparation and distribution services .10499

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HLTFS201D Distribute meals and refreshments to clients 10507
HLTFA311A Apply first aid 10517
HLTCSD307D Care for the home environment of clients 10528
HLTCSD203D Prepare and maintain beds 10537
HLTCPR211A Perform CPR 10545
CHCPR301B Provide experiences to support children's play and learning 10551
CHCORG201B Follow policies, procedures and programs of the organisation 10566
CHCER301A Deliver emergency relief services 10573
CHCDIS301B Work effectively with people with a disability 10582
CHCCS421A Undertake community sector work within own community 10595
CHCCS411B Work effectively in the community sector 10604
CHCCS401B Facilitate responsible behaviour 10620
CHCCS211A Prepare for work in the community sector 10628
CHCCOM302C Communicate appropriately with clients and colleagues 10638
CHCCN301B Ensure the health and safety of children 10646
HLTCSD208D Transport clients 10660

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Modification History

Version modification history

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

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

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

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

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

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

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

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

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

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

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

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

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

Imprint

CHC08 Community Services Training Package

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Preliminary Information

Important note to users

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

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

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

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

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Summary of AQF qualifications in CHC08 Community Services Training Package

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Unit Code	Unit Title	Pre-requisites
B	group	
CHCGROUP410B	Deliver a structured program	Nil
CHCGROUP504B	Assess group members and their social systems	Nil
CHCGROUP509B	Manage disclosures and disruptions in groups	Nil
CHCGROUP805B	Support change in the social systems of group members	Nil
CHCGROUP806B	Plan group interventions	Nil
CHCGROUP807B	Implement group interventions	Nil
CHCHC311C	Work effectively in home and community care	Nil
CHCHC401C	Coordinate and monitor home based support	Nil
CHCIC201B	Communicate with children	Nil
CHCIC301E	Interact effectively with children	Nil
CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services	Nil
CHCIC303B	Work within a regulatory framework specific to children's services	Nil
CHCIC501B	Manage children's services workplace practice to address regulations and quality assurance	Nil
CHCIC510A	Establish and implement plans for developing cooperative behaviour	Nil
CHCIC511A	Implement and promote inclusive policies and practices in children's services	Nil
CHCIC512A	Plan and implement inclusion of children with additional needs	Nil

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

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

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

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

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

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

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

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

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

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

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

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

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Imported units of competency in CHC08 Community Services Training Package

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
Certificate in Community Services Practice (Statutory Child Protection)	Certificate in Community Services Practice (Statutory Child Protection)	requirements.	
CHC70208 Vocational Graduate Certificate in Community Services Practice (Client Assessment and Management)	CHC70208 Vocational Graduate Certificate in Community Services Practice (Client Assessment and Management)	Updated in V4 Updated wording of entry requirements.	E
CHC70308 Vocational Graduate Certificate in Career Development Practice	CHC70308 Vocational Graduate Certificate in Career Development Practice	Updated in V4 Updated wording of entry requirements.	E
CHC80108 Vocational Graduate Diploma of Community Services Management	CHC80108 Vocational Graduate Diploma of Community Services Management	Updated in V4 Updated wording of entry requirements.	E
CHC80208 Vocational Graduate Diploma of Relationship Counselling	CHC80208 Vocational Graduate Diploma of Relationship Counselling	Updated in V4 Updated wording of entry requirements.	E
CHC80308 Vocational Graduate Diploma of Family Dispute Resolution	CHC80308 Vocational Graduate Diploma of Family Dispute Resolution	Updated in V4 Updated wording of entry requirements.	E
ISC Upgrades – Skill Sets			
High Support and Complex Care – Aged Care	High Support and Complex Care – Aged Care	Updated in V4. Amended unit of competency HLTFA311A.	E
High Support and Complex Care – Disability Work	High Support and Complex Care – Disability Work	Updated in V4. Amended unit of competency HLTFA311A.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
ISC Upgrades - Units			
CHCAC316C Provide food services	CHCAC316D Provide food services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCAC410A Collect technical data to support client health care plan	CHCAC410B Collect technical data to support client health care plan	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCAC412A Provide services to older people with complex needs	CHCAC412A Provide services to older people with complex needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCAD504A Provide advocacy and representation services	CHCAD504B Provide advocacy and representation services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Significant addition to Essential Skills – equivalent competency outcome.	E
CHCAD507D Plan and monitor service delivery plans	CHCAD507E Plan and monitor service delivery plans	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCAD603A Provide systems advocacy services	CHCAD603B Provide systems advocacy services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		replace with references to new WHS legislation. Formatting and grammatical corrections. Changes to Essential Knowledge, Essential Skills and Range Statement.	
CHCADMIN305E Work within the administration protocols of the organisation	CHCADMIN305F Work within the administration protocols of the organisation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCAOD406D Work with clients who are intoxicated	CHCAOD406E Work with clients who are intoxicated	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.	E
CHCAOD407D Provide needle and syringe services	CHCAOD407E Provide needle and syringe services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.	E
CHCAOD408A Assess needs of clients with alcohol and/or other drugs issues	CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues	Unit updated in V4. Unit descriptor updated. Significant changes to range statement. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCAOD409D Provide alcohol and/or other drug withdrawal services	CHCAOD409E Provide alcohol and/or other drug withdrawal services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.	E
CHCAOD411A Provide interventions for people with alcohol and other drug issues	CHCAOD411A Provide interventions for people with alcohol and other drug issues	Unit updated in V4. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome (no change to version identifier).	E
CHCAOD510A Work effectively with clients with complex alcohol and/or other drugs issues	CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.	E
CHCAOD511B Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCAOD512A Develop and implement a behaviour response plan	CHCAOD512B Develop and implement a behaviour response plan	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Updated terminology 'challenging behaviour' to 'behaviours of concern'.	E
CHCCAR501B	CHCCAR501C	Unit updated in V4.	E

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCD420A Work to empower Aboriginal and/or Torres Strait Islander communities	CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCD505D Develop community resources	CHCCD505E Develop community resources	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCD508C Support community action	CHCCD508D Support community action	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCD514A Implement community development strategies	CHCCD514B Implement community development strategies	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCD515A Communicate effectively within a community development context	CHCCD515B Communicate effectively within a community development context	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCD516A Work within organisation and government structures to enable community development outcomes	CHCCD516B Work within organisation and government structures to enable community development outcomes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCCEL401B Work effectively in a celebrancy role	CHCCEL401C Work effectively in a celebrancy role	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCH301B Work effectively in social housing	CHCCH301C Work effectively in social housing	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCH410A Manage and maintain tenancy agreements and services	CHCCH410B Manage and maintain tenancy agreements and services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCH419B Manage property maintenance implementation	CHCCH419C Manage property maintenance implementation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCH427A Work effectively with people experiencing or at risk of homelessness	CHCCH427B Work effectively with people experiencing or at risk of homelessness	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCH428A Work effectively within the Australian housing system	CHCCH428B Work effectively within the Australian housing system	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCH522A Undertake outreach	CHCCH522B Undertake outreach	Unit updated in V4.	E

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCM506B Undertake case management in a child protection framework	CHCCM506C Undertake case management in a child protection framework	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCM701A Undertake advanced client assessments	CHCCM701B Undertake advanced client assessments	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCM702A Implement goal directed care planning	CHCCM702B Implement goal directed care planning	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCM705B Work effectively with carers and families in complex situations	CHCCM705C Work effectively with carers and families in complex situations	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCN301B Ensure the health and safety of children	CHCCN301C Ensure the health and safety of children	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCN511A Establish and maintain a safe and healthy environment for children	CHCCN511B Establish and maintain a safe and healthy environment for children	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCCOM302C Communicate appropriately with clients and colleagues	CHCCOM302D Communicate appropriately with clients and colleagues	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCOM504A Develop, implement and promote effective workplace communication	CHCCOM504B Develop, implement and promote effective workplace communication	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCONS401B Facilitate changeover	CHCCONS401C Facilitate changeover	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCONS402B Facilitate and monitor contact	CHCCONS402C Facilitate and monitor contact	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCONS403B Support families to develop relationships	CHCCONS403C Support families to develop relationships	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCONS504B Assist families to self manage contact	CHCCONS504C Assist families to self manage contact	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS211A Prepare for work in	CHCCS211B Prepare for work in the	Unit updated in V4.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
the community sector	community sector	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCCS305B Assist clients with medication	CHCCS305C Assist clients with medication	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS311C Deliver and monitor services to clients	CHCCS311D Deliver and monitor services to clients	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS400B Work within a relevant legal and ethical framework	CHCCS400C Work within a relevant legal and ethical framework	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor changes to range statement. No change to competency outcome.	E
CHCCS401B Facilitate responsible behaviour	CHCCS401C Facilitate responsible behaviour	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology ‘challenging/difficult behaviour’ to ‘behaviours of concern’. No change to competency outcome.	E
CHCCS403B Provide brief intervention	CHCCS403C Provide brief intervention	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCS407B Operate referral procedures	CHCCS407C Operate referral procedures	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS411B Work effectively in the community sector	CHCCS411C Work effectively in the community sector	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS412D Deliver and develop client services	CHCCS412E Deliver and develop client services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS413A Support individuals with autism spectrum disorder	CHCCS413B Support individuals with autism spectrum disorder	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS416A Assess and provide services for clients with complex needs	CHCCS416B Assess and provide services for clients with complex needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.	E
CHCCS417A Provide support and care relating to suicide bereavement	CHCCS417B Provide support and care relating to suicide bereavement	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCS419B Provide support services to clients	CHCCS419C Provide support services to clients	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A. No change to competency outcome.	E
CHCCS421A Undertake community sector work within own community	CHCCS421B Undertake community sector work within own community	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS422A Respond holistically to client issues and refer appropriately	CHCCS422B Respond holistically to client issues and refer appropriately	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.	E
CHCCS424A Administer and monitor medications	CHCCS424B Administer and monitor medications	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS425A Support health professional	CHCCS425B Support health professional	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS426A Provide support and care relating to loss	CHCCS426B Provide support and care relating to loss and	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and	E

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCS512B Develop a service delivery strategy	CHCCS512C Develop a service delivery strategy	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS513B Maintain an effective community sector work environment	CHCCS513C Maintain an effective community sector work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS514A Recognise and respond to individuals at risk	CHCCS514B Recognise and respond to individuals at risk	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS521A Assess and respond to individuals at risk of suicide	CHCCS521B Assess and respond to individuals at risk of suicide	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS522A Address complex legal and ethical issues in professional practice	CHCCS522B Address complex legal and ethical issues in professional practice	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCCS601B Work with clients with unique needs	CHCCS601C Work with clients with unique needs	Unit updated in V4 ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology ‘challenging/difficult behaviour’ to	E

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCDFV509C Work with users of violence to effect change	CHCDFV509D Work with users of violence to effect change	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCDFV510C Facilitate workplace debriefing and support processes	CHCDFV510D Facilitate workplace debriefing and support processes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCDFV811B Respond to domestic and family violence in family work	CHCDFV811C Respond to domestic and family violence in family work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCDFV818B Provide programs for people who have been subject to domestic and family violence	CHCDFV818C Provide programs for people who have been subject to domestic and family violence	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCDHA401A Work effectively in the development and/or humanitarian assistance sector	CHCDHA401B Work effectively in the development and/or humanitarian assistance sector	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCDHA402A Maintain wellbeing in a field environment	CHCDHA402B Maintain wellbeing in a field environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCDHA403A Apply knowledge of	CHCDHA403B Apply knowledge of	Unit updated in V4.	E

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

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

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

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

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		legislation. No change to competency outcome.	
CHCES402B Deliver Australian Apprenticeships services	CHCES402C Deliver Australian Apprenticeships services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCES502B Research and report on labour market information	CHCES502C Research and report on labour market information	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCES511A Manage contracted employment services	CHCES511B Manage contracted employment services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCFAM504B Respond to and contain critical incidents	CHCFAM504C Respond to and contain critical incidents	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCFIN504A Work effectively in rural financial counselling	CHCFIN504B Work effectively in rural financial counselling	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCHC311B Work effectively in home and community care	CHCHC311C Work effectively in home and community care	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E

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

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		legislation. No change to competency outcome.	
CHCICS406A Support client self management	CHCICS406B Support client self-management	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCICS407A Support positive lifestyle	CHCICS407B Support positive lifestyle	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCICS408A Provide support to people with chronic disease	CHCICS408B Provide support to people with chronic disease	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCINF302C Maintain the organisation's information systems	CHCINF302D Maintain the organisation's information systems	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCINF403D Coordinate information systems	CHCINF403E Coordinate information systems	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCINF505C Meet statutory and organisation information requirements	CHCINF505D Meet statutory and organisation information requirements	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCINF604C Manage the organisation's information systems	CHCINF604D Manage the organisation's information systems	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCLD514A Analyse impacts of sociological factors on clients in community work and services	CHCLD514B Analyse impacts of sociological factors on clients in community work and services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCMED411A Conduct a sound assessment of a dispute in preparation for mediation	CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCMED412A Gather and clarify information for the mediation process	CHCMED412B Gather and clarify information for the mediation process	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCMED413A Manage communication processes to define the dispute	CHCMED413B Manage communication processes to define the dispute	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCMED416B Consolidate and conclude the mediation process	CHCMED416C Consolidate and conclude the mediation process	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCMH301B Work effectively in mental	CHCMH301C Work effectively in mental	Unit updated in V4.	E

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
based child care	based child care	references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCNET402A Establish and maintain effective networks	CHCNET402B Establish and maintain effective networks	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCNET404A Facilitate links with other services	CHCNET404B Facilitate links with other services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCNET501B Work effectively with other services and networks	CHCNET501C Work effectively with other services and networks	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCNET503C Develop new networks	CHCNET503D Develop new networks	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCOHC303A Use basic oral health screening tools	CHCOHC303B Use basic oral health screening tools	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCOHC406A Provide or assist with oral hygiene	CHCOHC406B Provide or assist with oral hygiene	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		legislation. No change to competency outcome.	
CHCOHC407A Apply and manage use of basic oral health products	CHCOHC407B Apply and manage use of basic oral health products	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG201B Follow policies, procedures and programs of the organisation	CHCORG201C Follow policies, procedures and programs of the organisation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG303B Participate effectively in the work environment	CHCORG303C Participate effectively in the work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG405D Maintain an effective work environment	CHCORG405E Maintain an effective work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG406B Supervise work	CHCORG406C Supervise work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG423B Maintain quality service delivery	CHCORG423C Maintain quality service delivery	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCORG502A Work autonomously	CHCORG502B Work autonomously	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG506D Coordinate the work environment	CHCORG506E Coordinate the work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG605A Manage human resources in a community sector organisation	CHCORG605B Manage human resources in a community sector organisation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG607C Manage workplace issues	CHCORG607D Manage workplace issues	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG608D Establish and manage new programs or services	CHCORG608E Establish and manage new programs or services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG611B Lead and develop others in a community sector workplace	CHCORG611C Lead and develop others in a community sector workplace	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG614B Manage a	CHCORG614C Manage a community	Unit updated in V4.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
community sector organisation	sector organisation	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCORG619C Manage quality of organisation's service delivery outcomes	CHCORG619D Manage quality of organisation's service delivery outcomes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG620C Promote and represent the service	CHCORG620D Promote and represent the service	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG621C Act as a resource to other services	CHCORG621D Act as a resource to other services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG624D Provide leadership in community services delivery	CHCORG624E Provide leadership in community services delivery	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCORG701B Provide leadership as a practitioner in community services	CHCORG701C Provide leadership as a practitioner in community services	Unit updated in V4.ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPAS401A Undertake pastoral care work	CHCPAS401B Undertake pastoral care work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCPOL402B Contribute to policy development	CHCPOL402C Contribute to policy development	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPOL403B Undertake research activities	CHCPOL403C Undertake research activities	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPR301B Provide experiences to support children's play and learning	CHCPR301C Provide experiences to support children's play and learning	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor changes to range statement. No change to competency outcome.	E
CHCPR614C Observe children and interpret observations	CHCPR614C Observe children and interpret observations	Unit updated in V4. Formatting and grammatical corrections. No change to competency outcome (no change to version identifier).	E
CHCPROM401B Share health information	CHCPROM401C Share health information	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPROT405D Provide supervision in the community	CHCPROT405E Provide supervision in the community	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCPROT407D Provide supervision in a secure system	CHCPROT407E Provide supervision in a secure system	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPROT409D Provide primary residential care	CHCPROT409E Provide primary residential care	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPROT422A Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPROT423A Support transition from care	CHCPROT423B Support transition from care	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPROT502D Undertake and implement planning with at-risk children and young people and their families	CHCPROT502E Undertake and implement planning with at-risk children and young people and their families	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPROT510D Support the progress and development of young people	CHCPROT510E Support the progress and development of young people	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCPROT526A Work in a child	CHCPROT526B Work in a child	Unit updated in V4.	E

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

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CHC08 Version 3	CHC08 Version 4	Description	E/N
with complex needs	with complex needs	replace with references to new WHS legislation. No change to competency outcome.	
CHCRH503A Develop leisure and health programs for clients with special needs	CHCRH503B Develop leisure and health programs for clients with special needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCRH504A Coordinate planning, implementation and monitoring of leisure and health programs	CHCRH504B Coordinate planning, implementation and monitoring of leisure and health programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCSW402A Undertake bicultural work with forced migrants in Australia	CHCSW402B Undertake bicultural work with forced migrants in Australia	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCTC301B Deliver a service consistent with the organisation's mission and values	CHCTC301C Deliver a service consistent with the organisation's mission and values	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCTC302A Provide client-centred telephone counselling	CHCTC302B Provide client-centred telephone counselling	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCTC403A Provide telephone counselling in crisis situations	CHCTC403B Provide telephone counselling in crisis situations	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCTC404A Provide competent suicide intervention in a telephone counselling context	CHCTC404B Provide competent suicide intervention in a telephone counselling context	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCVOL201A Be an effective volunteer	CHCVOL201B Be an effective volunteer	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCYJ401A Work in the youth justice environment	CHCYJ401B Work in the youth justice environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCYJ403A Prepare young people for reintegration	CHCYJ403B Prepare young people for reintegration	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCYTH402B Work effectively with young people in the youth work context	CHCYTH402C Work effectively with young people in the youth work context	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCYTH403B Support young people to create opportunities in their lives	CHCYTH403C Support young people to create opportunities in their lives	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCYTH404D Support young people in crisis	CHCYTH404E Support young people in crisis	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCYTH407D Respond to critical situations	CHCYTH407E Respond to critical situations	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCYTH505D Support youth programs	CHCYTH505E Support youth programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCYTH506A Provide services for young people appropriate to their needs and circumstances	CHCYTH506B Provide services for young people appropriate to their needs and circumstances	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCYTH608C Manage service response to young people in crisis	CHCYTH608D Manage service response to young people in crisis	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E

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

1. Mapping of qualifications

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
COMMUNITY SECTOR COORDINATION / MANAGEMENT QUALIFICATIONS					
		CHC42708	Certificate IV in Volunteer Program Coordination	New qualification	
CHC42002 CHC40202	Certificate IV in Community Services (Service Coordination) Certificate IV in Service Coordination (Ageing and Disability)	CHC52208	Diploma of Community Services Coordination	Replaced and upgraded to diploma level	Not equivalent
CHC60402	Advanced Diploma of Community Services Management	CHC60308	Advanced Diploma of Community Sector Management	Moderate change to structure and content	Not equivalent
		CHC80108	Vocational Graduate Diploma in Community Sector Management	New qualification	
ADVANCED PRACTICE QUALIFICATIONS					
		CHC70108 CHC70208	Vocational Graduate Certificate in Community Services Practice (Statutory child protection) Vocational Graduate Certificate in Community	New qualification	

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

2. Mapping of units of competency

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
CHCCHILD1C	Identify and respond to children and young people at risk of harm	CHCCHILD401 A	Identify and respond to children and young people at risk	Unit updated in V3 – equivalent competency outcome
CHCCHILD3A	Promote the safety, well-being and welfare of children, young people and their families	CHCCHILD403 B	Promote the safety, wellbeing and welfare of children, young people and their families	Equivalent outcome
CHCCHILD1C	Identify and respond to children and young people at risk of harm	CHCCHILD404 A	Support the rights and safety of children and young people	New unit, incorporating content from CHCCHILD1C and CHCCHILD2C
CHCCHILD2C	Support the rights and safety of children within duty of care requirements			
		CHCCHILD404 B	Support the rights and safety of children and young people	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
CHCCHILD4A	Assess risk of harm to children and young people			Equivalent outcome
CHCCHILD5A	Orientation to child protection and out of home care for children and young people	CHCCHILD505 B	Work effectively in child protection and out of home care for children and young people	Equivalent outcome
CHCCHILD6A	Conduct investigation			Superseded by CHCPROT430 A
CHCCM1C	Undertake case management	CHCCM401D	Undertake case management	Equivalent outcome
CHCCM2C	Establish and monitor a case plan	CHCCM402D	Establish and monitor a case plan	Unit updated in V3 – equivalent competency outcome
		CHCCM404A	Undertake case management for clients with complex needs	New unit
		CHCCM501A	Coordinate complex case requirements	New unit

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
CHCOHS201A	Follow OHS procedures			Unit replaced by HLTOHS200B
CHCOHS301A	Participate in workplace safety procedures			Unit replaced by HLTOHS300B
CHCOHS302A	Participate in safety procedures for direct care work	CHCOHS312A	Follow safety procedures for direct care work	Moderate changes to competency outcome
		CHCOHS312B	Follow safety procedures for direct care work	Unit updated in V4 - replaced by CHCWHS312 A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Explanation of the review date

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

Overview

Overview of Training Packages

What is a Training Package?

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

Each Training Package:

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

How do Training Packages fit within the National Training Framework?

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

How are Training Packages developed?

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

How do Training Packages encourage flexibility?

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

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

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

Who can deliver and assess using Training Packages?

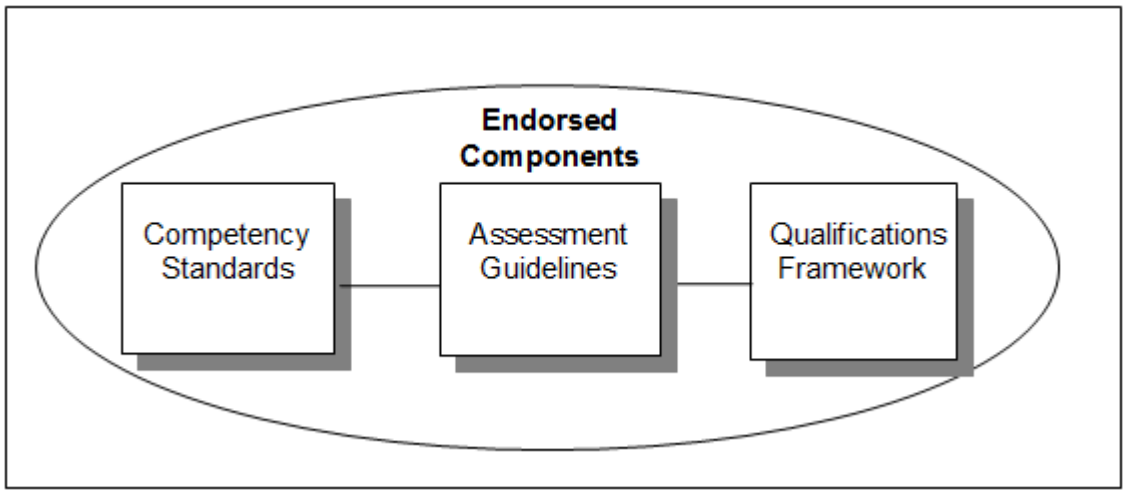
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training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

Training Package components

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

Training Package endorsed components

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



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Competency Standards

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

Assessment Guidelines

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

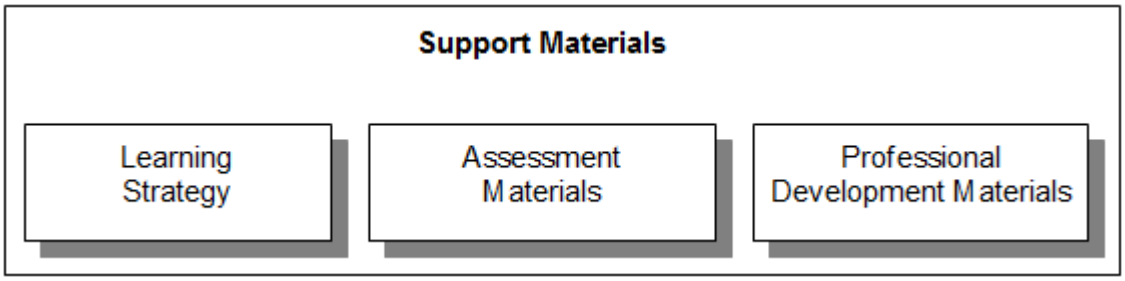
Qualifications Framework

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

Training Package support materials

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

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



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

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

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

Training Package, qualification and unit of competency codes

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

Training Package codes

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

Qualification codes

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

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

Unit of competency codes

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

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

Training Package, qualification and unit of competency titles

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

Training Package titles

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

Qualification titles

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

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

and

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

For example:

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

Unit of competency titles

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

For example:

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

Introduction to the Community Services Training Package

Introduction to the Community Services Training Package

Content of the CHC08 Community Services Training Package

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

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

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

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

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

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

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

Work in the community sector

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

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

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

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

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

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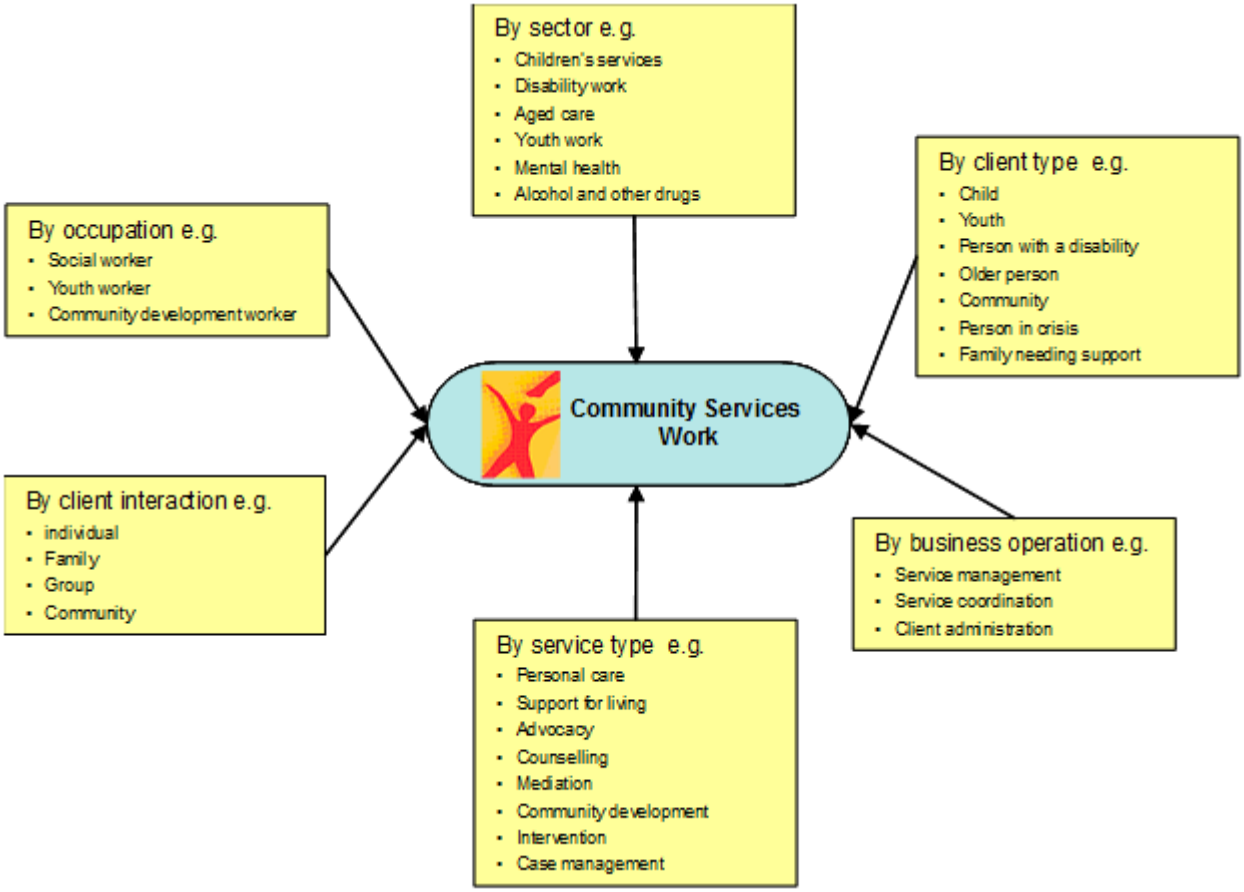
This lack of agreement and definition regarding the workforce has meant a lack of reliable consistent data with neither ANZSIC or ASCO codes enabling the identification of community services as a distinct area with some sectors being well identified and others not identifiable at all.

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

Diagram 1: Classifications of Community Services Work



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

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

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

1 ABS Social Trends 2004

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

The unpaid workforce

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

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

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

2 ABS Social Trends 2004
3 ABS Australian Social Trends, 2003
4 Australia's Welfare 2003
5 AIHW, Australia's Welfare 2007

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Characteristics of work in the community services industry

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

It involves:

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

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

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

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

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

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

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

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

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

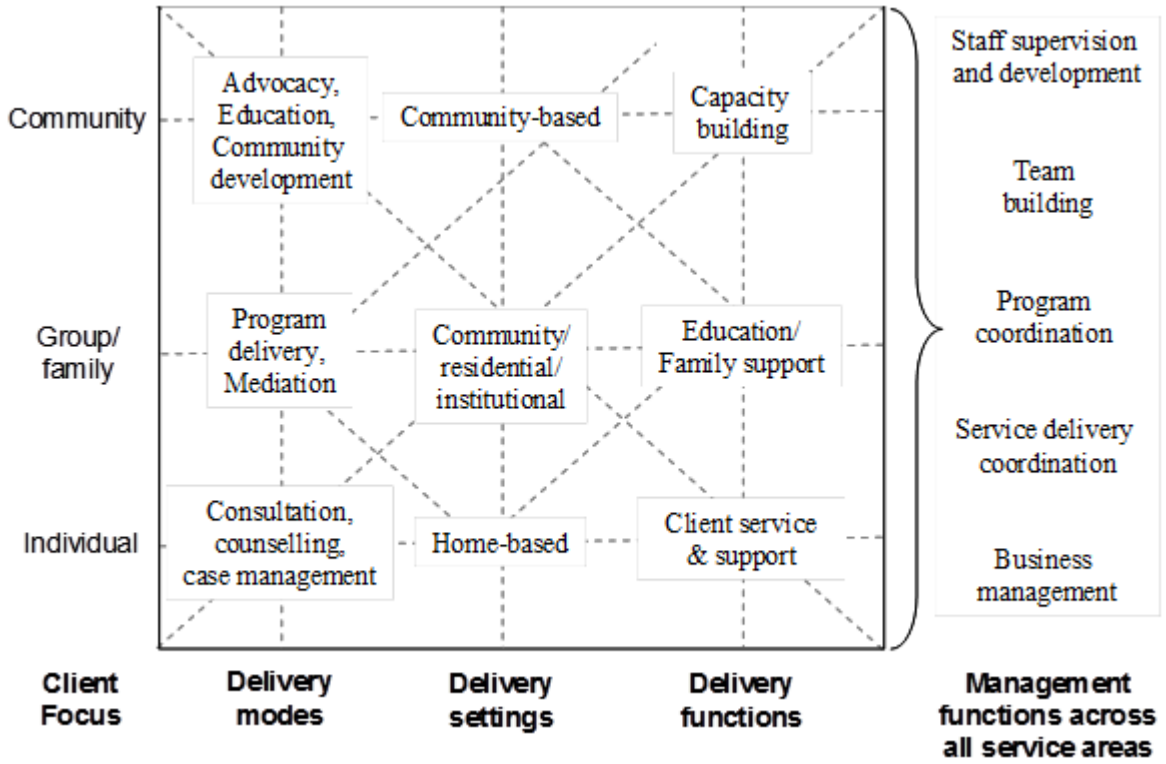
Work practices include strategies to empower individuals and groups, promote individual independence, and to respect the rights and dignity of clients and colleagues.

Coverage by the Community Services Training Package

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

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

Diagram 2: Community Services Training Package – Range of Work



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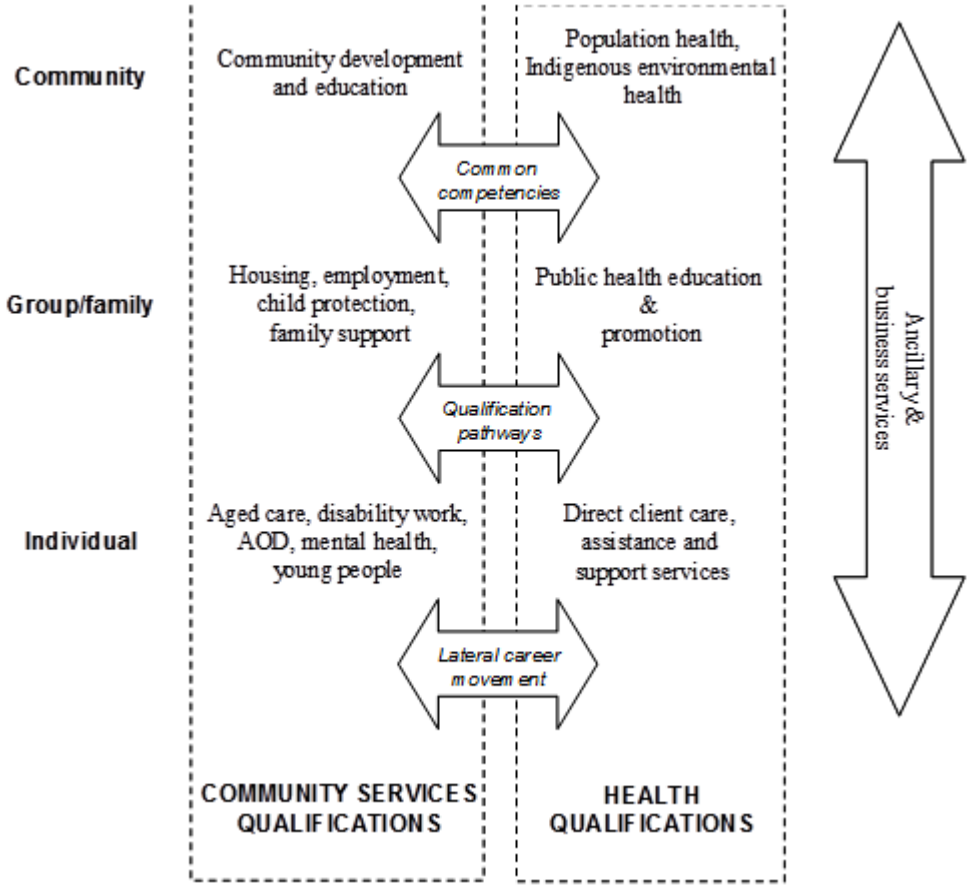
Relationship between community services and health

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

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

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

Diagram 3: Relationship between Community Services and Health Training Packages



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Stakeholder issues addressed in CHC02 review

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

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

Coverage for specific groups in the industry

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

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

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Assessment Guidelines

Assessment Guidelines

Introduction

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

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

Assessment system overview

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

Benchmarks for assessment

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

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

Australian Quality Training Framework assessment requirements

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

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

Registration of training organisations
Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.
Quality training and assessment
Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.
Assessor competency requirements

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

Assessment requirements

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

Assessment strategies

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

National recognition

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

Access and equity and client outcomes

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

Monitoring assessments

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

Recording assessment outcomes

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

Issuing AQF qualifications and Statements of Attainment

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

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

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

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

Licensing/registration requirements

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

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

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

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

Requirements for Assessors

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

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

Requirements for Candidates

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

Mutual recognition of licensing/registration arrangements between states and territories

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

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

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Licensing/registration bodies contact details

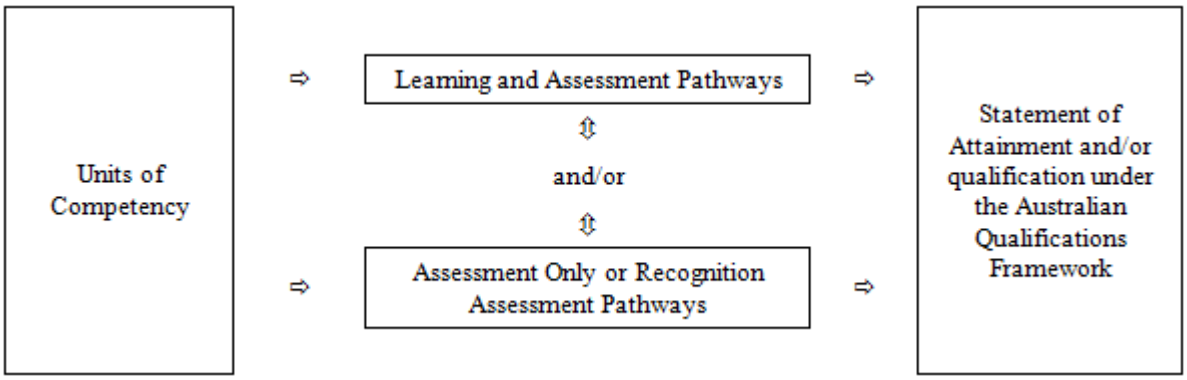
Jurisdiction	Licensing/registering body	Website
Commonwealth	Australian Government Attorney General's Department	http://www.ag.gov.au/

Pathways

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

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

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



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

Learning and assessment pathways

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

Structured learning and assessment programs may be:

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

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

Assessment-only or RPL pathway

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

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

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

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

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

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

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

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

Combination of pathways

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

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

Assessor requirements

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

Assessor competencies

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

1.4 Training and assessment are conducted by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors

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

c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

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Designing assessment tools

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

Use of assessment tools

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

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

Using prepared assessment tools

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

Developing assessment tools

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

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

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

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

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

Conducting assessment

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

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Assessment requirements

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

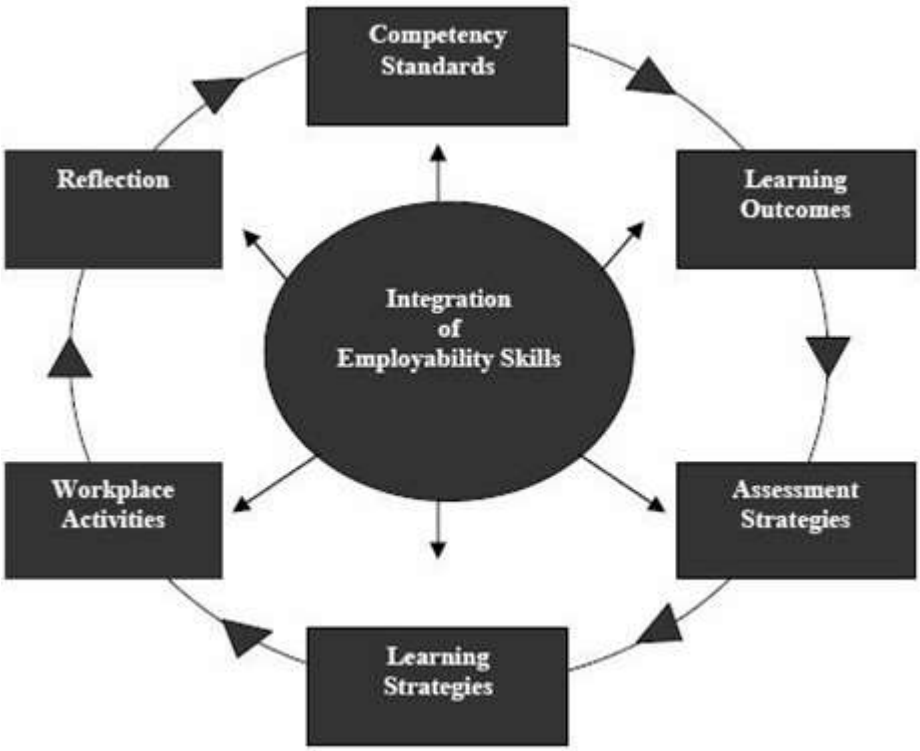
For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

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

a) meets the requirements of the relevant Training Package or accredited course
b) is conducted in accordance with the principles of assessment and the rules of evidence
c) meets workplace and, where relevant, regulatory requirements.

Assessment of Employability Skills

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



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

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

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

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

Access and equity

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

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

Reasonable adjustments

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

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

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

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

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

Assessment in the Community Services industry

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

- consumer protection
- anti-discrimination acts and regulations.

In certain circumstances other legislation will also be relevant including:

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

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

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

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

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

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

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

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

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

Implementing and supporting the recognition assessment process

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

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

Effective use of the recognition assessment process also:

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

Organised learning can occur:

- in the workplace
- in an educational institution.

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

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

The process

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

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

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

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

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

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

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

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

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

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

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

- life skills
- volunteer activities
- previous work experience.

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

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

Benefits of the recognition pathway
Benefits include:

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

Information for trainers and assessors in the community sector

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

Access and equity issues in the community sector

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

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

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

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

- *All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work*
- *All workers should develop their ability to work in a culturally diverse environment*
- *In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people*

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- *Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities.*

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

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

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

Safety issues in the community sector

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

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

Other OHS issues for community sector workers may include:

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

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

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

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

Awareness of key and emerging issues in the community sector

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

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

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

Training, learning and assessment approaches

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

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

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

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

Gender stereotyping, which may:

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

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

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

People with disabilities, who may:

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

Workforce participation patterns

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

Aboriginal and Torres Strait Islander needs

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

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

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

Evidence gathering methods and assessment procedures

These must:

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

Special considerations in implementing qualifications

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

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

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

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

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Selection of electives

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

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

Specific requirements for assessment of competence

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

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

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

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

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

   The intention of this statement is that:

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

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

   - 'This unit can be assessed in the workplace, in the community or in relevant simulation'.
   - 'This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions'.
   - 'Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible'.
   - 'This unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment'.

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

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

   In order to clarify the requirements in assessing listed items of Essential Knowledge, each CHC unit of competency includes the following (or similar) statement:
   ‘The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit.
   These include knowledge of:’

   The implications for assessment are as follows:

   - all items of Essential Knowledge should be addressed during the assessment processes
   - some items of Essential Knowledge are quite specific, others are more broadly stated
   - the assessor must refer to the elements and performance criteria to determine the depth and breadth of coverage of assessment of each item of knowledge
   - the assessment should also take into account the particular work application, especially in relation to more generic units of competency and should ensure (for example through questioning) that the candidate has specific knowledge they require in order to:
     - perform the task(s) addressed by the elements and performance criteria
     - manage the task within the broader context of other tasks that need to be performed within the work role
     - manage contingencies that may arise in relation to the task(s), such as unexpected problems, changes in routine, interruptions, faulty equipment or behavioural issues
     - perform the task effectively within the specific work context in line with workplace expectations and requirements.

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

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

The implications for assessment are as follows:

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

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

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

The implications for assessment and delivery are as follows:

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

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

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

Further sources of information

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

Contacts

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

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

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

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

General Resources

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

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

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

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

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

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

Qualifications

Training Packages can incorporate the following AQF qualifications:

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

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

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

Statement of Attainment

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

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

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

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Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

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

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

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Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

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Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

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

Distinguishing features of learning outcomes

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

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

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

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

Distinguishing features of learning outcomes

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

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Competency Standards

Competency Standards

What is competency?

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

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

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

Contextualisation of units of competency by RTOs

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

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

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

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Components of units of competency

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

Unit title

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

Unit descriptor

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

Employability Skills

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

Pre-requisite units (optional)

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

Application of the unit

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

Competency field (optional)

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

Sector (optional)

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

Elements of competency

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

Performance criteria

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

Required skills and knowledge

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

Range statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence guide

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

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

The evidence guide describes:

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

Employability Skills in units of competency

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

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

How Employability Skills relate to the Key Competencies

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

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

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

Explicitly embedding Employability Skills in units of competency

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

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

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

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

Sample unit of competency components showing Employability Skills

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

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

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

Employability Skills Summaries and units of competency

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

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Common units of competency

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

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

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

Working in the community sector

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

Communication

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

Workplace diversity

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

Service delivery

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

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

Addressing specific client issues

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

Addressing specific worker issues

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

Occupational health and safety

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

Application of lifespan development knowledge

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

First aid

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

Training Package pathways

Training Package pathways

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

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

Qualification entry requirements

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

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

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

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

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

Cross sector pathways

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

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

Unit of competency pre-requisite requirements

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

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

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

Training and assessment pathways

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

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

Work application requirements

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

Post-training pathways

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

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

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

Eligibility for membership of professional associations

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

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

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

Australian Apprenticeships

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

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

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

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

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

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

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

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

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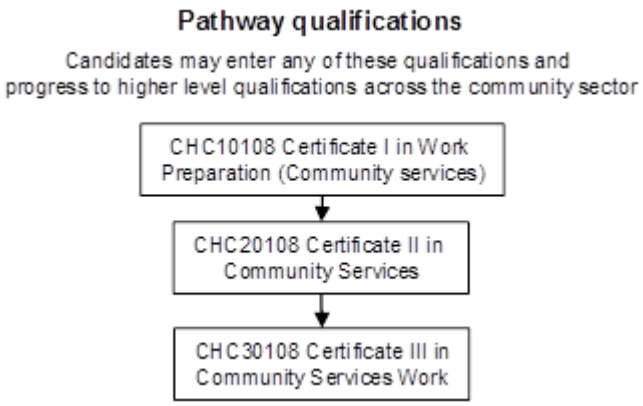
PO Box 49, Strawberry Hills, NSW 2012
Phone: 02 9270 6600
Fax: 02 9270 6610
Email: admin@cshisc.com.au
Or visit the Skills Council website at: http://www.cshisc.com.au

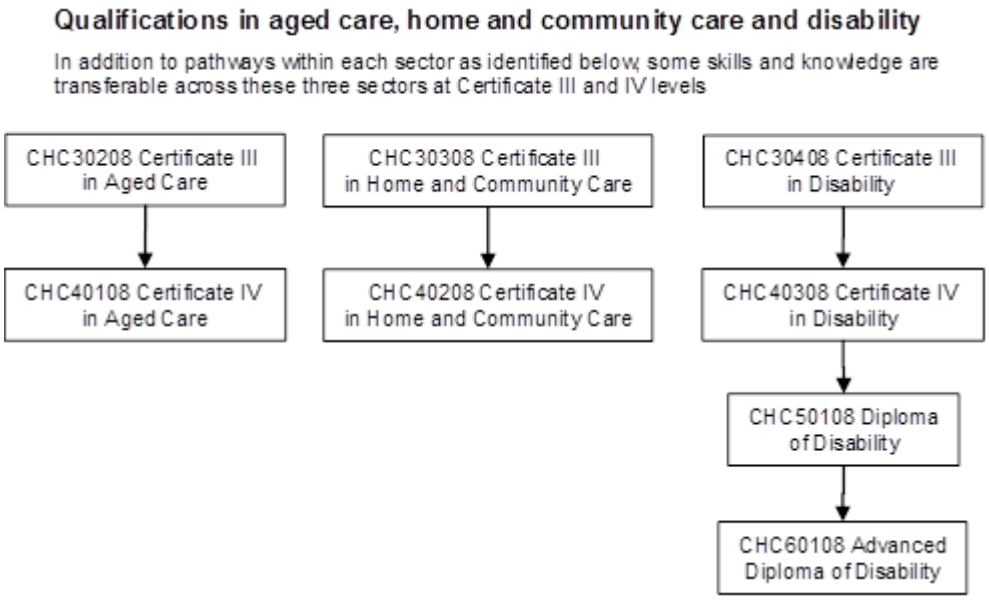
NOTE:

In the diagrams below, solid arrows (⟶) show direct relationships between qualifications and broken arrows (- - - ▸) indicate less direct pathways. The arrows simply indicate that learners may progress from one qualification to another, by building on acquired skills and knowledge and do not infer that one qualification is required for entry to another.

Pathway qualifications



Individual client support qualifications



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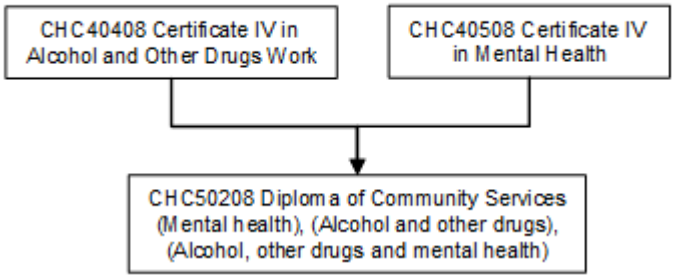
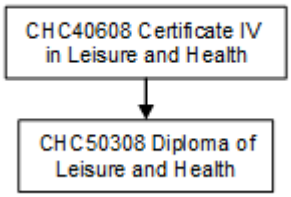
Qualifications in mental health and alcohol and other drugs

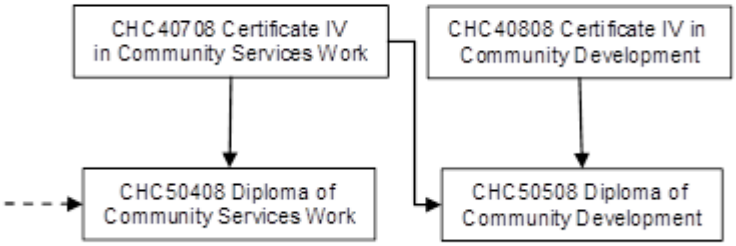


Qualifications in leisure and health

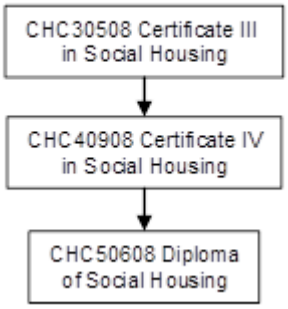


Community services and development qualifications

Qualifications in community services and community development



Qualifications in social housing



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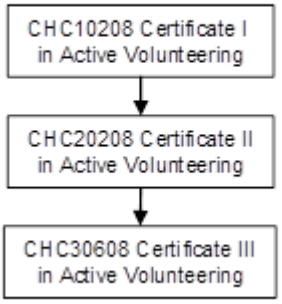
Qualifications in active volunteering

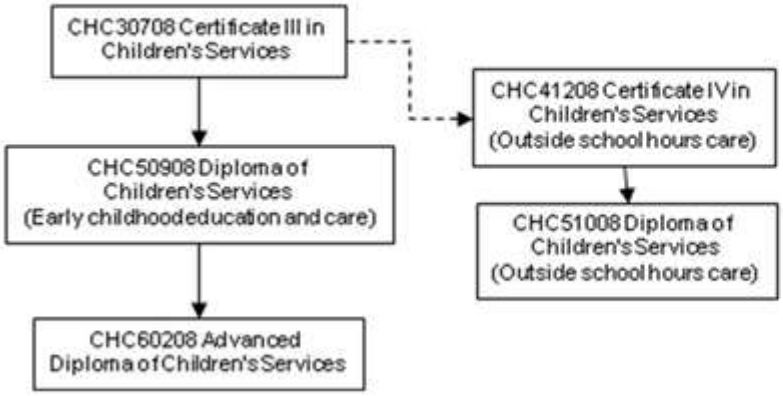


Qualifications in advocacy and pastoral care

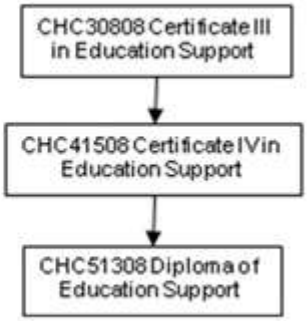
These entry level qualifications may provide a foundation for a range of higher level qualifications

Children's and youth services qualifications

Qualifications in children's services



Qualifications in education support



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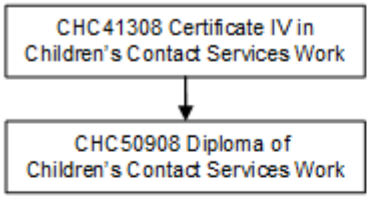
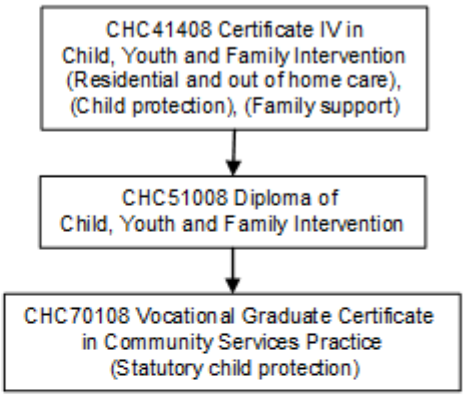
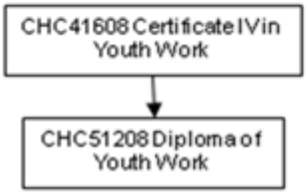
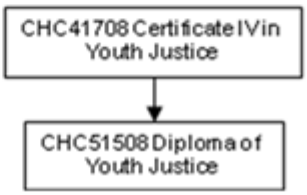
Qualifications in children's contact services



Qualifications in child, youth and family intervention

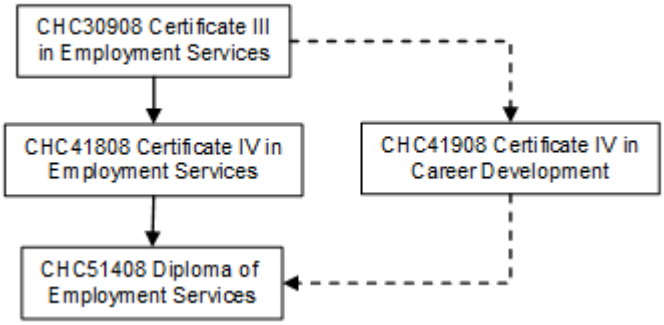






Client services qualifications

Qualifications in employment services and career development



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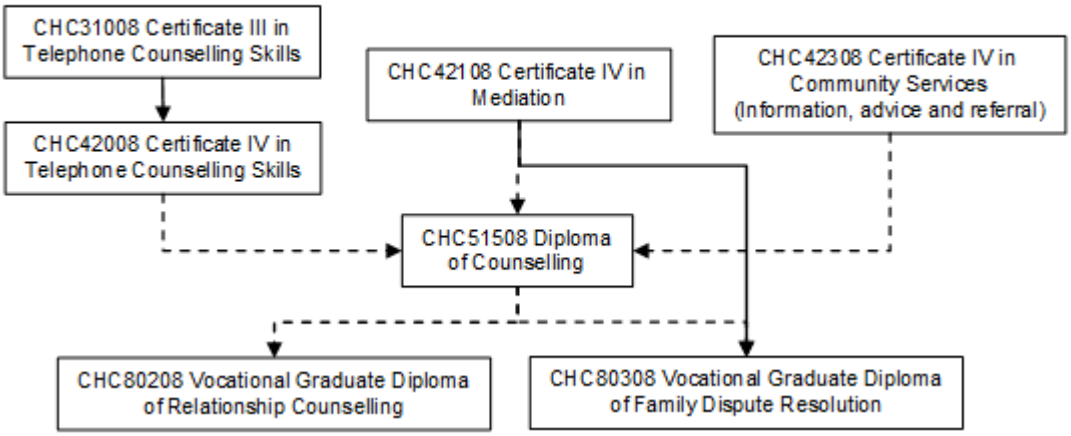
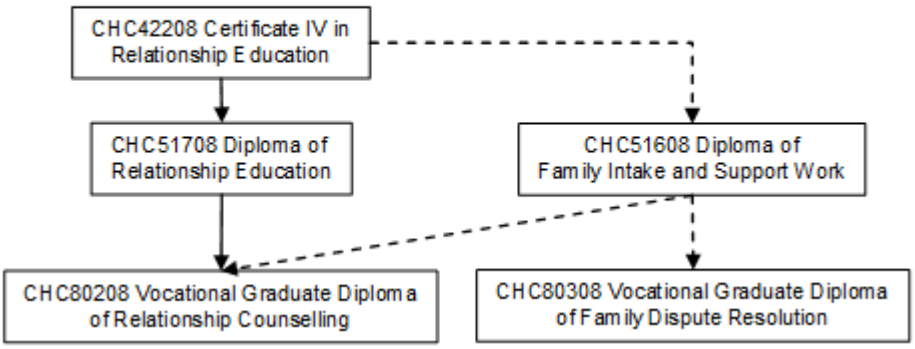
Qualifications in information, advice, referral, counselling and mediation

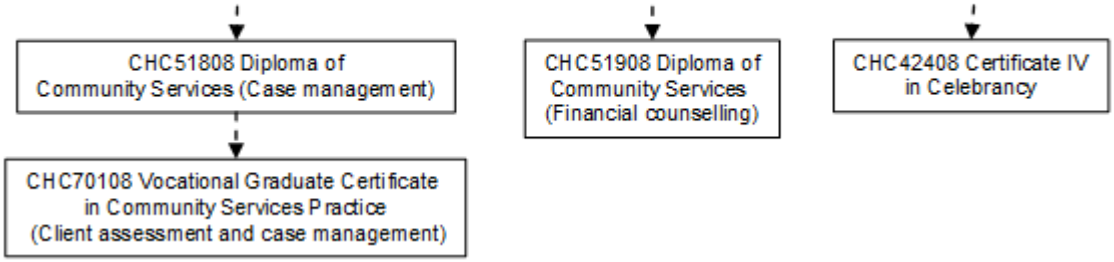


Qualifications in relationship education and family intake and support



Qualifications in case management, financial counselling and celebrancy

These qualifications may build on qualifications and/or work experience in a wide range of contexts



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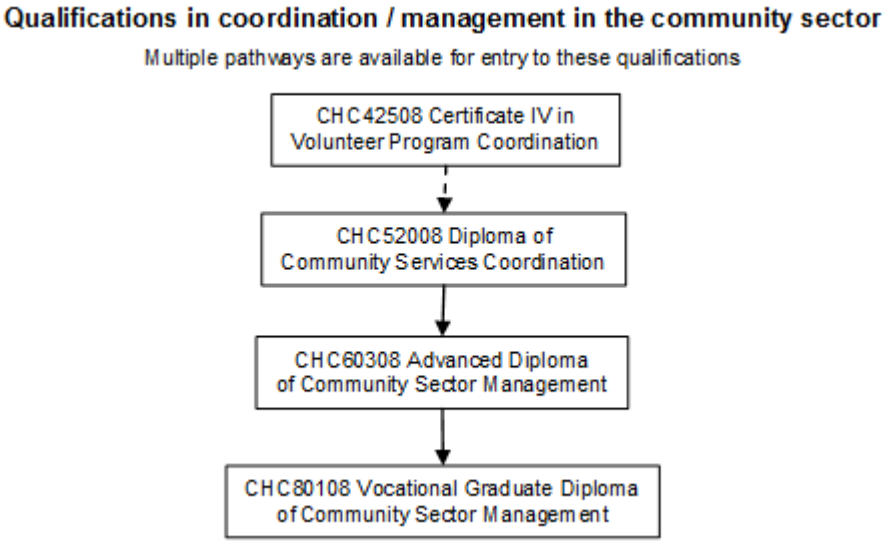
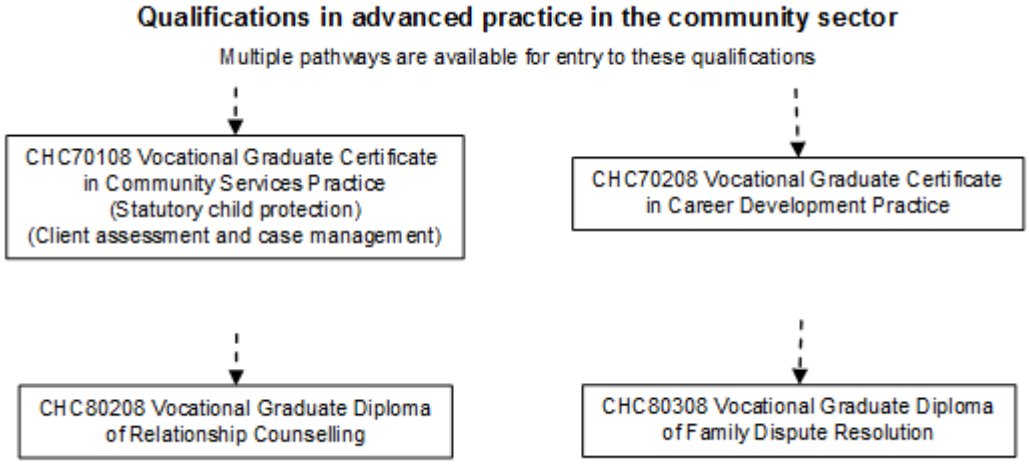
Community sector coordination / management qualifications



Community sector advanced practice qualifications



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Skill sets

Skill sets

Definition

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

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

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

Wording on Statements of Attainment

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

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

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

Skill sets in this Training Package

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

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

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

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

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

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

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

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

Individual client support skill sets

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

Community services and development skill sets

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

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

Children's and youth services skill sets

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

Client services skill sets

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

Management and leadership skill sets

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

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Accessing qualifications by occupational titles

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Introduction to the Employability Skills Qualification Summaries

Introduction to the Employability Skills Qualification Summaries

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

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

Customisation for CHC08 Training Package

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

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

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

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

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

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

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

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

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*Note: Facets enclosed in brackets do not apply

Employability Skills Qualification Summaries at Certificate I level

CHC10108 Certificate I in Work Preparation (Community Services)

CHC10208 Certificate I in Active Volunteering

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

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

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

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

Employability Skills Qualification Summaries at Certificate II level

CHC20108 Certificate II in Community Services

CHC20208 Certificate II in Active Volunteering

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

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

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

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

Employability Skills Qualification Summaries at Certificate III level

CHC30108 Certificate III in Community Services Work

CHC30608 Certificate III in Active Volunteering

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

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

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

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

CHC30208 Certificate III in Aged Care

CHC30308 Certificate III in Home and Community Care

CHC30408 Certificate III in Disability

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

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

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

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

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CHC30708 Certificate III in Children's Services

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

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

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

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

CHC30908 Certificate III in Employment Services

CHC30508 Certificate III in Social Housing

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

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

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

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

CHC30808 Certificate III in Education Support

CHC31008 Certificate III in Telephone Counselling Skills

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

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

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

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

Employability Skills Qualification Summaries at Certificate IV level

CHC40708 Certificate IV in Community Services Work

CHC40108 Certificate IV in Aged Care

CHC40208 Certificate IV in Home and Community Care

CHC40308 Certificate IV in Disability

CHC42708 Certificate IV in Volunteer Program Coordination

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

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

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

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

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

CHC41708 Certificate IV in Education Support

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

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

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

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

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

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

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

CHC40808 Certificate IV in Community Development

CHC42008 Certificate IV in Employment Services

CHC42108 Certificate IV in Career Development

CHC40908 Certificate IV in Social Housing

CHC40408 Certificate IV in Alcohol and Other Drugs

CHC41108 Certificate IV in Pastoral Care

CHC42208 Certificate IV in Telephone Counselling Skills

CHC40508 Certificate IV in Mental Health

CHC41008 Certificate IV in Community Services Advocacy

CHC42308 Certificate IV in Mediation

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

CHC42608 Certificate IV in Celebrancy

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CHC40608 Certificate IV in Leisure and Health

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

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

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

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

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

CHC41808 Certificate IV in Youth Work

CHC41908 Certificate IV in Youth Justice

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

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

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

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

CHC41308 Certificate IV in Children's Contact Service Work

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

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

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

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

CHC42408 Certificate IV Relationship Education

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

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

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

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

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

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Employability Skills Qualification Summaries at Diploma level

CHC50608 Diploma of Community Services Work

CHC52208 Diploma of Community Services Coordination

CHC50108 Diploma of Disability

CHC50708 Diploma of Community Development

CHC51608 Diploma of Employment Services

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

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

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

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

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

CHC50808 Diploma of Social Housing

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

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

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

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

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

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

CHC51308 Diploma of Education Support

CHC51208 Diploma of Child, Youth and Family Intervention

CHC51508 Diploma of Youth Justice

CHC50208 Diploma of Community Services (Alcohol and other drugs)

CHC50308 Diploma of Community Services (Mental health)

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

CHC50508 Diploma of Leisure and Health

CHC51708 Diploma of Counselling

CHC52008 Diploma of Community Services (Case Management)

CHC52108 Diploma of Community Services (Financial Counselling)

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

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

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

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

CHC51408 Diploma of Youth Work

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

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

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

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

CHC51808 Diploma of Family Intake and Support Work

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

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

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

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

CHC51108 Diploma of Children's Contact Service Work

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

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

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

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

CHC51908 Diploma of Relationship Education

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

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

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

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

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

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

Employability Skills Qualification Summaries at Advanced Diploma level

CHC60108 Advanced Diploma of Disability

CHC60308 Advanced Diploma of Community Sector Management

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

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

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

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

CHC60208 Advanced Diploma of Children's Services

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

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

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

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

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Employability Skills Qualification Summaries at Vocational Graduate level

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

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

CHC70308 Vocational Graduate Certificate of Career Development Practice

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

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

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

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

CHC80208 Vocational Graduate Diploma of Relationship Counselling

CHC80308 Vocational Graduate Diploma of Family Dispute Resolution

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

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

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

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

CHC80108 Vocational Graduate Diploma of Community Sector Management

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

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

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

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

*Note: Facets enclosed in brackets do not apply

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CHC10108 Certificate I in Work Preparation (Community services)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC10108 Certificate I in Work Preparation (Community Services)	CHC10108 Certificate I in Work Preparation (Community Services)	ISC upgrades of unit codes No change to qualification outcome

Description

This qualification provides an exposure to work in the community services industry.
This is a pathway qualification that may lead to a VET in Schools qualification, career clarification and greater participation of equity groups. It may also serve as a basis for workplace entry training for people with a disability seeking employment in business service or open employment.

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

3 units are required for award of this qualification, including:

- 2 core units
- 1 elective unit

Elective units available include:

- Group A WHS electives of which one is required for work preparation

Core units
BSBCMM101A Apply basic communication skills
CHCCS211B Prepare for work in the community sector
Group A WHS electives - one unit must be selected
One occupational health and safety unit **must** be selected as preparation for entering work. One of the following units or another unit that provides equivalent skills and knowledge may be selected in line with the Packaging Rules.
CHCWHS312A Follow WHS safety procedures for direct care work
HLTWHS200A Participate in WHS processes
HLTWHS300A Contribute to WHS processes
The importance of culturally aware and respectful practice
All workers undertaking work in community services need foundation knowledge to inform their work with Indigenous clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

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CHC10212 Certificate I in Active Volunteering

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC10208 Certificate I in Active Volunteering	CHC10212 Certificate I in Active Volunteering	updated care WHS units

Description

This qualification covers people working in a volunteer capacity and includes foundation skills required by all volunteers to enable them to effectively undertake their volunteer work using basic practical skills required for the job.
These foundation skills cover being an effective volunteer, organising their own work routine efficiently and performing a sequence of routine tasks, given clear directions, understanding and following the organisation's occupational health, safety and welfare procedures thus engaging in safe work practices and interacting appropriately with clients, including receiving and passing on messages and information.

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

5 units are required for award of this qualification including:

- 3 core units
- 2 elective unit

A wide range of elective units is available, including:

- Group A elective which is recommended for work in active volunteering
- Other relevant electives
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, one unit of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
BSBWOR404B Develop work priorities
CHCVOL201B Be an effective volunteer
HLTWHS200A Participate in WHS processes
The importance of culturally aware and respectful practice
All volunteer workers need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Group A - elective recommended for active volunteering work
The following unit is recommended for selection
SRXGCSO01A Create client relationship
Other relevant electives
Electives may be selected from other Community Services Training Package units, or from other relevant units of competency. Employers may specify that certain electives are required to address specific workplace needs.

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CHC20112 Certificate II in Community Services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC20108 Certificate II in Community Services	CHC20112 Certificate II in Community Services	Updated core WHS units

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Description

This qualification may be used as a pathway qualification into community services work and may apply specifically to:

- Workers who support individuals by providing a first point of contact in a crisis situation and referral to a broad range of services, or
- Workers in residential facilities and/or in community services under direct or regular supervision within clearly defined organisation guidelines and service plans.

Workers at this level:

- May provide assistance and support to clients accessing a service or experiencing issues such as alcohol and/or other drug issues
- Assist people in meeting their immediate needs e.g. by providing shelter and food
- Provide short-term contact with clients in a crisis situation during which time they establish a helping relationship to define the crisis and provide referral information where appropriate
- May provide ancillary services such as catering, cleaning, laundry, gardening and home maintenance
- Report directly to a supervisor and are not responsible for other workers.

These positions may have direct contact with clients, identify presenting needs and refer to appropriate services and support.
This qualification may provide an appropriate pathway into higher level qualifications, such as those in aged care, disability and home and community care.
Occupational titles may include:

- Assistant community services workers
- Care service employee
- Contact officers
- Customer service staff
- Domestic assistant
- Gardener/grounds person
- Home helper
- Housekeeping assistant
- Laundry assistant
- Night/community patrol workers
- Personal care assistant
- Provision of emergency relief
- Reception/front desk staff
- Support worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

11 units are required for award of this qualification including:

- 5 core units
- 6 elective units

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Packaging to address identified work roles:

- Some industry sectors have identified certain electives recommended for specific areas of work
- These electives are included in the table below

Core units

CHCCS211B Prepare for work in the community sector
CHCCOM201C Communicate with people accessing the services of the organisation
CHCORG201C Follow policies, procedures and programs of the organisation
CHCORG202C Work with others

AND *one only of the following units*:

HLTWHS200A Participate in WHS processes

OR

CHCWHS312A Follow WHS safety procedures for direct care work

The importance of culturally aware and respectful practice

All workers undertaking work in community services need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives

Electives are to be selected in line with specified Packaging Rules. Relevant electives are listed below. Employers may specify that certain electives are required to address specific workplace needs.

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Electives recommended for specific areas of work are shown in the following table.

Elective groups shown in this table are recommended, but not necessarily required for work in the areas identified on the right	**Children's services**	**Parent help services**	**Emergency relief services**	**Support services**	**First point of contact**	**Settlement work**
CHCAC318B Work effectively with older people ***OR*** CHCDIS301C Work effectively with people with a disability					✓	
CHCADMIN201D Undertake basic administrative duties				✓		
CHCCN301C Ensure the health and safety of children	✓	✓				
CHCCOM201C Communicate with people accessing the services of the organisation				✓		
CHCCOM302D Communicate appropriately with clients and colleagues			✓			
CHCCS200D Deliver service to clients					✓	
CHCCS308B Provide first point of contact					✓	
CHCCS401C Facilitate responsible behaviour					✓	
CHCCS411C Work effectively in the community sector			✓			

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CHCCS421B Undertake community sector work within own community					✓
CHCER301B Deliver emergency relief services			✓		
CHCFC301A Support the development of children	✓	✓			
CHCIC201B Communicate with children	✓	✓			
CHCPR301C Provide experiences to support children's play and learning	✓	✓			
CHCRF301E Work effectively with families to care for the child		✓			
CHCYTH301E Work effectively with young people	✓				
HLTCSD306D Respond effectively to difficult or challenging behaviour				✓	
HLTIN301C Comply with infection control policies and procedures				✓	

Additional electives

CHCAC316D Provide food services
CHCAC317A Support older people to maintain their independence
CHCAC318B Work effectively with older people
CHCAOD201D Prepare for alcohol and other drugs work
CHCCD307D Support community resources
CHCCH225A Prepare to work in social housing
CHCCS405C Identify and address specific client needs
CHCDIS220B Prepare for disability work
CHCGROUP201C Support the activities of existing groups

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CHCGROUP302D Support group activities
CHCMH301C Work effectively in mental health
CHCRH401C Work effectively in the leisure and health industry
HLTCPR211A Perform CPR
HLTCSD203D Prepare and maintain beds
HLTCSD208D Transport clients
HLTCSD307D Care for the home environment of clients
HLTFA311A Apply first aid
HLTFS201D Distribute meals and refreshments to clients
HLTFS204D Provide ward or unit based food preparation and distribution services
HLTFS205D Perform kitchenware washing
HLTFS207C Follow basic food safety practices
HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
HLTFS310C Apply and monitor food safety requirements
HLTFS208D Transport food
HLTFS302D Prepare foods suitable for a range of food service settings
HLTGM201D Perform routine servicing of plant, equipment and machinery
HLTGM202C Use hand and power tools
HLTGM203D Perform minor general maintenance
HLTMS201D Collect and manage linen stock at user-location
HLTMS206D Perform general cleaning tasks in a clinical setting
HLTMS208D Handle waste in a health care environment

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CHC20212 Certificate II in Active Volunteering

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC20208 Certificate II in Active Volunteering	CHC20212 Certificate II in Active Volunteering	Updated core WHS units

Description

This qualification covers people working in a volunteer capacity and builds on the foundation skills required by all volunteers, to deliver competency outcomes including:

- Undertaking administrative tasks that involve basic operational knowledge, accessing and recording information and making choices between a limited range of options relevant to the job
- Acquiring strategies that will assist them as volunteers to communicate more effectively with clients and be able to apply known solutions to a limited range of predictable problems
- Engaging in safe work practices, and applying basic operational knowledge in a moderate range of areas relevant to the job
- Developing a defined range of skills that will assist them as volunteers to work effectively with colleagues (paid and volunteer) and take limited responsibility for their work output and learning.
-

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

9 units are required for award of this qualification including:

- 5 core units
- 4 elective units

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCADMIN201D Undertake basic administrative duties
CHCCOM201C Communicate with people accessing the services of the organisation
CHCORG202C Work with others
CHCVOL201B Be an effective volunteer
HLTWHS200A Participate in WHS processes

The importance of culturally aware and respectful practice

All volunteer workers need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives

Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives may facilitate selection.
CHCCH225A Prepare to work in social housing
CHCCS200D Deliver service to clients
CHCGROUP201C Support the activities of existing groups
CHCNET301D Participate in networks

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CHC30112 Certificate III in Community Services Work

Modification History

CHC08 Version 3	CHC08 Version 3	Comments
CHC30108 Certificate III in Community Work	CHC30112 Certificate III in Community Work	Updated core WHS units

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Description

This qualification applies to community work delivered through a broad range of services which provide support to individuals and groups.

This level is appropriate for support workers, case workers and client contact officers and generally, these positions:

- Have direct contact with clients
- Identify presenting needs
- Refer to appropriate services and support.

At this level support workers and case workers may provide day-to-day support in community settings and/or provide assistance with entitlements and benefits under the broad direction of others.

Emotional and practical support may be provided face to face or over the telephone to assist the client and enable an accurate referral to be achieved.

This qualification is available as a broad-based qualification or with a focus on either community services or community development work.

Occupational titles may include:

- Aboriginal or Torres Strait Islander community development worker
- Client contact
- Community care worker
- Assistant community workers (focusing on community health primarily in an Indigenous community)
- Indigenous youth worker
- Intake and referral worker (Aboriginal)
- Juvenile justice court officer
- Juvenile justice officer
- Juvenile justice officer (community)
- Neighbourhood centre worker
- Recreational activities officer (weekend)
- Residential support worker
- Support worker (community based with an orientation toward any or a number of the following: youth, women, families, domestic violence, child protection)
- Tenants working in a range of areas
- Youth case worker (community health service setting - non residential)
- Youth housing support worker
- Youth worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

13 units are required for award of this qualification including:

- 8 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives, recommended as a foundation for community services work
- Group B electives, recommended as a foundation for community development work
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
CHCADMIN305F Work within the administration protocols of the organisation
CHCCD412B Work within a community development framework
CHCCOM302D Communicate appropriately with clients and colleagues
CHCCS308B Provide first point of contact
CHCCS411C Work effectively in the community sector
CHCNET301D Participate in networks
CHCORG303C Participate effectively in the work environment
AND one only of the following units:
CHCWHS312A Follow WHS safety procedures for direct care work
OR
HLTWHS300A Contribute to WHS processes
The importance of culturally aware and respectful practice
All workers undertaking work in community services need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Relevant electives
Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.

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CHC30108 Certificate III in Community Services Work enables selection of specific electives recommended for further work in community services or community development.

Group A - electives recommended for community services work

The following units of competency are recommended for community services work:

CHCCS401C Facilitate responsible behaviour

CHCCS422B Respond holistically to client issues and refer appropriately

Group B - electives recommended for community development work

The following units of competency are recommended for community development work:

CHCCD401E Support community participation

CHCCD404E Develop and implement community programs

CHCCS414A Provide education and support on parenting, health and well being

Other relevant electives

BSBINM201A Process and maintain workplace information

CHCAC318B Work effectively with older people

CHCAD401D Advocate for clients

CHCAOD402B Work effectively in the alcohol and other drugs sector

CHCAOD406E Work with clients who are intoxicated

CHCAOD407E Provide needle and syringe services

CHCCD307D Support community resources

CHCCD401E Support community participation

CHCCD402B Develop and provide community education projects

CHCCD404E Develop and implement community programs

CHCCD413E Work within specific communities

CHCCHILD404B Support the rights and safety of children and young people

CHCCS419C Provide support services to clients

CHCCW301C Operate under a casework framework

CHCDFV301A Recognise and respond appropriately to domestic and family violence

CHCDIS301C Work effectively with people with a disability

CHCGROUP302D Support group activities

CHCINF302D Maintain the organisation's information systems

CHCINF408C Comply with information requirements of the aged care and community care sectors

CHCMH301C Work effectively in mental health

or

CHCMH411A Work with people with mental health issues

CHCYTH301E Work effectively with young people

CHCYTH401B Engage respectfully with young people

CHCYTH402C Work effectively with young people in the youth work context

HLTFA311A Apply first aid

HLTFA302C Provide first aid in remote situation (Note pre-requisite: HLTFA301C)

HLTFA412A Apply advanced first aid (Note pre-requisite: HLTFA301C)

HLTHIR403C Work effectively with culturally diverse clients and co-workers

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

Financial literacy education electives

CHCFLE301A Work with clients needing financial literacy education

CHCFLE302A Educate clients in fundamental financial literacy skills

CHCFLE303A Educate clients to understand debt and consumer credit

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CHC30212 Certificate III in Aged Care

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC30208 Certificate III in Aged Care	CHC30212 Certificate III in Aged Care	Updated core WHS units

Description

This qualification addresses work primarily in residential facilities under direct or regular supervision within clearly defined organisation guidelines and service plans.
These workers:

- Carry out activities to maintain personal care and/or other activities of living for people in an aged care setting
- Carry out activities related to an individualised plan
- Report directly to a supervisor and are not responsible for other workers.

Occupational titles may include:

- Accommodation support worker
- Assistant in nursing
- Care assistant
- Care service employees
- Care worker
- Community care worker
- Community house worker
- Community support worker
- Disability service officer (in some jurisdictions)
- Field officer
- Home care assistant
- In-home respite worker
- Nursing assistant
- Personal care assistant
- Personal care giver
- Personal care worker
- Residential care worker
- Support worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

14 units must be selected for this qualification including:

- 10 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives as listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training Packages

Core units
CHCAC317A Support older people to maintain their independence
CHCAC318B Work effectively with older people
CHCAC319A Provide support to people living with dementia
CHCCS411C Work effectively in the community sector
CHCICS301B Provide support to meet personal care needs
CHCICS302B Participate in the implementation of individualised plans
CHCICS303A Support individual health and emotional well being
CHCWHS312A Follow WHS safety procedures for direct care work
CHCPA301B Deliver care services using a palliative approach
HLTAP301B Recognise healthy body systems in a health care context

The importance of culturally aware and respectful practice
All workers undertaking work in the aged care sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Group A - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers

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

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Client support

CHCAC316D Provide food services
CHCAC410B Collect technical data to support client health care plan (Note pre-requisite HLTAP301B)
CHCAC417A Implement interventions with older people at risk of falls
CHCAD401D Advocate for clients
CHCCS311D Deliver and monitor services to clients
CHCCS400C Work within a relevant legal and ethical framework
CHCCS426B Provide support and care relating to loss and grief
CHCGROUP302D Support group activities
CHCICS305B Provide behaviour support in the context of individualised plans
CHCICS306B Provide basic foot skin and nail care
CHCLD315A Recognise stages of lifespan development
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
HLTFA311A Apply first aid
HLTIN301C Comply with infection control policies and procedures

Medication

CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)

Organisational support

BSBINM201A Process and maintain workplace information
BSBWOR204A Use business technology
CHCADMIN302D Provide administrative support
CHCINF302D Maintain the organisation's information systems
CHCINF303B Contribute to information requirements in the community sector
CHCINF408C Comply with information requirements of the aged care and community care sectors
CHCORG322B Contribute to implementation of service delivery strategy

Supervision and training

CHCCS427B Facilitate adult learning and development
CHCCOM403A Use targeted communication skills to build relationships
CHCORG406C Supervise work
TAEDEL301A Provide work skill instruction

Community care

CHCHC311C Work effectively in home and community care
CHCICS304B Work effectively with carers
HLTRAH302C Undertake home visits

Working with people with disabilities

CHCDIS301C Work effectively with people with a disability
CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS313A Support people with disabilities who are ageing
CHCDIS322A Support community participation and inclusion

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CHCDIS323A Contribute to skill development and maintenance

Working with people with mental health issues

CMH301C Work effectively in mental health

or

CHCMH411A Work with people with mental health issues

Oral health

CHCOHC303B Use basic oral health screening tools

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

CHCOHC402A Support and encourage clients and groups to learn practical aspects of oral health care

CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

CHCOHC406B Provide or assist with oral hygiene

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CHC30312 Certificate III in Home and Community Care

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC30308 Certificate III in Home and COmmunity Care	CHC30312 Certificate III in Home and COmmunity Care	Updated core WHS units

Description

This qualification addresses work in client homes and other community settings under regular supervision within clearly defined organisational guidelines and service plans.
These workers:

- Carry out activities to maintain personal care and/or other activities of living for people in their own homes or in other community settings
- Carry out activities related to an individualised plan
- Report directly to a supervisor and are not responsible for other workers.

Occupational titles may include:

- Care assistant / worker
- Care service employees
- Community care worker
- Community support worker
- Disability support worker
- Driver
- Food services deliverer
- Home care worker
- Home maintenance worker
- In-home respite giver
- Personal care assistant
- Personal care giver / worker
- Planned activity assistant
- Transport support worker
- Support worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

14 units are required for award of this qualification including:

- 9 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives from which at least one unit must be selected for this qualification
- Group B electives which are recommended for special consideration
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at this level or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
CHCAC318B Work effectively with older people
CHCAC319A Provide support to people living with dementia
CHCCS411C Work effectively in the community sector
CHCDIS301C Work effectively with people with a disability
CHCHC311C Work effectively in home and community care
CHCICS301B Provide support to meet personal care needs
CHCICS302B Participate in the implementation of individualised plans
CHCICS304B Work effectively with carers
CHCWHS312A Follow safety procedures for direct care work
The importance of culturally aware and respectful practice
All workers in the home and community care sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Group A electives - at least one unit must be selected
One of the following units **must** be selected for this qualification.
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

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Where work involves a specific focus on both Aboriginal and/or Torres Strait Islander and culturally diverse clients or communities, candidates are recommended to select both units.

Group B electives for special consideration

The following electives, whilst not required in ***all*** home and community care work, are highly recommended to be considered for inclusion in this qualification:

CHCICS303A Support individual health and emotional well being
CHCPA301B Deliver care services using a palliative approach

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Client support

CHCAC410B Collect technical data to support client health care plan (Note pre-requisite HLTAP301B)
CHCAD401D Advocate for clients
CHCCOM302D Communicate appropriately with clients and colleagues
CHCCS311D Deliver and monitor services to clients
CHCCS400C Work within a relevant legal and ethical framework
CHCCS401C Facilitate responsible behaviour
CHCCS426B Provide support and care relating to loss and grief
CHCGROUP302D Support group activities
CHCICS305B Provide behaviour support in the context of individualised plans
CHCICS306B Provide basic foot skin and nail care
CHCICS409A Recognise and respond to suspected abuse of vulnerable people
CHCLD315A Recognise stages of lifespan development
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCNET301D Participate in networks
HLTAP301B Recognise healthy body systems in a health care context
HLTCSD307D Care for the home environment of clients
HLTFA311A Apply first aid
HLTFS207C Follow basic food safety practices
HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
HLTFS310C Apply and monitor food safety requirements
HLTIN301C Comply with infection control policies and procedures
HLTRAH302C Undertake home visits

Medication

CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)

Working with older people

CHCAC317A Support older people to maintain their independence
CHCAC412B Provide services to older people with complex needs (Note pre-requisite CHCAC318B)

Working with people with a disability

CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS313A Support people with disabilities who are ageing
CHCDIS322A Support community participation and inclusion
CHCDIS323A Contribute to skill development and maintenance

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Working with people with mental health issues
CHCMH301C Work effectively in mental health
or
CHCMH411A Work with people with mental health issues
Organisational support
CHCADMIN302D Provide administrative support
CHCINF303B Contribute to information requirements in the community sector
CHCINF408C Comply with information requirements of the aged care and community care sectors
CHCORG322B Contribute to implementation of service delivery strategy
Working with children and young people
CHCCHILD404B Support the rights and safety of children and young people
CHCYTH301E Work effectively with young people
CHCYTH401B Engage respectfully with young people
Leisure and health
CHCRH401C Work effectively in the leisure and health industry
CHCRH402A Undertake leisure and health programming
CHCRH404A Plan, implement and monitor leisure and health programs
Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402B Support and encourage clients and groups to learn practical aspects of oral health care
CHCOHC404B Recognise and respond to signs and symptoms that may indicate oral health issues
CHCOHC406B Provide or assist with oral hygiene

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CHC30408 Certificate III in Disability

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC30408 Certificate III in Disability	CHC30408 Certificate III in Disability	Updated unit codes and imported units. No change to qualification outcome.

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Description

This qualification addresses work in the community and/or residential facilities under direct or regular supervision within clearly defined organisation guidelines and service plans. These workers:

- Carry out activities to maintain personal care and/or other activities of living for people with a disability
- Carry out activities related to an individualised plan
- Report directly to a supervisor and are not responsible for other workers.

Occupational titles may include:

- Accommodation support worker
- Assistant in nursing *
- Care assistant
- Client assistant
- Community access coordinator
- Community care worker
- Community house worker
- Community support worker
- Disability service officer
- Disability support officer
- Disability support worker
- Family support worker
- Field officer
- Home care assistant
- In-home respite care worker
- Nursing assistant *
- Personal care assistant
- Personal care giver
- Personal care worker
- Residential aide
- Residential care officer
- Residential care support worker
- School support officer (working with children with disabilities)
- Support worker

*Not relevant in some jurisdictions

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

14 units are required for award of this qualification including:

- 9 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A WHS electives of which one unit must be selected for this qualification
- Group B electives which are recommended for culturally aware and respectful practice
- Group C elective which is recommended for special consideration
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at this level or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
CHCCS411C Work effectively in the community sector
CHCDIS301C Work effectively with people with a disability
CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS322A Support community participation and inclusion
CHCDIS323A Contribute to skill development and maintenance
CHCICS301B Provide support to meet personal care needs
CHCICS302B Participate in the implementation of individualised plans
CHCICS303A Support individual health and emotional well being
CHCICS305B Provide behaviour support in the context of individualised plans
Group A WHS electives - one unit must be selected for disability work
One of the following WHS units **must** be selected for work in aged care.
CHCWHS312A Follow safety procedures for direct care work
HLTWHS300A Contribute to OHS processes
The importance of culturally aware and respectful practice

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All workers in the disability sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B electives - recommended for culturally aware and respectful practice

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:

HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Group C elective - for special consideration

The following elective, whilst not required in ***all*** disability work, is highly recommended to be considered for inclusion in this qualification:

CHCDIS411A Communicate using augmentative and alternative communication strategies

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Client support

CHCAC410B Collect technical data to support client health care plan (Note pre-requisite HLTAP301B)
CHCAD401D Advocate for clients
CHCCOM403A Use targeted communication skills to build relationships
CHCCS310A Support inclusive practice in the workplace
CHCCS311D Deliver and monitor services to clients
CHCCS312A Use electronic learning materials
CHCCS400C Work within a relevant legal and ethical framework
CHCCS425B Support health professional
CHCCS426B Provide support and care relating to loss and grief
CHCDIS313A Support people with disabilities who are ageing
CHCDIS409B Provide services to people with disabilities with complex needs
CHCGROUP302D Support group activities
CHCICS304B Work effectively with carers
CHCICS306B Provide basic foot skin and nail care
CHCICS401B Facilitate support for personal care needs
CHCICS402B Facilitate individualised plans
CHCICS406B Support client self management
CHCICS407B Support positive lifestyle
CHCICS408B Provide support to people with chronic disease
CHCLD315A Recognise stages of lifespan development
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCNET301D Participate in networks
CHCORG406C Supervise work
CHCPA301B Deliver care services using a palliative approach

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HLTFA311A Apply first aid
HLTFS207C Follow basic food safety practices
HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
HLTFS310C Apply and monitor food safety requirements

Medication

CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)
HLTAP301B Recognise healthy body systems in a health care context

Working with older people

CHCAC317A Support older people to maintain their independence
CHCAC318B Work effectively with older people
CHCAC319A Provide support to people living with dementia

Working with people with mental health issues

CHCMH301C Work effectively in mental health
CHCMH411A Work with people with mental health issues

Organisational support

BSBWOR204A Use business technology
CHCADMIN302D Provide administrative support
CHCINF303B Contribute to information requirements in the community sector
CHCORG322B Contribute to implementation of service delivery strategy

Oral health

CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support and encourage clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues
CHCOHC406B Provide or assist with oral hygiene

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CHC30512 Certificate III in Social Housing

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC30508 Certificate III in Social Housing	CHC30512 Certificate III in Social Housing	Updated core WHS units

Description

This qualification applies to staff who work under direct supervision in an administrative and/or assisting capacity in delivering housing support services in the social housing sector, including support to tenants and residents, applicants and the community, including clients who are experiencing homelessness or at risk of experiencing homelessness.

Occupational titles may include:

- Aboriginal and/or Torres Strait Islander housing worker
- Administration officer
- Administrative assistant
- Administrative support worker
- Clerical worker
- Housing assistant
- Neighbourhood renewal worker
- Tenant administration worker
- Tenant
- Volunteer tenant manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

12 units are required for award of this qualification including:

- 7 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCADMIN302D Provide administrative support
CHCCH301C Work effectively in social housing
CHCCOM302D Communicate appropriately with clients and colleagues
CHCCS400C Work within a relevant legal and ethical framework
CHCINF302D Maintain the organisation's information systems
CHCORG303C Participate effectively in the work environment
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice

All workers undertaking social housing work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A – electives recommended for culturally aware and respectful practice

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:

HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. The following list of electives is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

BSBATSIC412A Maintain and protect cultural values in the organisation
CHCCH317A Respond to property maintenance enquiries
CHCCH413A Manage tenancy rent, charges and rental arrears
CHCCH419C Manage property maintenance implementation
CHCCH426B Support client participation in the organisation
CHCCS311D Deliver and monitor services to clients
CHCCS410A Facilitate client participation in the organisation and its management
CHCCS419C Provide support services to clients
CHCCS421B Undertake community sector work within own community
CHCCS422B Respond holistically to client issues and refer appropriately
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCGROUP201C Support the activities of existing groups
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH411A Work with people with mental health issues
CHCNET301D Participate in networks
CHCNET404B Facilitate links with other services
CHCPOL301B Participate in policy development
CPPDSM3014A Undertake property inspection
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPETHC301B Uphold the values and principles of public service
PSPGOV201B Work in a public sector environment
PSPLEGN301B Comply with legislation in the public sector

Financial literacy education electives

CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

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CHC30612 Certificate III in Active Volunteering

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC30608 Certificate III in Active Volunteering	CHC30612 Certificate III in Active Volunteering	updated core WHS units

Description

This qualification covers people working in a volunteer capacity and delivers competency outcomes which include:

- Relevant theoretical knowledge related to working with clients and co-workers from culturally diverse backgrounds and to work within a legal and ethical framework
- Ability to apply a range of well developed skills when communicating with clients and co-workers, engaging in safe work practices, and working effectively as part of a work group in the organisation/program
- Ability to apply known solutions to a variety of predicable problems when working with clients and co-workers, engaging in safe work practices
- Ability to perform processes that require a range of well developed skills where some discretion and judgement is required when working with clients and co-workers
- Ability to interpret available information using discretion and judgement when working with clients, delivering a service and also when working as part of the work group within the organisation/program
- Ability to take responsibility for their own learning and work outputs when working as part of a work group within the organisation
- Ability to take limited responsibility for the output of others within the work group.
-

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

10 units are required for award of this qualification including:

- 6 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCCOM302D Communicate appropriately with clients and colleagues
CHCCS400C Work within a relevant legal and ethical framework
CHCORG303C Participate effectively in the work environment
CHCVOL201B Be an effective volunteer
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS200A Participate in WHS processes

The importance of culturally aware and respectful practice

All volunteer workers need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A – elective recommended for culturally aware and respectful practice

This qualification has been structured to provide a specific focus on culturally diverse clients. Where work also involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, candidates are recommended to select the following unit:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.

CHCCS401C Facilitate responsible behaviour
CHCCS427B Facilitate adult learning and development
SRSCOP001B Prepare for public speaking
SISXIND405A Conduct projects
TAEDEL301A Provide work skill instruction

The following grouping of electives is provided to guide selection relating to volunteering in a range of work areas.

Retail sales
SIRXCCS001A Apply point-of-sale handling procedures
SIRXICT001A Operate retail technology
SIRXIND001A Work effectively in a retail environment
SIRXSLS001A Sell products and services

Boards / committees
BSBATSIL510A Appoint and work with the manager
BSBATSIL412A Participate effectively as a board member
BSBGOV401A Implement Board member responsibilities

Sport and recreation
SRXCAI004B Plan a session or program for participants
SRXCAI005B Conduct a sport and recreation session for participants
SRXCAI006B Organise a sport and recreation program

Community Development
BSBMGT401A Show leadership in the workplace
CHCCD412B Work within a community development framework
CHCCD505E Develop community resources
CHCGROUP302D Support group activities
CHCNET301D Participate in networks
CHCNET402B Establish and maintain effective networks
CHCPOL301B Participate in policy development

Customer service / administration
CHCADMIN302D Provide administrative support
CHCCS412E Deliver and develop client services
CHCINF302D Maintain the organisation's information systems

Community services
CHCAC316D Provide food services
CHCAC318B Work effectively with older people
CHCAD401D Advocate for clients
CHCCH301C Work effectively in social housing
CHCCHILD404B Support the rights and safety of children and young people
CHCCS305C Assist clients with medication *(Note pre-requisite HLTAP301B)*
CHCCS411C Work effectively in the community sector
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCDIS301C Work effectively with people with a disability
CHCHC311C Work effectively in home and community care
CHCMH301C Work effectively in mental health

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CHCMH411A Work with people with mental health issues
CHCTC301C Deliver a service consistent with the organisation's mission and values
CHCTC302B Provide client-centred telephone counselling
CHCYTH301E Work effectively with young people
HLTAP301B Recognise healthy body systems in a health care context

Financial literacy education electives

CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Language, literacy and numeracy support electives

CHCCS427B Facilitate adult learning and development
CHCLLN401A Support adult language and literacy learning and development
CHCLLN402A Support adult numeracy learning and development

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CHC30712 Certificate III in Children's Services

Modification History

CHC08 Version 3.0	CHC08 Version 4.0	Comments
CHC30708 Certificate III in Children's Services	CHC30712 Certificate III in Children's Services	Updated first aid core unit in V4 ISC upgrades of unit codes Occupational title of ‘child care worker’ to ‘childhood educator’ and ‘early childhood educator’ Qualification outcome equivalent

Description

This qualification covers workers who use organisation policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Depending on the setting, workers may work under direct supervision or autonomously.
Occupational titles may include:

- Early childhood educator
- Playgroup supervisor
- Family day care worker
- Childhood Educator
- Childhood educator assistant
- * Outside school hours care assistant
- * Recreation assistant
- Nanny
- Mobile assistant

** Some jurisdictions may require CHC41208 Certificate IV in Children's Services* (*Outside school hours care*) *for these work roles*

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 11 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A elective which is recommended for all work roles except those where services specifically exclude caring for babies
- Group B electives which are recommended for culturally aware and respectful practice
- Group C electives which are recommended for centre-based care
- Group D electives which are recommended for playgroup supervision
- Group E electives which are recommended for family day care work
- Group F electives which are recommended for nanny work
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training Packages

Core units
CHCCHILD401B Identify and respond to children and young people at risk
CHCCN301C Ensure the health and safety of children
CHCCN302A Provide care for children
CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCS400C Work within a relevant legal and ethical framework
CHCFC301A Support the development of children
CHCIC301E Interact effectively with children
CHCPR301C Provide experiences to support children’s play and learning
CHCPR303D Develop understanding of children’s interests and developmental needs
HLTFA311A Apply first aid
HLTWHS300A Contribute to WHS processes

Relevant electives
Group A elective - recommended for working with babies

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The following elective unit is recommended for inclusion as a core unit in this qualification to address all work roles except those where services specifically exclude caring for babies:
CHCCN305B Provide care for babies (This unit may be mandatory in some jurisdictions and is pre-requisite for the Diploma of Childrens Services)

The importance of culturally aware and respectful practice
All workers undertaking children's services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B electives - recommended for culturally aware and respectful practice
The children's services workplace is regarded as having particular potential for engendering stronger and more respectful relationships between non-Aboriginal Australians and Aboriginal and/or Torres Strait Islander Australians.
It is therefore highly recommended that the following unit of competency should be included in this qualification to address the needs of ***every children's services workplace***:
CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services
The unit:

- Provides a basis for staff to support and promote respect for and awareness of Aboriginal and/or Torres Strait Islander communities where there are no Aboriginal or Torres Strait Islander children attending or residing in the local area
- Addresses the needs of staff who work specifically with Aboriginal and/or Torres Strait Islander children and families.

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
CHC30412 Certificate III in Children's Services enables selection of specific electives recommended for centre-based care, playgroup supervision, family day care and nanny work.

Group C electives - recommended for centre-based care
The following units of competency are recommended for centre-based care at Certificate III level:
CHCCHILD301B Support behaviour of children and young people
CHCCN305B Provide care for babies (if not already included)
CHCCS312A Use electronic learning materials
CHCORG303C Participate effectively in the work environment
CHCRF301E Work effectively with families to care for the child
AND ONE *of the following units*:
CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services

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OR
HLTHIR403C Work effectively with culturally diverse clients and co-workers
OR
CHCCS310A Support inclusive practice in the workplace

Group D electives - recommended for playgroup supervision
The following units of competency are recommended for playgroup supervision:
SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment (Appropriate unit for an assistant working with a mobile resources unit)
SISXRSK301A Undertake risk analysis of activities

Group E electives - recommended for family day care work
The following units of competency are recommended for family day care work:
CHCAL307A Comply with family day care administration requirements
CHCCHILD301B Support behaviour of children and young people
CHCCS310A Support inclusive practice in the workplace
CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services
CHCRF301E Work effectively with families to care for the child

Group F electives - recommended for nanny work
The following units of competency are recommended for nanny work:
CHCCHILD301B Support behaviour of children and young people
CHCNAN301B Attend to daily functions in home based child care
CHCRF301E Work effectively with families to care for the child
AND one (or both) of the following units:
CHCFC502A Foster physical development in early childhood
OR
CHCFC512A Foster physical development in middle childhood

Other relevant electives
Additional electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.
BSBFLM312C Contribute to team effectiveness
BSBWOR204A Use business technology
BSBWOR402A Promote team effectiveness
CHCAD401D Advocate for clients
CHCADMIN403D Undertake administrative work
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCHILD301B Support behaviour of children and young people
CHCCS310A Support inclusive practice in the workplace
CHCCS312A Use electronic learning materials
CHCCS421B Undertake community sector work within own community
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCFAM503B Work with a child focused approach
CHCIC303B Work within a regulatory framework specific to children’s services
CHCLD315A Recognise stages of lifespan development
CHCMH301C Work effectively in mental health

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or
CHCMH411A Work with people with mental health issues
CHCORG303C Participate effectively in the work environment
CHCORG428A Reflect on and improve own professional practice
CHCPR302A Support sustainable practice
CHCPR502E Organise experiences to facilitate and enhance children's development
HLTFA302C Provide first aid in remote situation *(Note pre-requisite: HLTFA311A)*
HLTFA412A Apply advanced first aid *(Note pre-requisite: HLTFA311A)*
HLTFS207C Follow basic food safety practices
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTNA303D Plan and modify meals and menus according to nutrition care plans
HLTNA304D Plan meals and menus to meet cultural and religious needs
SISXRSK301A Undertake risk analysis of activities

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC30812 Certificate III in Education Support

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC30808 Certificate III in Education Support	CHC30812 Certificate III in Education Support	updated core WHS units

Description

This qualification covers workers in a range of education settings including public and independent schools and community education settings that provide assistance and support to teachers and students under broad based supervision.

Some jurisdictions may require specialist skill development and supervision by qualified teachers to address specific job roles.

Some job roles may require the education support worker to complete work external to the immediate education environment e.g. in Aboriginal and/or Torres Strait Islander communities.

Occupational titles may include:

- Aboriginal and/or Torres Strait Islander education worker
- Education assistant
- Education assistant (special needs)
- Education support worker
- Home tutor
- Homeland teaching assistant
- Indigenous language and culture teaching assistant
- Language worker
- Literacy worker
- Support worker (working with children with disabilities)
- Teacher aide
- Teacher assistant

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

14 units are required for award of this qualification including:

- 8 core units
- 6 elective units

A range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Group B elective which required in some jurisdictions for reporting of child abuse
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCHILD301B Support behaviour of children and young people
CHCEDS301B Comply with legislative, policy and industrial requirements in the education environment
CHCEDS303A Contribute to student education in all developmental domains
CHCEDS312A Work with diversity in the education environment
CHCEDS313B Communicate with students
CHCEDS314B Work effectively in an education team
CHCEDS316B Comply with school administrative requirements
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking education support work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

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Group B elective - required in some jurisdictions for reporting of child abuse
The following elective is required in some jurisdictions to meet legislative requirements for mandatory reporting of child abuse:
CHCCHILD401B Identify and respond to children and young people at risk

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

The selection of electives should be guided by the type of service delivery and the setting.

Literacy and numeracy electives
CHCEDS305A Support the development of reading skills
CHCEDS306A Support the development of writing skills
CHCEDS307A Support the development of numeracy skills
CHCEDS308A Support the development of oral language skills
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

Electives for work with students with disabilities
CHCDIS301C Work effectively with people with a disability
CHCEDS335A Support students with additional needs in the classroom environment
CHCEDS330B Support learning for students with disabilities in a classroom environment

Electives for Aboriginal and/or Torres Strait Islander Education Worker
CHCEDS317B Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language
CHCEDS318B Work effectively as an Aboriginal or Torres Strait Islander education worker
CHCEDS403B Promote and implement Aboriginal and/or Torres Strait Islander language and culture programs
CHCEDS404A Liaise with Aboriginal or Torres Strait Islander community re education program

Home tutor electives
CHCCN301C Ensure the health and safety of children
CHCCN302A Provide care for children
CHCEDS305A Support the development of reading skills
CHCEDS306A Support the development of writing skills
CHCEDS307A Support the development of numeracy skills
CHCEDS319A Search and assess online information
CHCEDS320B Set up and sustain individual and small group learning areas
CHCIC301E Interact effectively with children
CHCRF301E Work effectively with families to care for the child
HLTFA302C Provide first aid in remote situation (Note pre-requisite: HLTFA311A)
CHCFC502A Foster physical development in early childhood

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CHCFC512A Foster physical development in middle childhood

Education support electives
CHCCS312A Use electronic learning materials
CHCCS411C Work effectively in the community sector
CHCDIS301C Work effectively with people with a disability
CHCDIS411A Communicate using augmentative and alternative communication strategies
CHCEDS302A Facilitate implementation of planned educational programs
CHCEDS304A Contribute to organisation and management of classroom or centre
CHCEDS330B Support learning for students with disabilities in a classroom environment
CHCEDS331B Contribute to the health and safety of students
CHCEDS335A Support students with additional needs in the classroom environment
CHCEDS319A Search and assess online information
CHCEDS320B Set up and sustain individual and small group learning areas
CHCEDS321B Use an e-learning management system
CHCEDS322A Support students with English as a second language
CHCEDS323A Support development of student research skills
LMFFT4011B Purchase materials and consumables

First Aid
In some jurisdictions, it is a condition of employment that Education Support Workers are competent in basic first aid. Candidates and employers should clarify specific jurisdiction requirements for first aid.
HLTFA311A Apply first aid
HLTFA302C Provide first aid in remote situation (*Note pre-requisite*: HLTFA311A)

Information technology electives
BSBITU201A Produce simple word processed documents
BSBITU202A Create and use spreadsheets
BSBWOR204A Use business technology
ICAICT101A Operate a personal computer
ICAU1130B Operate a spreadsheet application
ICAU1132B Operate a presentation package
ICAICT103A Send and retrieve information using web browsers and email
ICPMM263C Access and use the internet

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC30912 Certificate III in Employment Services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC30908 Certificate III in EMployment Services	CHC30912 Certificate III in EMployment Services	Upgrade core WHS units

Description

This qualification covers workers who provide a range of services to client and employers aimed at locating, securing and maintaining suitable employment for clients.

Occupational titles may include:

- Associate employment consultant
- Employment consultant in training
- Customer service officer
- Employment services receptionist
- Employment services administrative support
- Administrative officer

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

12 units are required for award of this qualification including:

- 8 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Group B electives of which one unit only may be selected
- Group C electives of which one unit only may be selected
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units

CHCCOM403A Use targeted communication skills to build relationships
CHCCS311D Deliver and monitor services to clients
CHCCS400C Work within a relevant legal and ethical framework
CHCES303C Use labour market information
CHCES311B Work effectively in employment services
CHCES312A Deliver contracted employment services
CHCORG303C Participate effectively in the work environment
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice

All workers undertaking employment services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers

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

Group B electives - one unit may be selected
One only of the following units may be selected
BSBINM201A Process and maintain workplace information
CHCINF302D Maintain the organisation's information systems

Group C electives - one unit may be selected
One only of the following units may be selected
CHCDIS301C Work effectively with people with a disability
CHCDIS220B Prepare for disability work

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.
BSBPRO401A Develop product knowledge
BSBWOR204A Use business technology
CHCADMIN302D Provide administrative support
CHCCS308B Provide first point of contact
CHCCS411C Work effectively in the community sector
CHCES304B Deliver recruitment services
CHCES402C Deliver Australian Apprenticeships services
CHCES416A Plan and provide job search support
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH411A Work with people with mental health issues
HLTHIR403C Work effectively with culturally diverse clients and co-workers

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC31008 Certificate III in Telephone Counselling Skills

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC31008 Certificate III in Telephone Counselling Skills	CHC31008 Certificate III in Telephone Counselling Skills	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification applies to workers who provide support to individuals offering them first point of contact in a crisis situation and referral to a broad range of services. At this level workers provide short-term direct phone contact with clients in a crisis situation during which time they establish a helping relationship to define the crisis and provide referral information where appropriate.

This qualification may be delivered while under structured training/orientation/induction to the work.

Occupational titles may include:

- Alcohol and other drugs telephone counsellor
- Domestic violence help line counsellor
- Gay and lesbian help line counsellor
- Men's help line telephone counsellor
- Telephone counsellor
- Youth help line telephone counsellor

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

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Packaging Rules

PACKAGING RULES

11 units are required for award of this qualification including:

- 7 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A WHS electives from which one unit **must** be selected
- Group B electives of which **at least two must** be selected for this qualification
- Group C electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, a unit of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCHILD404B Support the rights and safety of children and young people
CHCCS308B Provide first point of contact
CHCCS400C Work within a relevant legal and ethical framework
CHCORG303C Participate effectively in the work environment
CHCTC301C Deliver a service consistent with the organisation's mission and values
CHCTC302B Provide client-centred telephone counselling
CHCCOM302D Communicate appropriately with clients and colleagues

Group A WHS electives - one unit must be selected
One of the following WHS units **must** be selected for this qualification
HLTWHS200A Participate in WHS processes
HLTWHS300A Contribute to WHS processes

Group B electives - at least 2 units to be selected
At least TWO (**2**) elective units must be selected from:
CHCAC318B Work effectively with older people
CHCAOD201D Prepare for alcohol and other drugs work
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCCH301C Work effectively in social housing
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCDIS301C Work effectively with people with a disability
CHCMH301C Work effectively in mental health
CHCMH411A Work with people with mental health issues

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HLTHIR403C Work effectively with culturally diverse clients and co-workers

The importance of culturally aware and respectful practice
All workers undertaking counselling work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group C electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

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

Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

In addition, ***ONE*** (***1***) unit may be selected from the Community Services Training Package or other relevant National Training Package units available at this or higher levels.

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CHC40108 Certificate IV in Aged Care

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC40108 Certificate IV in Aged Care	CHC40108 Certificate IV in Aged Care	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification addresses work primarily in residential facilities within defined organisation guidelines and service plans.

These workers:

- Carry out activities related to maintaining an individual's well being through personal care and/or other activities of living
- May provide services to individuals with complex needs, and/or work with groups of older people Work may include training and support to promote independence and community participation, which may be provided as part of activities and programs in a variety of settings including residential and centre-based programs
- Report to service managers and liaise with professionals and other service providers
- May be required to supervise and/or coordinate a limited number of other workers.

Occupational titles may include:

- Accommodation support worker
- Assistant hostel supervisor
- Care supervisor
- Care team leader
- Day activity worker
- Hostel supervisor
- Personal care worker
- Program coordinator - social programs
- Residential care worker
- Support worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Entry requirements
To gain entry into *CHC40108 Certificate IV in Aged Care* a candidate must be recognised as competent, through a recognised training program or recognition process, against the following core units from *CHC30212 Certificate III in Aged Care* (or equivalent):
CHCAC318B Work effectively with older people
CHCAC319A Provide support to people living with dementia
CHCCS411B Work effectively in the community sector
CHCICS303A Support individual health and emotional well being
CHCPA301B Deliver care services using a palliative approach
HLTAP301B Recognise healthy body systems in a health care context

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 10 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A WHS electives, of which one must be selected for this qualification
- Group B electives which are recommended for culturally aware and respectful practice
- Other relevant electives as listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
CHCAC412B Provide services to older people with complex needs (Note pre-requisite CHCAC318B)
CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCAC417A Implement interventions with older people at risk of falls
CHCAD401D Advocate for clients
CHCCS400C Work within a relevant legal and ethical framework
CHCICS401B Facilitate support for personal care needs

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CHCICS402B Facilitate individualised plans
CHCINF403E Coordinate information systems
CHCNET404B Facilitate links with other services
CHCORG406C Supervise work

Group A WHS electives - one unit must be selected for this qualification
One of the following WHS units **must** be selected for for this qualification.
HLTWHS300A Contribute to OHS processes
CHCWHS312A Follow safety procedures for direct care work
The importance of culturally aware and respectful practice
All workers undertaking work in the aged care sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Group B electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.
Client support
CHCAC410B Collect technical data to support client health care plan (Note pre-requisite HLTAP301B)
CHCCM404A Undertake case management for clients with complex needs
CHCCOM403A Use targeted communication skills to build relationships
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS426B Provide support and care relating to loss and grief
CHCICS403A Conduct individual assessment
CHCICS404B Plan and provide advanced behaviour support
CHCICS405B Facilitate groups for individual outcomes
CHCICS406B Support client self management
CHCICS407B Support positive lifestyle
CHCICS408B Provide support to people with chronic disease
CHCICS409A Recognise and respond to suspected abuse of vulnerable people
CHCICS410A Support relationships with carers and families
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCPA402B Plan for and provide care services using a palliative approach
HLTAP401B Confirm physical health status

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Medication and health professional support
CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)
CHCCS424B Administer and monitor medications (Note pre-requisites CHCCS305C, HLTAP301B)
CHCCS425B Support health professional
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid (Note pre-requisite HLTFA311A)
Working with people with disabilities
CHCDIS301C Work effectively with people with a disability
CHCDIS313A Support people with disabilities who are ageing
CHCDIS405A Facilitate skills development and maintenance
CHCDIS409B Provide services to people with disabilities with complex needs
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies
Working with people with mental health issues
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues
Working with people with alcohol and other drug issues
CHCAOD402B Work effectively in the alcohol and other drugs sector
Leisure and health
CHCRH401C Work effectively in the leisure and health industry
CHCRH402B Undertake leisure and health programming
CHCRH404B Plan, implement and monitor leisure and health programs
Information and technology
BSBINM201A Process and maintain workplace information
BSBWOR204A Use business technology
CHCINF408C Comply with information requirements of the aged care and community care sectors
CHCINF505D Meet statutory and organisation information requirements
Team coordination and supervision
BSBMGT401A Show leadership in the workplace
BSBWOR401A Establish effective workplace relationships
CHCCOM403A Use targeted communication skills to build relationships
CHCCS427B Facilitate adult learning and development
CHCCS513C Maintain an effective community sector work environment
CHCORG423C Maintain quality service delivery
TAEDEL301A Provide work skill instruction
Organisational support
CHCADMIN403D Undertake administrative work
CHCNET301D Participate in networks
Outreach work
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work
Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

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CHCOHC402A Support and encourage clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues
CHCOHC406B Provide or assist with oral hygiene
CHCOHC407B Apply and manage use of basic oral health products

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CHC40212 Certificate IV in Home and Community Care

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC40208 Certificate IV in Home and COmmunity Care	CHC40212 Certificate IV in Home and COmmunity Care	Updated core WHS units

Description

This qualification addresses work in client homes and other community settings within defined organisational guidelines and service plans.
These workers:

- Carry out activities related to maintaining an individual's well being through personal care and/or other activities of living
- May provide services to individuals with complex needs, and/or work with groups of older people Work may include training and support to promote independence and community participation, which may be provided as part of activities and programs in a variety of home and community care settings
- Report to service managers and liaise with professionals and other service providers
- May be required to supervise and/or coordinate a limited number of other workers.

Occupational titles may include:

- Assistant coordinator
- Assistant team leader
- Care team leader
- Community house worker
- Community support worker
- Day activity worker
- In-home respite care
- Personal care worker
- Senior community care worker
- Service coordinator
- Support worker
- Transport coordinator

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Entry requirements
To gain entry into *CHC40212 Certificate IV in Home and Community* Care a candidate must be recognised as competent, through a recognised training program or recognition process, against the following core units from *CHC30312 Certificate III in Home and Community Care* (or equivalent):
CHCAC318B Work effectively with older people
CHCDIS301C Work effectively with people with a disability
CHCICS304B Work effectively with carers

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 6 core units
- 9 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Group B electives which are recommended for advanced care work
- Group C electives which are recommended for service coordination work
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCCS411C Work effectively in the community sector
CHCHC401B Coordinate and monitor home based support
CHCICS402B Facilitate individualised plans
AND *one of* ***each of the following pairs*** *of units*:
HLTWHS300A Contribute to OHS processes
OR
CHCWHS312A Follow safety procedures for direct care work

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AND
HLTHIR403C Work effectively with culturally diverse clients and co-workers
OR
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
The importance of culturally aware and respectful practice
All workers in the home and community care sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Group A electives - recommended for culturally aware and respectful practice
This qualification has been structured to provide a specific focus on either Aboriginal and/or Torres Strait Islander or culturally diverse clients. Where work involves a specific focus on both Aboriginal and/or Torres Strait Islander and culturally diverse clients or communities, candidates are recommended to select whichever of the following units not selected as core:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
Group B - electives recommended for advanced care work
Those working in delivery of advanced care services should have the skills and knowledge addressed by:
CHCICS401B Facilitate support for personal care needs
In addition, at least 4 of the following units are recommended as electives for work in advanced care services delivery in a home and community care context:
CHCAC410B Collect technical data to support client health care plan (Note pre-requisite HLTAP301B)
CHCAD401D Advocate for clients
CHCCM404A Undertake case management for clients with complex needs
CHCCS426B Provide support and care relating to loss and grief
CHCPA301B Deliver care services using a palliative approach
HLTAP301B Recognise healthy body systems in a health care context
HLTAP401B Confirm physical health status
Group C - electives recommended for service coordination work
At least 5 of the following units are recommended to be selected for service coordination work in a home and community care context
CHCADMIN403D Undertake administrative work
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400B Work within a relevant legal and ethical framework
CHCNET404B Facilitate links with other services
CHCORG406C Supervise work
CHCORG423C Maintain quality service delivery
Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.
Client support

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CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS401C Facilitate responsible behaviour
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS426B Provide support and care relating to loss and grief
CHCDIS405A Facilitate skills development and maintenance
CHCICS403A Conduct individual assessment
CHCICS404B Plan and provide advanced behaviour support
CHCICS405B Facilitate groups for individual outcomes
CHCICS406B Support client self management
CHCICS407B Support positive lifestyle
CHCICS408B Provide support to people with chronic disease
CHCICS409A Recognise and respond to suspected abuse of vulnerable people
CHCICS410A Support relationships with carers and families
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCPAS401B Undertake pastoral care work
HLTFS207C Follow basic food safety practices
HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
HLTFS310C Apply and monitor food safety requirements

Medication and health professional support

CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)
CHCCS424B Administer and monitor medications (Note pre-requisites CHCCS305B, HLTAP301B)
CHCCS425B Support health professional
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid (Note pre-requisite HLTFA301C)

Working with older people

CHCAC317A Support older people to maintain their independence
CHCAC412B Provide services to older people with complex needs (Note pre-requisite CHCAC318B)
CHCAC417A Implement interventions with older people at risk of falls
CHCPA402B Plan for and provide care services using a palliative approach

Working with people with disabilities

CHCDIS400C Provide care and support
CHCDIS409B Provide services to people with disabilities with complex needs
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies

Working with people with mental health issues

CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Working with people with alcohol and other drug issues

CHCAOD402B Work effectively in the alcohol and other drugs sector

Leisure and health

CHCRH401C Work effectively in the leisure and health industry
CHCRH402B Undertake leisure and health programming
CHCRH404B Plan, implement and monitor leisure and health programs

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Team coordination and supervision
CHCCOM403A Use targeted communication skills to build relationships
CHCORG406C Supervise work
CHCORG423C Maintain quality service delivery
Organisation support
BSBWOR401A Establish effective workplace relationships
CHCADMIN403D Undertake administrative work
Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support and encourage clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues
CHCOHC406B Provide or assist with oral hygiene
CHCOHC407B Apply and manage use of basic oral health products

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CHC40312 Certificate IV in Disability

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC40308 Certificate IV in Disability	CHC40312 Certificate IV in Disability	Updated core WHS units

Description

This qualification addresses work in residential group homes, training resource centres, day respite centres and open employment services, other community settings and clients' homes. These workers:

- Apply knowledge and skills gained through qualifications and/or previous experience to provide training and support to people with disabilities to enhance their ability to achieve greater levels of independence, self reliance and community participation
- Report to service managers and may liaise with health professionals and other service agencies
- May work without direct supervision and may be required to supervise and/or coordinate a limited number of lower classified workers.

Occupational titles may include:

- Behavioural support officer
- Development officer
- Disability officer - day support
- Disability support officer / worker
- Employment coordinator (disability)
- Job coordinator
- Lifestyle support officer
- Local area coordinator
- Marketing coordinator
- Project officer (life enhancement team)
- Residential care officer
- Senior personal care assistant
- Social educator
- Social trainer
- Supervisor

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 10 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
CHCCS400C Work within a relevant legal and ethical framework
CHCCS411C Work effectively in the community sector
CHCDIS301C Work effectively with people with a disability
CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS405A Facilitate skills development and maintenance
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies
CHCICS402B Facilitate individualised plans
AND one of each of the following pairs of units:
CHCICS305B Provide behaviour support in the context of individualised plans
OR
CHCICS404B Plan and provide advanced behaviour support
AND:
HLTWHS300A Contribute to WHS processes
OR
CHCWHS312A Follow WHS safety procedures for direct care work

The importance of culturally aware and respectful practice

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All workers in the disability sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives – recommended for culturally aware and respectful practice

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:

HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Client support

CHCAD401D Advocate for clients
CHCCM404A Undertake case management for clients with complex needs
CHCCOM403A Use targeted communication skills to build relationships
CHCCS310A Support inclusive practice in the workplace
CHCCS312A Use electronic learning materials
CHCCS413B Support individuals with autism spectrum disorder
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS425B Support health professional
CHCCS426B Provide support and care relating to loss and grief
CHCCS502C Maintain legal and ethical work practices
CHCCS506A Promote and respond to workplace diversity
CHCDIS313A Support people with disabilities who are ageing
CHCDIS404C Design procedures for support
CHCDIS408D Support people with disabilities as workers
CHCDIS409B Provide services to people with disabilities with complex needs
CHCDIS509E Maximise participation in work by people with disabilities
CHCICS401B Facilitate support for personal care needs
CHCICS403A Conduct individual assessment
CHCICS404B Plan and provide advanced behaviour support
CHCICS405B Facilitate groups for individual outcomes
CHCICS406B Support client self management
CHCICS407B Support positive lifestyle
CHCICS408B Provide support to people with chronic disease
CHCICS409A Recognise and respond to suspected abuse of vulnerable people
CHCICS410A Support relationships with carers and families
CHCLD315A Recognise stages of lifespan development
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

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CHCORG406C Supervise work
CHCORG529B Provide coaching and motivation
CHCPA301B Deliver care services using a palliative approach
CHCPA402B Plan for and provide care services using a palliative approach
HLTAP301B Recognise healthy body systems in a health care context
HLTAP401B Confirm physical health status
HLTFS207C Follow basic food safety practices

Medication and health professional support

CHCCS305C Assist clients with medication *(Note pre-requisite HLTAP301B)*
CHCCS424B Administer and monitor medications
(Note pre-requisites CHCCS305C, HLTAP301B)
CHCCS425B Support health professional
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid *(Note pre-requisite HLTFA311A)*

Working with older people

CHCAC318B Work effectively with older people
CHCAC412B Provide services to older people with complex needs
(Note pre-requisite CHCAC318B*)*
CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCAC417A Implement interventions with older people at risk of falls

Working with people with mental health issues

CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Working with people with alcohol and other drug issues

CHCAOD402B Work effectively in the alcohol and other drugs sector

Leisure and health

CHCRH401C Work effectively in the leisure and health industry
CHCRH402B Undertake leisure and health programming
CHCRH404B Plan, implement and monitor leisure and health programs

Team coordination and supervision

CHCCOM403A Use targeted communication skills to build relationships
CHCNET404B Facilitate links with other services
CHCORG406C Supervise work
CHCORG423C Maintain quality service delivery
BSBWOR403A Manage stress in the workplace

Outreach work

CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work

Oral health

CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues
CHCOHC406B Provide or assist with oral hygiene
CHCOHC407B Apply and manage use of basic oral health products

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CHC40412 Certificate IV in Alcohol and Other Drugs

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC40408 Certificate IV in Alcohol and Other Drugs	CHC40412 Certificate IV in Alcohol and Other Drugs	Updated core WHS units

Description

This qualification covers workers who provide a range of services and interventions to clients with alcohol and other drugs issues and/or implement health promotion and community interventions. Work may take place in a range of contexts such as community based organisations, residential rehabilitation services and outreach services.

This qualification:

- Defines the knowledge and skills for support workers and care workers who work autonomously under the broad guidance of other practitioners and professionals in the community services and health sectors
- Refers to specific knowledge of a client with alcohol and other drugs issues and to appropriate intervention processes applied in residential and community settings.

Occupational titles may include:

- Case worker
- Community support worker
- Detoxification worker
- Drug and alcohol worker
- Family support worker
- Outreach worker
- Support worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

16 units are required for award of this qualification including:

- 7 core units
- 9 elective units

A wide range of elective units is available, including:

- Group A first aid electives of which one unit must be selected for this qualification
- Group B electives of which one unit must be selected for this qualification
- Group C electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at this level or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCAOD411A Provide interventions for people with alcohol and other drug issues
CHCCM404A Undertake case management for clients with complex needs
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCWHS312A Follow WHS safety procedures for direct care work

Group A first aid electives - one unit must be selected for this qualification
One of the following first aid units must be selected for this qualification. (Note: First aid skills are recommended to be assessed in conjunction with CHCAOD408B and CHCAOD411A - specific unit depends on jurisdiction)
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid (*Note pre-requisite*: HLTFA311A)

Group B electives - one unit must be selected for this qualification
One of the following units must be selected for this qualification.
CHCAOD407E Provide needle and syringe services
CHCAOD409E Provide alcohol and/or other drug withdrawal services
CHCCS403C Provide brief intervention
CHCORG405E Maintain an effective work environment
CHCPROM401C Share health information

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HLTIN301C Comply with infection control policies and procedures
CHCMH411A Work with people with mental health issues

The importance of culturally aware and respectful practice
All workers undertaking alcohol and other drugs work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group C electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Work with people with mental health issues
CHCCS514B Recognise and respond to individuals at risk
CHCCS521B Assess and respond to individuals at risk of suicide
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH403A Establish and maintain communication and relationships to support the recovery process
CHCMH404B Conduct assessment and planning as part of the recovery process
CHCMH405A Work collaboratively to support recovery process
CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues
CHCMH411A Work with people with mental health issues

Client needs
CHCAOD406E Work with clients who are intoxicated
CHCAOD407E Provide needle and syringe services
CHCAOD409E Provide alcohol and/or other drug withdrawal services
CHCCH522B Undertake outreach work
CHCCHILD404B Support the rights and safety of children and young people
CHCCM501A Coordinate complex case requirements (Note pre-requisite CHCCM404A)
CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)
CHCCS401C Facilitate responsible behaviour
CHCCS414A Provide education and support on parenting, health and well being

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CHCCS417B Provide support and care relating to suicide bereavement
CHCCS419C Provide support services to clients
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS426B Provide support and care relating to loss and grief
CHCCS504B Provide services to clients with complex needs
CHCCS506A Promote and respond to workplace diversity
CHCDIS301C Work effectively with people with a disability
CHCDIS410A Facilitate community participation and inclusion
CHCFAM406B Engage and resource clients to improve their interpersonal relationships
CHCFAM407B Work effectively in relationship work
CHCGROUP403D Plan and conduct group activities
CHCGROUP408B Facilitate and review a psycho-educational group
CHCGROUP410B Deliver a structured program
CHCICS405B Facilitate groups for individual outcomes
CHCICS406B Support client self management
CHCICS407B Support positive lifestyle
CHCICS408B Provide support to people with chronic disease
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCPROM503A Provide community focused promotion and prevention strategies
CHCRF402B Provide intervention support to children and families
CHCYTH511B Work effectively with young people and their families
HLTAP301B Recognise healthy body systems in a health care context

Service delivery
BSBINM201A Process and maintain workplace information
CHCAD401D Advocate for clients
CHCCD402B Develop and provide community education projects
CHCCD404E Develop and implement community programs
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCH426B Support client participation in the organisation
CHCCHILD401B Identify and respond to children and young people at risk
CHCCS421B Undertake community sector work within own community
CHCICS402B Facilitate individualised plans
CHCNET402B Establish and maintain effective networks
CHCORG405E Maintain an effective work environment
CHCPROM401C Share health information
CHCPROM502B Implement health promotion and community intervention

(*Note jurisdictions may have specific first aid requirements*)
HLTFA302C Provide first aid in remote situation (Note pre-requisite: HLTFA311A)
HLTFA412A Apply advanced first aid (Note pre-requisite: HLTFA311A)

Financial literacy education electives
CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

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Settlement work electives
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Outreach work
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC40512 Certificate IV in Mental Health

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC40508 Certificate IV in Mental Health	CHC40512 Certificate IV in Mental Health	Updated core WHS units

Description

This qualification covers workers who provide a range of community services focusing on:

- Rehabilitation and support for people affected by mental illness and psychiatric disability
- Implementing community based activities focusing on mental health, mental illness and psychiatric disability, and
- Mental health promotion work.

Work may focus on engaging people with mental illness in community participation, prevention of relapse and promotion of recovery through programs such as residential rehabilitation, work in clinical settings, home based outreach and centre-based programs delivered by community based non-government organisations. This work may also involve supported employment and programmed respite care.

This qualification:

- Defines the knowledge and skills required by support workers and case workers who work autonomously under broad guidance
- Refers to specific knowledge of mental health issues and appropriate intervention processes applied in residential and community based settings.

Occupational titles may include:

- Community rehabilitation and support worker
- Community support worker
- Mental health outreach worker
- Mental health rehabilitation support worker
- Mental health support worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 10 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives of which one unit must be selected for this qualification
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at this level or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCCS400C Work within a relevant legal and ethical framework
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH403A Establish and maintain communication and relationships to support the recovery process
CHCMH404B Conduct assessment and planning as part of the recovery process
CHCMH405A Work collaboratively to support recovery process
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
HLTWHS300A Contribute to WHS processes

Group A electives - one unit must be selected for this qualification
One of the following units must be selected for this qualification.
CHCCS514B Recognise and respond to individuals at risk
CHCCS521B Assess and respond to individuals at risk of suicide

The importance of culturally aware and respectful practice
All workers undertaking mental health work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Alcohol and other drugs work
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCAOD409E Provide alcohol and/or other drug withdrawal services
CHCAOD411A Provide interventions for people with alcohol and other drug issues

Addressing complex needs
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCS401C Facilitate responsible behaviour
CHCCS416B Assess and provide services for clients with complex needs
CHCCS504B Provide services to clients with complex needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues
CHCMH411A Work with people with mental health issues
CHCORG428A Reflect on and improve own professional practice

Work in residential settings
CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)
CHCCS419C Provide support services to clients
HLTAP301B Recognise healthy body systems in a health care context
HLTCSD306D Respond effectively to difficult or challenging behaviour

Outreach and home based work
CHCAD401D Advocate for clients
CHCCH410B Manage and maintain tenancy agreements and services
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work
CHCCS403C Provide brief intervention
CHCDIS301C Work effectively with people with a disability
CHCDIS410A Facilitate community participation and inclusion
CHCICS406B Support client self management
CHCICS407B Support positive lifestyle
HLTRAH302C Undertake home visits

Group and community based work
CHCCD402B Develop and provide community education projects
CHCCD404E Develop and implement community programs
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCS414A Provide education and support on parenting, health and well being
CHCCS421B Undertake community sector work within own community
CHCICS405B Facilitate groups for individual outcomes

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CHCNET404B Facilitate links with other services
CHCPROM401C Share health information
CHCPROM502B Implement health promotion and community intervention
CHCPROM503A Provide community focused promotion and prevention strategies

Working with children, youth and families
CHCCHILD404B Support the rights and safety of children and young people
CHCCS414A Provide education and support on parenting, health and well being
CHCRF402B Provide intervention support to children and families
CHCYTH511B Work effectively with young people and their families

Working with families and carers
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS426B Provide support and care relating to loss and grief
CHCMH409A Facilitate consumer, family and carer participation in the recovery process

Service coordination
CHCCOM403A Use targeted communication skills to build relationships
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCORG406C Supervise work
CHCORG423C Maintain quality service delivery
CHCORG428A Reflect on and improve own professional practice
CHCPOL404A Undertake policy review

First aid
Note: *one, two or three first aid units may be required, depending on work role*
HLTFA311A Apply first aid
HLTFA302C Provide first aid in remote situation (Note pre-requisite: HLTFA311A)
HLTFA412A Apply advanced first aid (Note pre-requisite: HLTFA311A)

Administration and organisational support
BSBINM201A Process and maintain workplace information
CHCCH426B Support client participation in the organisation
CHCNET402B Establish and maintain effective networks
CHCORG405E Maintain an effective work environment

Financial literacy education electives
CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Settlement work electives
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Oral health
CHCOHC303B Use basic oral health screening tools

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CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC40608 Certificate IV in Leisure and Health

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC40608 Certificate IV in Leisure and Health	CHC40608 Certificate IV in Leisure and Health	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification addresses work in residential facilities and/or in community agencies and day centres and work under professional supervision within defined organisation guidelines or as sole practitioners.
These workers:

- Assist with design, implementation and evaluation of health and leisure activities and programs for clients in one or more sector areas
- May be responsible for other workers.

Occupational titles may include:

- Activities officer
- Community leisure officer
- Disability officer - day support
- Diversional therapy assistant
- Leisure officer
- Recreation activities officer

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

16 units are required for award of this qualification including:

- 11 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A WHS electives of which one must be selected for this qualification
- Group B electives of which one must be selected for this qualification
- Groups C and D electives from which at least one unit must be selected
- Group E electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS401C Facilitate responsible behaviour
CHCICS405B Facilitate groups for individual outcomes
CHCORG405E Maintain an effective work environment
CHCRH401C Work effectively in the leisure and health industry
CHCRH402B Undertake leisure and health programming
CHCRH404B Plan, implement and monitor leisure and health programs
CHCRH405B Plan leisure and health programs for clients with complex needs
CHCRH406A Apply knowledge of human behaviour in leisure activity programs
CHCRH407A Apply sociological concepts to leisure and health

Group A WHS electives - one unit must be selected
One of the following WHS units **must** be selected for this qualification.
CHCWHS312A Follow WHS safety procedures for direct care work
HLTWHS300A Contribute to WHS processes

Group B electives - one unit must be selected
One of the following units **must** be selected for this qualification.
HLTAP401B Confirm physical health status
HLTAP501C Analyse health information

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At least one (1) elective is to be chosen from units in Groups C and D below.

Group C first aid electives - one or more may be required
One, two or three first aid units may be required, depending on jurisdictional requirements
HLTFA311A Apply first aid
HLTFA302C Provide first aid in remote situation (Note pre-requisite: HLTFA311A)
HLTFA412A Apply advanced first aid (Note pre-requisite: HLTFA311A)

Group D - general electives
BSBINM201A Process and maintain workplace information
CHCCD404E Develop and implement community programs
CHCCD412B Work within a community development framework
CHCCHILD404B Support the rights and safety of children and young people
CHCCS422B Respond holistically to client issues and refer appropriately
CHCGROUP403D Plan and conduct group activities
CHCICS302B Participate in the implementation of individualised plans
CHCICS304B Work effectively with carers
CHCICS404B Plan and provide advanced behaviour support
CHCICS410A Support relationships with carers and families
CHCINF408C Comply with information requirements of the aged care and community care sectors
CHCORG525D Recruit and coordinate volunteers
SRCCRD007B Develop recreation programs
SISCCRO301A Assist with recreation games not requiring equipment

The importance of culturally aware and respectful practice
All workers undertaking leisure and health work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group E - electives recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Employers may specify that certain electives are required to address specific workplace needs.

Aged care
CHCAC318B Work effectively with older people

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CHCAC319A Provide support to people living with dementia
CHCICS303A Support individual health and emotional well being
SISCCRO303A Plan and conduct a recreation program for older persons

Disability
CHCDIS301C Work effectively with people with a disability
CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS322A Support community participation and inclusion
CHCDIS507C Design and adapt surroundings to group requirements
SISCCRD303A Facilitate inclusion for people with a disability
SISCCRO304A Plan and conduct disability recreation programs

Mental health
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH405A Work collaboratively to support recovery process
CHCMH411A Work with people with mental health issues

Alcohol and other drugs
CHCAOD402B Work effectively in the alcohol and other drugs sector

Youth
CHCYTH301E Work effectively with young people
CHCYTH505E Support youth programs

Working with specific groups
CHCCS422B Respond holistically to client issues and refer appropriately
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Community care
CHCAC317A Support older people to maintain their independence
CHCHC311C Work effectively in home and community care
CHCICS304B Work effectively with carers
HLTRAH302C Undertake home visits

Social housing / homelessness support electives
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC40708 Certificate IV in Community Services Work

Modification History

CHC08 Version 3.0	CHC08 Version 4.0	Comments
CHC40708 Certificate IV in Community Services Work	CHC40708 Certificate IV in Community Services Work	ISC Upgrade to unit codes. No change to qualification outcome.

Description

This qualification covers workers who provide a range of services and interventions to clients, and/or who implement community education and interventions. Work may take place in a range of contexts such as community based organisations, residential rehabilitation services and outreach services and workers may have supervisory responsibilities.

The qualification:

- Defines knowledge and skills required by support workers and case workers who work autonomously under the broad guidance of others
- Refers to specific knowledge of a client group and appropriate intervention processes applied in residential and community settings.

On completion of this qualification the worker will be able to design and deliver programs that aim to enhance the well being of individuals and groups.

Occupational titles may include:

- Case worker
- Community services worker
- Community support worker
- Domestic violence worker
- Early intervention homelessness worker
- Family support worker
- Health education officer
- Outreach officer
- Support worker
- Welfare support worker
- Welfare worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

14 units are required for award of this qualification including:

- 9 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A WHS electives of which one unit must be selected for this qualification
- Group B elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCCD412B Work within a community development framework
CHCCHILD401B Identify and respond to children and young people at risk
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS411C Work effectively in the community sector
CHCCS412E Deliver and develop client services
CHCCS422B Respond holistically to client issues and refer appropriately
CHCORG405E Maintain an effective work environment
HLTHIR403C Work effectively with culturally diverse clients and co-workers

Group A WHS electives – one unit must be selected

One of the following WHS units must be selected for this qualification.

HLTWHS300A Contribute to WHS processes
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice

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All workers undertaking community services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B – elective recommended for culturally aware and respectful practice

This qualification has been structured to provide a specific focus on culturally diverse clients. Where work also involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, candidates are recommended to select the following unit:

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

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Case work and case management electives

CHCCM401D Undertake case management
CHCCM402E Establish and monitor a case plan
CHCCM404A Undertake case management for clients with complex needs
CHCCM503C Develop, facilitate and monitor all aspects of case management

Administration electives

BSBWOR204A Use business technology
CHCADMIN305F Work within the administration protocols of the organisation
CHCADMIN403D Undertake administrative work
CHCPOL402C Contribute to policy development
CHCPOL403C Undertake research activities

Advocacy electives

CHCAD401D Advocate for clients
CHCAD402D Support the interests, rights and needs of clients within duty of care requirements
CHCNET301D Participate in networks
CHCNET404B Facilitate links with other services

Client service electives

CHCCS401C Facilitate responsible behaviour
CHCCS403C Provide brief intervention
CHCCS404B Facilitate family intervention strategies
CHCCS407C Operate referral procedures
CHCCS414A Provide education and support on parenting, health and well being
CHCCS427B Facilitate adult learning and development
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCCS506A Promote and respond to workplace diversity
CHCCS521B Assess and respond to individuals at risk of suicide
CHCCS604B Manage the delivery of quality services to clients
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCPROT409E Provide primary residential care

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CHCPROT411C Provide for care and protection of clients in specific need
CHCRF402B Provide intervention support to children and families
HLTCSD306D Respond effectively to behaviours of concern
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Community work electives

CHCCD307D Support community resources
CHCCD401E Support community participation
CHCCD404E Develop and implement community programs
CHCCD413E Work within specific communities
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCED311A Provide sexual and reproductive health information to clients
CHCCED511A Develop, implement and review sexual and reproductive health education programs
CHCCS421B Undertake community sector work within own community
CHCGROUP403D Plan and conduct group activities
CHCINF407D Meet information needs of the community
CHCPROM502B Implement health promotion and community intervention

Domestic and family violence

CHCDFV301A Recognise and respond appropriately to domestic and family violence

Settlement work

CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCS421B Undertake community sector work within own community
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia
TAEDEL402A Plan, organise and facilitate learning in the workplace

Working with children and young people

CHCCHILD404B Support the rights and safety of children and young people
CHCYTH301E Work effectively with young people
CHCYTH402C Work effectively with young people in the youth work context
CHCYTH404E Support young people in crisis *(Note pre-requisite: CHCYTH301E)*
CHCYTH511B Work effectively with young people and their families

Working with people with alcohol and other drug issues

CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD407E Provide needle and syringe services
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCAOD409E Provide alcohol and/or other drug withdrawal services
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid *(Note pre-requisite: HLTFA311A)*

Working with older people

CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCAC417A Implement interventions with older people at risk of falls
CHCPA402B Plan for and provide care services using a palliative approach

Working with people with disabilities

CHCCS413B Support individuals with autism spectrum disorder
CHCDIS301C Work effectively with people with a disability
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies

Working with people with mental health issues

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CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Team coordination and supervision

CHCCS417B Provide support and care relating to suicide bereavement
CHCCS426B Provide support and care relating to loss and grief
CHCORG406C Supervise work
CHCORG423C Maintain quality service delivery

Social housing work

CHCCH301C Work effectively in social housing
CHCCH410B Manage and maintain tenancy agreements and services
CHCCS416B Assess and provide services for clients with complex needs

Homelessness support

CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCS416B Assess and provide services for clients with complex needs

Financial literacy education

CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Oral health

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC40808 Certificate IV in Community Development

Modification History

CHC08 Version 3.0	CHC08 Version 4.0	Comments
CHC40808 Certificate IV in Community Development	CHC40808 Certificate IV in Community Development	Qualification updated in V4. ISC Upgrade to unit codes. No change to qualification outcome.

Description

This qualification applies to community development work which aims to facilitate community members working together to influence and guide the future of their community. The work includes delivery of a broad range of programs which contribute to the development of capacity through public social change processes. The work may occur within and across social, environment, economic, arts and culture, recreation sectors.

At the completion of this qualification the participant will be able to work within a professional team, under the guidance of others, to support development within the community.

Occupational titles may include:

- Community development worker
- Community worker
- Project worker
- Neighbourhood centre worker
- Neighbourhood centre coordinator
- Neighbourhood centre manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 10 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives from which one unit **must** be selected
- Group B WHS electives from which one unit **must** be selected
- Group C elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCCD401E Support community participation
CHCCD404E Develop and implement community programs
CHCCD412B Work within a community development framework
CHCCD413E Work within specific communities
CHCCD505E Develop community resources
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS411C Work effectively in the community sector
CHCINF407D Meet information needs of the community
CHCORG405E Maintain an effective work environment

Group A electives – one unit must be selected

One of the following units **must** be selected for this qualification

HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Group B WHS electives – one unit must be selected

One of the following WHS units **must** be selected for this qualification

HLTWHS300A Contribute to WHS processes
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice

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All workers undertaking community development work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group C – elective recommended for culturally aware and respectful practice

This qualification has been structured to provide a specific focus on either Aboriginal and/or Torres Strait Islander or culturally diverse clients. Where work involves a specific focus on both Aboriginal and/or Torres Strait Islander and culturally diverse clients or communities, candidates are recommended to select whichever of the following units is not selected from Group A.

HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following list of electives is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

BSBATSIC412A Maintain and protect cultural values in the organisation
BSBATSIC511A Plan and conduct a community meeting
CHCAD504B Provide advocacy and representation services
CHCAD603B Provide systems advocacy services
CHCCD402B Develop and provide community education projects
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCD508D Support community action
CHCCD514B Implement community development strategies
CHCCED311A Provide sexual and reproductive health information to clients
CHCCHILD404B Support the rights and safety of children and young people
CHCCS421B Undertake community sector work within own community
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCCS506A Promote and respond to workplace diversity
CHCGROUP302D Support group activities
CHCGROUP403D Plan and conduct group activities
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCNET402B Establish and maintain effective networks
CHCORG525D Recruit and coordinate volunteers
CHCPOL403C Undertake research activities

The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups.

Working with people with alcohol and other drug issues

CHCAOD402B Work effectively in the alcohol and other drugs sector

Working with people with mental health issues

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CHCMH301C Work effectively in mental health
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Child protection electives

CHCCHILD401B Identify and respond to children and young people at risk
CHCPROT429A Work collaboratively to maintain a child safe environment

Social housing work

CHCCH301C Work effectively in social housing
CHCCH410B Manage and maintain tenancy agreements and services
CHCCS416B Assess and provide services for clients with complex needs

Homelessness support

CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCS416B Assess and provide services for clients with complex needs

Settlement work electives

CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Oral health

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC40912 Certificate IV in Social Housing

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC40908 Certificate IV in Social Housing	CHC40912 Certificate IV in Social Housing	Updated core WHS units

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Description

This qualification covers workers who are engaged in delivering social housing services and support to tenants and residents, applicants and the community, including clients who are experiencing homelessness or at risk of experiencing homelessness. The qualification is also appropriate for policy workers in the non-government sector.

Workers in the social housing sector may work in any of the following housing services:

- Aboriginal and/or Torres Strait Islander housing
- Affordable housing
- Boarding houses and community rooming housing
- Crisis housing
- Homelessness services
- Housing co-operatives
- Housing information and referral
- Independent living units
- Long term community housing
- Public housing
- Support services
- Supported residential services
- Transitional housing

Occupational titles may include:

- Aboriginal and/or Torres Strait Islander housing worker
- Aboriginal and/or Torres Strait Islander tenancy worker
- Client service officer
- Community housing worker
- Executive officer (small organisation)
- Housing manager
- Housing manager (reporting to executive officer)
- Housing manager (small-medium size organisation - reports directly to board of directors)
- Housing services officer
- Housing support worker
- Aboriginal and/or Torres Strait Islander community development worker
- Aboriginal and/or Torres Strait Islander manager (small-medium size organisation - reports directly to board of directors)
- Housing worker - intensive tenancy worker
- Indigenous housing officer
- Outreach support worker
- Program officer
- Property worker
- Senior client services officer - general
- Supported housing worker
- Tenancy worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Entry requirements
It is recommended that candidates have experience working in the community housing, public housing, SAAP sector or real estate industry or be currently completing a traineeship or hold a position in a social housing related service.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 10 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A elective which is recommended for culturally aware and respectful practice
- Group B electives which are recommended for Board members
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
CHCCH301C Work effectively in social housing
CHCCH410B Manage and maintain tenancy agreements and services
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS419C Provide support services to clients
CHCCS504B Provide services to clients with complex needs
CHCNET501C Work effectively with other services and networks
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice

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All workers undertaking social housing work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A – elective recommended for culturally aware and respectful practice

This qualification has been structured to provide a specific focus on culturally diverse clients. Where work also involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, candidates are recommended to select the following unit:

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

Group B electives – recommended for Board members

The following electives are recommended for members of Boards and for people involved in managing housing services on a volunteer basis:

One of the following two units:

BSBGOV401A Implement Board member responsibilities

OR

SRXGOV001B Participate as a member of an effective Board of an organisation

AND:

BSBADM502B Manage meetings
BSBRSK401A Identify risk and apply risk management processes
AHCCCF404A Contribute to association governance

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Social housing electives

CHCCH317A Respond to property maintenance enquiries
CHCCH411A Manage housing application processes
CHCCH412C Manage housing allocations
CHCCH413A Manage tenancy rent, charges and rental arrears
CHCCH414C Manage rental assistance process
CHCCH416C Manage vacant properties
CHCCH419C Manage property maintenance implementation
CHCCH422B Manage a formal service level support agreement
CHCCH423B Provide advice to tenants and clients
CHCCH424B Manage leasehold properties
CHCCH426B Support client participation in the organisation
CHCCH428B Work effectively within the Australian housing system
CHCCH522B Undertake outreach work

Property industry electives

CPPDSM3014A Undertake property inspection
CPPDSM4010A Lease property
CPPDSM4028A Identify and analyse risks and opportunities in the property industry
CPPDSM4074A Select and appoint contractors in the property industry

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Client services electives

CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCHILD404B Support the rights and safety of children and young people
CHCCS410A Facilitate client participation in the organisation and its management
CHCCS416B Assess and provide services for clients with complex needs
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS500B Conduct complex assessment and referral
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health
or
CHCMH411A Work with people with mental health issues
HLTCSD306D Respond effectively to behaviours of concern
HLTFA311A Apply first aid
HLTRAH302C Undertake home visits

Community sector electives

CHCCS411C Work effectively in the community sector
CHCGROUP403D Plan and conduct group activities
CHCNET402B Establish and maintain effective networks
CHCPOL402C Contribute to policy development
CHCPOL403C Undertake research activities
HLTPOP405C Use media to disseminate information

Advocacy and representation electives

CHCAD401D Advocate for clients
CHCAD504B Provide advocacy and representation services
CHCAD505A Represent clients in court *(Note pre-requisite: CHCLEG411A)*
CHCAD506A Represent the organisation in a court or tribunal
CHCAD603B Provide systems advocacy services
CHCLEG411A Use relevant legislation in response to client needs
CHCMED418C Identify the need for alternative dispute resolution
CHCMED419C Facilitate alternative dispute resolution processes

Administrative and business electives

BSBINM201A Process and maintain workplace information
CHCADMIN403D Undertake administrative work
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCCS505B Provide supervision support to community sector workers
CHCINF407D Meet information needs of the community
CHCINF505D Meet statutory and organisation information requirements
CHCORG405E Maintain an effective work environment
CHCORG406C Supervise work
CHCPOL402C Contribute to policy development
CHCQM501B Facilitate an accreditation process

Work with Aboriginal and/or Torres Strait Islander communities

BSBATSIC412A Maintain and protect cultural values in the organisation
BSBATSIC511A Plan and conduct a community meeting
CHCCS421B Undertake community sector work within own community

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

Training delivery electives

CHCCS427B Facilitate adult learning and development
TAEDEL301A Provide work skill instruction
TAEDEL401A Plan, organise and deliver group-based learning
TAEDEL402A Plan, organise and facilitate learning in the workplace

Community development electives

CHCCD412B Work within a community development framework
CHCCD514B Implement community development strategies

Case management electives

CHCCM401D Undertake case management
CHCCM402E Establish and monitor a case plan
CHCCW301C Operate under a casework framework

Public sector electives

PSPETHC301B Uphold the values and principles of public service
PSPGOV422A Apply government processes
PSPLEGN301B Comply with legislation in the public sector

Family violence electives

CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence
CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV407C Provide domestic and family violence support in non-English speaking background communities
CHCDFV509D Work with users of violence to effect change

Child protection electives

CHCCHILD401B Identify and respond to children and young people at risk
CHCPROT429A Work collaboratively to maintain a child safe environment

Financial literacy education electives

CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Settlement work electives

CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Alcohol and other drugs work

CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCCM404A Undertake case management for clients with complex needs
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes

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CHC41012 Certificate IV in Community Services Advocacy

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC41008 Certificate IV in Community Services Advocacy	CHC41012 Certificate IV in Community Services Advocacy	Updated core WHS units

Description

This qualification covers workers who provide information, advice and advocacy and would also be appropriate for community education and policy workers.

Occupational titles may include:

- Community education worker
- Community legal officer
- Court support worker
- Information worker
- Para-legal worker
- Phone advice worker
- Tenant advice and advocacy service coordinator
- Tenant advice and advocacy worker
- Welfare rights worker
- Worker in peak organisation

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 9 core units
- 6 elective units

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

BSBINM201A Process and maintain workplace information
CHCAD401D Advocate for clients
CHCCD412B Work within a community development framework
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCNET402B Establish and maintain effective networks
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice

All workers undertaking community services advocacy work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives

Electives are to be selected in line with specified Packaging Rules. The following list of electives is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

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CHCAC318B Work effectively with older people
CHCAD504B Provide advocacy and representation services
CHCAD603B Provide systems advocacy services
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCCD402B Develop and provide community education projects
CHCCD404E Develop and implement community programs
CHCCD505E Develop community resources
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work
CHCCHILD404B Support the rights and safety of children and young people
CHCCS411C Work effectively in the community sector
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCDIS301C Work effectively with people with a disability
CHCINF407D Meet information needs of the community
CHCLEG411A Use relevant legislation in response to client needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCNET404B Facilitate links with other services
CHCORG405E Maintain an effective work environment
CHCORG506E Coordinate the work environment
CHCPOL402C Contribute to policy development
CHCPOL403C Undertake research activities
CHCPOL404A Undertake policy review

The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups.

Tenant advice and advocacy electives

CHCAD505A Represent clients in court *(Note pre-requisite: CHCLEG411A)*
CHCCD402B Develop and provide community education projects
CHCCD505E Develop community resources
CHCCH428B Work effectively within the Australian housing system
CHCCS407C Operate referral procedures
CHCINF407D Meet information needs of the community
CHCLEG411A Use relevant legislation in response to client needs
CHCPOL404A Undertake policy review

Social housing

CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness

Working with people with alcohol and other drug issues

CHCAOD402B Work effectively in the alcohol and other drugs sector

Working with people with mental health issues

CHCMH301C Work effectively in mental health
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Working with people with a disability

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CHCDIS301C Work effectively with people with a disability
CHCDIS411A Communicate using augmentative and alternative communication strategies
CHCICS409A Recognise and respond to suspected abuse of vulnerable people

Child protection electives

CHCCHILD401B Identify and respond to children and young people at risk
CHCPROT429A Work collaboratively to maintain a child safe environment

Settlement work

CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

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CHC41112 Certificate IV in Pastoral Care

Modification History

Not applicable.

Description

This qualification covers people who provide person-centred care that takes into account the pastoral care needs arising from people's experiences.

Work may take place in a range of contexts such as the client's workplace, hospitals, aged care facilities, schools and community environments. Pastoral care workers work with other practitioners in developing holistic approaches to care.

This qualification prepares pastoral care workers to:

- Provide pastoral care, advice and support
- Identify and assess client well being and needs
- Participate as a member of an inter-disciplinary team
- Provide basic ethical, moral and spiritual direction and pastoral counselling with referral to appropriate professionals where appropriate
- Provide pastoral care information.

The qualification aims to develop foundation skills involved in pastoral care work. The development of self-awareness and pastoral identity required to underpin effective work in pastoral care must be developed over time, through professionally supervised practice.

Pastoral care workers are required to be immersed in the practices of their organisation and to operate within a highly ethical and moral framework. Their role may include the ethical, moral and spiritual support of clients on a day-to-day basis.

Occupational titles may include:

- Human resources manager
- Pastoral care worker
- Workplace chaplain

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

13 units are required for award of this qualification including:

- 8 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCCOM403A Use targeted communication skills to build relationships
CHCCS411C Work effectively in the community sector
CHCCS422B Respond holistically to client issues and refer appropriately
CHCORG405E Maintain an effective work environment
CHCORG428A Reflect on and improve own professional practice
CHCPAS401B Undertake pastoral care work
HLTWHS300A Contribute to WHS processes
AND one of the following units:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
OR
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

The importance of culturally aware and respectful practice

All workers undertaking pastoral care work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A – elective recommended for culturally aware and respectful practice

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This qualification has been structured to provide a specific focus on either Aboriginal and/or Torres Strait Islander or culturally diverse clients.

Where work involves a specific focus on both Aboriginal and/or Torres Strait Islander and culturally diverse clients or communities, candidates are recommended to select whichever of the following units not selected as core:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs. The following grouping of electives is provided to facilitate selection and does not necessarily reflect workplace requirements.

Pastoral care electives
PUADEFCH001B Provide pastoral care
PUADEFCH002C Provide ethical and pastoral advice

Working with older people
CHCAC317A Support older people to maintain their independence
CHCAC319A Provide support to people living with dementia

Working with people with a disability
CHCDIS301C Work effectively with people with a disability
CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS313A Support people with disabilities who are ageing
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies

Working with people with mental health issues
CHCMH301C Work effectively in mental health
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Working with people with alcohol and other drug issues
CHCAOD402B Work effectively in the alcohol and other drugs sector

Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Financial literacy education electives
CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Social housing
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work

Other electives
CHCAC318B Work effectively with older people
CHCAC319A Provide support to people living with dementia

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CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCAD401D Advocate for clients
CHCAD402D Support the interests, rights and needs of clients within duty of care requirements
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD406E Work with clients who are intoxicated
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCM401D Undertake case management
CHCCS400C Work within a relevant legal and ethical framework
CHCCS426B Provide support and care relating to loss and grief
CHCCS521B Assess and respond to individuals at risk of suicide
CHCCSL501A Work within a structured counselling framework
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL507B Support clients in decision-making processes
CHCCSL509A Reflect and improve upon counselling skills *(Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)*
CHCCW301C Operate under a casework framework
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCDIS301C Work effectively with people with a disability
CHCICS302B Participate in the implementation of individualised plans
CHCICS303A Support individual health and emotional well being
CHCICS304B Work effectively with carers
CHCICS410A Support relationships with carers and families
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCPA301B Deliver care services using a palliative approach
CHCPA402B Plan for and provide care services using a palliative approach
CHCPOL403C Undertake research activities
CHCVOL201B Be an effective volunteer
CHCYTH301E Work effectively with young people
HLTCOM509B Provide services for people with a life challenging illness
HLTCOM510B Provide services to clients with chronic diseases or conditions

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CHC41212 Certificate IV in Children's Services (Outside school hours care)

Modification History

CHC08 Version 3.0	CHC08 Version 4.0	Comments
CHC41208 Certificate IV in Children's Services (Outside school hours care)	CHC41212 Certificate IV in Children's Services (Outside school hours care)	Updated first aid core unit in V4 Qualification outcome equivalent

Description

This qualification covers workers who conduct vacation programs as well as before and after school care activities for children of school age.
Outside school hours care workers:

- Plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes
- May work under direct supervision or autonomously
- May have some supervisory responsibilities for volunteers and other workers.

Occupational titles may vary depending on jurisdiction and legislation and may include:

- Assistant OSHC coordinator
- Mobile assistant
- OSHC assistant
- Outside school hours care supervisor / coordinator
- Play leader
- Program leader
- Recreation assistant
- Recreation leader
- Senior play leader
- Team leader
- Vacation care supervisor

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

16 units are required for award of this qualification including:

- 12 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages

Core units
CHCCHILD401B Identify and respond to children and young people at risk
CHCCN301C Ensure the health and safety of children
CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCS400C Work within a relevant legal and ethical framework
CHCFC301A Support the development of children
CHCOSHC401A Support children to participate in outside school hours care
CHCOSHC402B Develop and implement activities in outside school hours care
CHCOSHC403B Work effectively with children in outside school hours care
CHCPR301C Provide experiences to support children’s play and learning
HLTFA311A Apply first aid
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking children's services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice

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The children's services workplace is regarded as having particular potential for engendering stronger and more respectful relationships between non-Aboriginal Australians and Aboriginal and/or Torres Strait Islander Australians.
It is therefore highly recommended that the following unit of competency should be included in this qualification to address the needs of ***every children's services workplace***:
CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services
The unit:

- Provides a basis for staff to support and promote respect for and awareness of Aboriginal and/or Torres Strait Islander communities where there are no Aboriginal or Torres Strait Islander children attending or residing in the local area
- Addresses the needs of staff who work specifically with Aboriginal and/or Torres Strait Islander children and families.

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is intended to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.
BSBWOR204A Use business technology
CHCAC318B Work effectively with older people
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCHILD301B Support behaviour of children and young people
CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families
CHCCHILD404B Support the rights and safety of children and young people
CHCCOM302D Communicate appropriately with clients and colleagues
CHCCS310A Support inclusive practice in the workplace
CHCCS312A Use electronic learning materials
CHCCS411C Work effectively in the community sector
CHCCS421B Undertake community sector work within own community
CHCDIS301C Work effectively with people with a disability
CHCFC506A Foster children’s language and communication development
CHCFC512A Foster physical development in middle childhood
CHCFC513A Foster social development in middle childhood
CHCFC514A Support emotional and psychological development in middle childhood
CHCFC515A Foster cognitive development in middle childhood
CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children’s services
CHCIC303B Work within a regulatory framework specific to children’s services
CHCIC512A Plan and implement inclusion of children with additional needs
CHCLD315A Recognise stages of lifespan development
CHCORG303C Participate effectively in the work environment
CHCORG428A Reflect on and improve own professional practice
CHCORG502B Work autonomously

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CHCORG611C Lead and develop others in a community sector workplace
CHCPR302A Support sustainable practice
CHCPR502E Organise experiences to facilitate and enhance children's development
CHCPR515A Develop and implement a program to support sustainable practice
CHCRH503B Develop leisure and health programs for clients with special needs
HLTFA302C Provide first aid in remote situation *(Note pre-requisite: HLTFA311A)*
HLTFA412A Apply advanced first aid *(Note pre-requisite: HLTFA311A)*
HLTFS207C Follow basic food safety practices
HLTNA303D Plan and modify meals and menus according to nutrition care plans
HLTNA304D Plan meals and menus to meet cultural and religious needs
SISCCRO301A Assist with recreation games not requiring equipment
SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment (*Appropriate unit for an assistant working with a mobile resources unit*)
SROABL002B Facilitate adventure-based learning activities
SRXCAI005B Conduct a sport and recreation session for participants
SISXEMR402A Coordinate emergency responses
SISXFAC405A Plan and provide sport and recreational services

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC41308 Certificate IV in Children's Contact Services Work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC41308 Certificate IV in Children’s Contact Services Work	CHC41308 Certificate IV in Children’s Contact Services Work	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification covers workers who are employed in children's contact services and are responsible for the facilitation and/or changeover of contact visits and associated tasks as outlined in contact orders or defined by voluntary clients to the service. Work at this level would occur under the direction of a senior staff member, team leader or coordinator and have limited autonomy.

Occupational titles for these workers may include:

- Children's contact worker
- Children's contact facilitator
- Children's contact support worker
- Sessional contact worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

13 units of competency are required for this qualification, including:

- 9 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A WHS electives from which one unit **must** be selected
- Group B electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCHILD401B Identify and respond to children and young people at risk
CHCCOM302D Communicate appropriately with clients and colleagues
CHCCONS401C Facilitate changeover
CHCCONS402C Facilitate and monitor contact
CHCCONS403C Support families to develop relationships
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCFAM503B Work with a child focused approach
CHCFAM518B Work with involuntary and mandated clients

Group A OHS electives - one unit must be selected
One of the following WHS units **must** be selected for this qualification
HLTWHS300A Contribute to WHS processes
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking children's contact services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B electives - recommended for culturally aware and respectful practice

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Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following list of electives is intended to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

CHCCS400C Work within a relevant legal and ethical framework
CHCCS411C Work effectively in the community sector
CHCCS416B Assess and provide services for clients with complex needs
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV408C Provide support to children affected by domestic and family violence
CHCFAM504C Respond to and contain critical incidents
CHCFAM505B Operate in a family law environment
CHCORG303C Participate effectively in the work environment
CHCRF511A Work in partnership with families to provide appropriate care for children
CHCRF624C Support parents in their parenting role (Note pre-requisite: CHCRF511A)
CHCTC301C Deliver a service consistent with the organisation's mission and values
CHCTC302B Provide client-centred telephone counselling
CHCTC403B Provide telephone counselling in crisis situations

One only of the following units:
CHCCS514A Recognise and respond to individuals at risk
OR
CHCCS521A Assess and respond to individuals at risk of suicide
OR
CHCTC404A Provide competent suicide intervention in a telephone counselling context
HLTFA211A Provide basic emergency life support

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC41412 Certificate IV in Child, Youth and Family Intervention (residential and out of home care)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC41408 Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)	CHC41412 Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)	Updated core WHS units

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Description

The suite of Youth and Family Intervention qualifications covers those who work in youth and family intervention, including practice specialisations in residential and out of home care, child protection, family support and early intervention. Workers are under a broad supervision framework and operate within clearly defined organisation guidelines, service plans and position specifications.

These workers may include paraprofessional and recognised entities who:

- Carry out activities related to maintenance of a child or young person at risk, personal care and/or other activities of living
- Report directly to a supervisor and may at times be partially responsible for providing support to other workers
- Possibly undertake higher levels of report preparation and case notes, especially in relation to supervised access visits
- May provide out of home care.

Please note:

- Foster carers may access units from the suggested foster care electives
- Child protection workers in some jurisdictions may be required to select particular electives to address jurisdictional requirements
- Aboriginal and/or Torres Strait Islander workers in child protection may, in some jurisdictions be required to select the elective unit: *CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework*

Occupational titles may include:

- Alternative care workers
- Care worker
- Case support worker
- Child protection support worker
- Children's/youth support worker
- Community visitors
- Cottage parent
- Direct care worker
- Early intervention worker
- Entry level case worker
- Family support/prevention worker
- Foster parent/carer
- Home based care worker
- Out of home care provider
- Residential care worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 7 core units
- 8 elective units

Packaging for each specialisation:

Electives must be packaged to provide a qualification with a specialisation in residential and out of home care, child protection or family support

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Residential and out of home care*):

- All three Group A electives for *Residential and out of home care specialisation* must be selected
- Five additional electives are to be selected in line with the packaging rules below

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Child protection*):

- All four Group B electives for for *Child protection specialisation* must be selected
- Four additional electives are to be selected in line with the packaging rules above

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Family support*):

- All three Group C electives for *Family support specialisation* must be selected
- Five additional electives are to be selected in line with the packaging rules above

Note: Some occupational jurisdictions ***may*** require selection of ***specific electives***.

In addition to electives identified for the three specialisations, a wide range of elective units is available, including:

- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

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Core units
CHCCHILD401B Identify and respond to children and young people at risk
CHCCHILD505B Work effectively in child protection and out of home care for children and young people
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCLD415A Confirm client developmental status
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking work with children, youth and families need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Relevant electives
Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.
This suite of qualifications includes specialisations in:

- *Residential and out of home care*
- *Child protection*
- *Family support*

Group A electives - Residential and out of home care specialisation
The following three units of competency are required for award of *CHC41408 Certificate IV in Child, Youth and Family Intervention* (*Residential and out of home care*):
CHCCS401B Facilitate responsible behaviour
CHCPROT409D Provide primary residential care
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

In addition, the following units of competency may be required in some jurisdictions in case support work involving supervision of access:
CHCCONS401C Facilitate changeover
CHCCONS402C Facilitate and monitor contact
CHCCONS403C Support families to develop relationships
CHCCONS504C Assist families to self manage contact

Group B electives - Child protection specialisation

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The following four units of competency are required for award of *CHC41508 Certificate IV in Child, Youth and Family Intervention* (*Child protection*):
CHCCM506C Undertake case management in a child protection framework
CHCFC301A Support the development of children
CHCPROT424A Develop a child protection practice framework
CHCPROT429A Work collaboratively to maintain a child safe environment

Group C electives - Family support specialisation
The following three units of competency are required for award of *CHC41608 Certificate IV in Child, Youth and Family Intervention* (*Family support*):
CHCCS404B Facilitate family intervention strategies
CHCCS414A Provide education and support on parenting, health and well being
CHCRF301E Work effectively with families to care for the child

Other relevant electives

Working with children
CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families
CHCCHILD404B Support the rights and safety of children and young people
CHCCN302A Provide care for children
CHCCN305B Provide care for babies
CHCCN520C Advocate for the rights and needs of children and young people
CHCIC301E Interact effectively with children
CHCIC512A Plan and implement inclusion of children with additional needs
CHCPR303D Develop understanding of children's interests and developmental needs

Child protection
CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework
CHCPROT423B Support transition from care
CHCPROT430A Develop and implement a multi agency investigation and child risk assessment strategy
CHCPROT531A Interview children for investigation of child protection concerns
CHCPROT532A Interact with the legal system to protect children

Working with young people
CHCYTH301E Work effectively with young people
CHCYTH401B Engage respectfully with young people
CHCYTH404E Support young people in crisis (Note pre-requisite: CHCYTH301E)
CHCYTH502A Work with young people to establish support networks
CHCYTH506B Provide services for young people appropriate to their needs and circumstances
CHCYTH511B Work effectively with young people and their families

Social housing
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness

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CHCCH522B Undertake outreach work

Mental health and alcohol and other drugs work
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCMH301C Work effectively in mental health
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCCM404A Undertake case management for clients with complex needs
CHCMH411A Work with people with mental health issues

General electives
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS421B Undertake community sector work within own community
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS426B Provide support and care relating to loss and grief
CHCDIS301C Work effectively with people with a disability
CHCICS406B Support client self management
CHCINF505D Meet statutory and organisation information requirements
CHCLD315A Recognise stages of lifespan development
CHCLEG411A Use relevant legislation in response to client needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCORG428A Reflect on and improve own professional practice

Foster care
Foster care competency requirements are determined by state and territory statutory regulations. *The following units of competency are suggested electives*:
CHCFOS401A Provide foster care as part of a team
CHCFOS402A Promote positive development of children and young people in out of home care
CHCFC301A Support the development of children

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC41512 Certificate IV in Child, Youth and Family Intervention (Child Protection)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC41508 Certificate IV in Child, Youth and Family Intervention (Child Protection)	CHC41512 Certificate IV in Child, Youth and Family Intervention (Child Protection)	updated core WHS units

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Description

The suite of Youth and Family Intervention qualification covers those who work in youth and family intervention, including practice specialisations in residential and out of home care, child protection, family support and early intervention. Workers are under a broad supervision framework and operate within clearly defined organisation guidelines, service plans and position specifications.

These workers may include paraprofessional and recognised entities who:

- Carry out activities related to maintenance of a child or young person at risk, personal care and/or other activities of living
- Report directly to a supervisor and may at times be partially responsible for providing support to other workers
- Possibly undertake higher levels of report preparation and case notes, especially in relation to supervised access visits
- May provide out of home care.

Please note:

- Foster carers may access units from the suggested foster care electives
- Child protection workers in some jurisdictions may be required to select particular electives to address jurisdictional requirements
- Aboriginal and/or Torres Strait Islander workers in child protection may, in some jurisdictions be required to select the elective unit: *CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework*

Occupational titles may include:

- Alternative care workers
- Care worker
- Case support worker
- Child protection support worker
- Children's/youth support worker
- Community visitors
- Cottage parent
- Direct care worker
- Early intervention worker
- Entry level case worker
- Family support/prevention worker
- Foster parent/carer
- Home based care worker
- Out of home care provider
- Residential care worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 7 core units
- 8 elective units

Packaging for each specialisation:

Electives must be packaged to provide a qualification with a specialisation in residential and out of home care, child protection or family support

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Residential and out of home care*):

- All three Group A electives for *Residential and out of home care specialisation* must be selected
- Five additional electives are to be selected in line with the packaging rules below

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Child protection*):

- All four Group B electives for for *Child protection specialisation* must be selected
- Four additional electives are to be selected in line with the packaging rules above

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Family support*):

- All three Group C electives for *Family support specialisation* must be selected
- Five additional electives are to be selected in line with the packaging rules above

Note: Some occupational jurisdictions ***may*** require selection of ***specific electives***.

In addition to electives identified for the three specialisations, a wide range of elective units is available, including:

- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

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Core units
CHCCHILD401B Identify and respond to children and young people at risk
CHCCHILD505B Work effectively in child protection and out of home care for children and young people
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCLD415A Confirm client developmental status
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking work with children, youth and families need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Relevant electives
Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.
This suite of qualifications includes specialisations in:

- *Residential and out of home care*
- *Child protection*
- *Family support*

Group A electives - Residential and out of home care specialisation
The following three units of competency are required for award of *CHC41408 Certificate IV in Child, Youth and Family Intervention* (*Residential and out of home care*):
CHCCS401B Facilitate responsible behaviour
CHCPROT409D Provide primary residential care
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

In addition, the following units of competency may be required in some jurisdictions in case support work involving supervision of access:
CHCCONS401C Facilitate changeover
CHCCONS402C Facilitate and monitor contact
CHCCONS403C Support families to develop relationships
CHCCONS504C Assist families to self manage contact

Group B electives - Child protection specialisation

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The following four units of competency are required for award of *CHC41508 Certificate IV in Child, Youth and Family Intervention* (*Child protection*):
CHCCM506C Undertake case management in a child protection framework
CHCFC301A Support the development of children
CHCPROT424A Develop a child protection practice framework
CHCPROT429A Work collaboratively to maintain a child safe environment

Group C electives - Family support specialisation
The following three units of competency are required for award of *CHC41608 Certificate IV in Child, Youth and Family Intervention* (*Family support*):
CHCCS404B Facilitate family intervention strategies
CHCCS414A Provide education and support on parenting, health and well being
CHCRF301E Work effectively with families to care for the child

Other relevant electives

Working with children
CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families
CHCCHILD404B Support the rights and safety of children and young people
CHCCN302A Provide care for children
CHCCN305B Provide care for babies
CHCCN520C Advocate for the rights and needs of children and young people
CHCIC301E Interact effectively with children
CHCIC512A Plan and implement inclusion of children with additional needs
CHCPR303D Develop understanding of children's interests and developmental needs

Child protection
CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework
CHCPROT423B Support transition from care
CHCPROT430A Develop and implement a multi agency investigation and child risk assessment strategy
CHCPROT531A Interview children for investigation of child protection concerns
CHCPROT532A Interact with the legal system to protect children

Working with young people
CHCYTH301E Work effectively with young people
CHCYTH401B Engage respectfully with young people
CHCYTH404E Support young people in crisis (Note pre-requisite: CHCYTH301E)
CHCYTH502A Work with young people to establish support networks
CHCYTH506B Provide services for young people appropriate to their needs and circumstances
CHCYTH511B Work effectively with young people and their families

Social housing
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness

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CHCCH522B Undertake outreach work

Mental health and alcohol and other drugs work
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCMH301C Work effectively in mental health
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCCM404A Undertake case management for clients with complex needs
CHCMH411A Work with people with mental health issues

General electives
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS421B Undertake community sector work within own community
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS426B Provide support and care relating to loss and grief
CHCDIS301C Work effectively with people with a disability
CHCICS406B Support client self management
CHCINF505D Meet statutory and organisation information requirements
CHCLD315A Recognise stages of lifespan development
CHCLEG411A Use relevant legislation in response to client needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCORG428A Reflect on and improve own professional practice

Foster care
Foster care competency requirements are determined by state and territory statutory regulations. *The following units of competency are suggested electives*:
CHCFOS401A Provide foster care as part of a team
CHCFOS402A Promote positive development of children and young people in out of home care
CHCFC301A Support the development of children

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC41612 Certificate IV in Child, Youth and Family Intervention (Family Support)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC41608 Certificate IV in Child, Youth and Family Intervention (Family support)	CHC41612 Certificate IV in Child, Youth and Family Intervention (Family support)	updated core WHS units

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Description

The suite of Youth and Family Intervention qualification covers those who work in youth and family intervention, including practice specialisations in residential and out of home care, child protection, family support and early intervention. Workers are under a broad supervision framework and operate within clearly defined organisation guidelines, service plans and position specifications.

These workers may include paraprofessional and recognised entities who:

- Carry out activities related to maintenance of a child or young person at risk, personal care and/or other activities of living
- Report directly to a supervisor and may at times be partially responsible for providing support to other workers
- Possibly undertake higher levels of report preparation and case notes, especially in relation to supervised access visits
- May provide out of home care.

Please note:

- Foster carers may access units from the suggested foster care electives
- Child protection workers in some jurisdictions may be required to select particular electives to address jurisdictional requirements
- Aboriginal and/or Torres Strait Islander workers in child protection may, in some jurisdictions be required to select the elective unit: *CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework*

Occupational titles may include:

- Alternative care workers
- Care worker
- Case support worker
- Child protection support worker
- Children's/youth support worker
- Community visitors
- Cottage parent
- Direct care worker
- Early intervention worker
- Entry level case worker
- Family support/prevention worker
- Foster parent/carer
- Home based care worker
- Out of home care provider
- Residential care worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 7 core units
- 8 elective units

Packaging for each specialisation:

Electives must be packaged to provide a qualification with a specialisation in residential and out of home care, child protection or family support

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Residential and out of home care*):

- All three Group A electives for *Residential and out of home care specialisation* must be selected
- Five additional electives are to be selected in line with the packaging rules below

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Child protection*):

- All four Group B electives for for *Child protection specialisation* must be selected
- Four additional electives are to be selected in line with the packaging rules above

For award of the *Certificate IV in Child, Youth and Family Intervention* (*Family support*):

- All three Group C electives for *Family support specialisation* must be selected
- Five additional electives are to be selected in line with the packaging rules above

Note: Some occupational jurisdictions ***may*** require selection of ***specific electives***.

In addition to electives identified for the three specialisations, a wide range of elective units is available, including:

- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

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Core units
CHCCHILD401B Identify and respond to children and young people at risk
CHCCHILD505B Work effectively in child protection and out of home care for children and young people
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCLD415A Confirm client developmental status
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking work with children, youth and families need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Relevant electives
Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.
This suite of qualifications includes specialisations in:

- *Residential and out of home care*
- *Child protection*
- *Family support*

Group A electives - Residential and out of home care specialisation
The following three units of competency are required for award of *CHC41408 Certificate IV in Child, Youth and Family Intervention* (*Residential and out of home care*):
CHCCS401B Facilitate responsible behaviour
CHCPROT409D Provide primary residential care
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

In addition, the following units of competency may be required in some jurisdictions in case support work involving supervision of access:
CHCCONS401C Facilitate changeover
CHCCONS402C Facilitate and monitor contact
CHCCONS403C Support families to develop relationships
CHCCONS504C Assist families to self manage contact

Group B electives - Child protection specialisation

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The following four units of competency are required for award of *CHC41508 Certificate IV in Child, Youth and Family Intervention* (*Child protection*):
CHCCM506C Undertake case management in a child protection framework
CHCFC301A Support the development of children
CHCPROT424A Develop a child protection practice framework
CHCPROT429A Work collaboratively to maintain a child safe environment

Group C electives - Family support specialisation
The following three units of competency are required for award of *CHC41608 Certificate IV in Child, Youth and Family Intervention* (*Family support*):
CHCCS404B Facilitate family intervention strategies
CHCCS414A Provide education and support on parenting, health and well being
CHCRF301E Work effectively with families to care for the child

Other relevant electives

Working with children
CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families
CHCCHILD404B Support the rights and safety of children and young people
CHCCN302A Provide care for children
CHCCN305B Provide care for babies
CHCCN520C Advocate for the rights and needs of children and young people
CHCIC301E Interact effectively with children
CHCIC512A Plan and implement inclusion of children with additional needs
CHCPR303D Develop understanding of children's interests and developmental needs

Child protection
CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework
CHCPROT423B Support transition from care
CHCPROT430A Develop and implement a multi agency investigation and child risk assessment strategy
CHCPROT531A Interview children for investigation of child protection concerns
CHCPROT532A Interact with the legal system to protect children

Working with young people
CHCYTH301E Work effectively with young people
CHCYTH401B Engage respectfully with young people
CHCYTH404E Support young people in crisis (Note pre-requisite: CHCYTH301E)
CHCYTH502A Work with young people to establish support networks
CHCYTH506B Provide services for young people appropriate to their needs and circumstances
CHCYTH511B Work effectively with young people and their families

Social housing
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness

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CHCCH522B Undertake outreach work

Mental health and alcohol and other drugs work
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCMH301C Work effectively in mental health
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCCM404A Undertake case management for clients with complex needs
CHCMH411A Work with people with mental health issues

General electives
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS421B Undertake community sector work within own community
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS426B Provide support and care relating to loss and grief
CHCDIS301C Work effectively with people with a disability
CHCICS406B Support client self management
CHCINF505D Meet statutory and organisation information requirements
CHCLD315A Recognise stages of lifespan development
CHCLEG411A Use relevant legislation in response to client needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCORG428A Reflect on and improve own professional practice

Foster care
Foster care competency requirements are determined by state and territory statutory regulations. *The following units of competency are suggested electives*:
CHCFOS401A Provide foster care as part of a team
CHCFOS402A Promote positive development of children and young people in out of home care
CHCFC301A Support the development of children

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC41712 Certificate IV in Education Support

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC41708 Certificate IV in Education Support	CHC41712 Certificate IV in Education Support	Updated core WHS units

Description

This qualification covers workers in a range of education and school settings who provide assistance and support to teachers to facilitate students' learning under broad based supervision. Some job roles *may* require tasks to be performed with a moderate level of autonomy and/or the provision of supervision/leadership to other staff/volunteers.

Occupational titles may include:

- Aboriginal and/or Torres Strait Islander education officer
- Education assistant
- Education assistant (special needs)
- Education support worker
- Education worker
- Home tutor
- Homeland teaching assistant
- Indigenous language and culture teaching assistant
- Language worker
- Literacy worker
- Support worker (children with disabilities)
- Teacher aide
- Teacher assistant

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC41712 Certificate IV in Education Support* candidates require:

- Sufficient validated experience in directly supervised learning support roles as an education support worker, childhood educator, early childhood educator, child care worker, home/volunteer tutor or similar role to indicate likely success at this level of qualification

OR

- Successful completion of a qualification at Certificate III level or higher in education support, children's services or a related area.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 9 core units
- 6 elective units

A range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCHILD301B Support behaviour of children and young people
CHCCHILD401B Identify and respond to children and young people at risk
CHCEDS301B Comply with legislative, policy and industrial requirements in the education environment
CHCEDS312A Work with diversity in the education environment
CHCEDS407A Collect and analyse information to inform work strategies
CHCEDS410A Assist in facilitation of student learning
CHCEDS411B Use high-level communication skills in the education workplace
CHCEDS412B Contribute to continuous improvement processes within the education environment
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking education support work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

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Other relevant electives
Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs. Relevant electives are listed below, with some grouping provided to guide selection for identified areas of work. Electives may be selected from one or more groups.

Literacy and numeracy electives
CHCEDS408A Support students' mathematics learning for numeracy
CHCEDS409A Support students' literacy learning
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

Special needs education support work
CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)
CHCCS425B Support health professional
CHCDIS405A Facilitate skills development and maintenance
CHCEDS413A Support students with learning difficulties and learning disabilities
CHCEDS434A Provide support to students with autism spectrum disorder
CHCEDS417A Facilitate learning for students with disabilities
CHCEDS421A Provide support to students with hearing disabilities
CHCEDS424B Facilitate learning for students with intellectual disabilities (Note pre-requisite CHCEDS417A)
CHCEDS425B Facilitate learning for students with speech/language disabilities (Note pre-requisite CHCEDS417A)
CHCEDS426A Facilitate learning for students with vision impairment (Note pre-requisite CHCEDS417A)
CHCEDS427A Facilitate learning for students with physical disabilities (Note pre-requisite CHCEDS417A)
HLTAP301B Recognise healthy body systems in a health care context

Electives for Aboriginal and/or Torres Strait Islander Education Work/ Tutoring / Language Work / Homeland Teaching
CHCEDS416B Use educational strategies to support Aboriginal and/or Torres Strait Islander education
CHCEDS422A Promote hearing health and learning
CHCEDS423A Assist in production of language resources
CHCEDS428A Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

Education support work electives
BSBWOR501B Manage personal work priorities and professional development
CHCCD413E Work within specific communities
CHCCHILD404B Support the rights and safety of children and young people
CHCCS506A Promote and respond to workplace diversity
CHCEDS415A Supervise students outside the classroom
CHCEDS418B Deliver elements of teaching and learning programs
CHCEDS419B Support flexible learning in an education environment

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CHCEDS508B Assist in leading a small team in an education environment
CHCFC502A Foster physical development in early childhood
CHCFC505A Foster cognitive development in early childhood
CHCFC506A Foster children's language and communication development
CHCFC508A Foster children's aesthetic and creative development
CHCFC512A Foster physical development in middle childhood
CHCFC515A Foster cognitive development in middle childhood
CHCNET402B Establish and maintain effective networks
CHCYTH401B Engage respectfully with young people
SRCCRD007B Develop recreation programs

E-learning electives
CHCEDS321B Use an e-learning management system
CHCEDS429B Coordinate e-learning programs

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC41812 Certificate IV in Youth Work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC41808 Certificate IV in Youth Work	CHC41812 Certificate IV in Youth Work	Upgrade of core WHS units

Description

This qualification covers workers who develop and facilitate programs for young people through a range of community based programs designed to address the social, behavioural, health, welfare, developmental and protection needs of young people.
This work may be undertaken through employment in community, government and welfare agencies and workers will be:

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

Occupational titles may include:

- Community development worker (youth)
- Indigenous youth worker
- Recreational youth activities worker
- Residential care worker
- Support worker residential
- Youth alcohol and other drugs worker
- Youth and family resource officer
- Youth and family service worker
- Youth case worker
- Youth housing support worker
- Youth worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

16 units are required for award of this qualification including:

- 10 core units
- 6 elective units

A wide range of elective units is available, including:

- Group A electives of which one unit must be selected for this qualification
- Group B elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCD412B Work within a community development framework
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS422B Respond holistically to client issues and refer appropriately
CHCICS406B Support client self management
CHCYTH401B Engage respectfully with young people
CHCYTH402C Work effectively with young people in the youth work context
CHCYTH403C Support young people to create opportunities in their lives
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

Group A electives - one unit must be selected
One of the following units must be selected for this qualification.
CHCYTH404E Support young people in crisis (*Note pre-requisite*: CHCYTH301E)
CHCYTH407E Respond to critical situations

The importance of culturally aware and respectful practice
All workers undertaking youth work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B elective - recommended for culturally aware and respectful practice

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Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Community service work electives
BSBINM201A Process and maintain workplace information
CHCCD401E Support community participation
CHCCM401D Undertake case management
CHCCS411C Work effectively in the community sector
CHCLD315A Recognise stages of lifespan development
CHCNET404B Facilitate links with other services
CHCORG405E Maintain an effective work environment
CHCYTH301E Work effectively with young people

First aid
HLTFA311A Apply first aid
HLTFA302C Provide first aid in remote situation (Note pre-requisite: HLTFA311A)
HLTFA412A Apply advanced first aid (Note pre-requisite: HLTFA311A)
HLTFA403C Manage first aid in the workplace (Note pre-requisite: HLTFA412A)

Group and outreach work
CHCGROUP302D Support group activities
CHCGROUP403D Plan and conduct group activities
CHCGROUP410B Deliver a structured program

Social housing / homelessness
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work
CHCCS419C Provide support services to clients

Responding to specific needs
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCCS521B Assess and respond to individuals at risk of suicide
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health **or** CHCMH411A Work with people with mental health issues
CHCYTH511B Work effectively with young people and their families

Protective care and child protection

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CHCCHILD404B Support the rights and safety of children and young people
CHCCHILD505B Work effectively in child protection and out of home care for children and young people
CHCCS401C Facilitate responsible behaviour
CHCPROT409E Provide primary residential care

Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Financial literacy education electives
CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Settlement work
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Alcohol and other drugs work
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCCM404A Undertake case management for clients with complex needs
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC41912 Certificate IV in Youth Justice

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC41908 Certificate IV in Youth Justice	CHC41908 Certificate IV in Youth Justice	Updated core WHS units

Description

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

The supervision will be managed through a range of community and institution-based programs designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people.

Occupational titles may include:

- Juvenile justice officer
- Mentors
- Secure environment worker
- Unit coordinator / manager
- Visits coordinator
- Youth justice officer
- Youth residential worker
- Youth worker (juvenile justice)

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 8 core units
- 7 elective units

A wide range of elective units is available, including:

- Group A electives of which one unit must be selected for this qualification
- Group B elective which is recommended for culturally aware and respectful practice
- Group C first aid electives of which one or more may be required for youth work in some jurisdictions
- Other relevant electives listed below and grouped to facilitate selection for specific contexts such as community youth justice work or centre-based youth justice work
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCORG303C Participate effectively in the work environment
CHCPROT510E Support the progress and development of young people
CHCYJ401B Work in the youth justice environment
CHCYTH407E Respond to critical situations
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

Group A electives - one unit must be selected
One of the following units **must** be selected for this qualification.
CHCPROT407E Provide supervision in a secure system
CHCPROT405E Provide supervision in the community

The importance of culturally aware and respectful practice

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All workers undertaking youth justice work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B elective - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Group C first aid electives - required for youth work in some jurisdictions
In some jurisdictions, it is a condition of employment that youth justice workers are competent in basic first aid. Candidates and employers should clarify any specific jurisdiction requirements for competence in first aid. One or more of the following first aid units may be required.
HLTFA311A Apply first aid
HLTFA302C Provide first aid in remote situation *(Note pre-requisite: HLTFA311A)*
HLTFA412A Apply advanced first aid *(Note pre-requisite: HLTFA311A)*

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following table shows electives suggested to address work requirements in identified areas. Employers may specify that certain electives are required to address specific workplace needs.

Elective groups shown in this table are recommended, but not necessarily required for work in the areas identified on the right	**Community youth justice work**	**Centre-based youth justice work**
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues	✓	✓
CHCCHILD401B Identify and respond to children and young people at risk	✓	✓
CHCCHILD404B Support the rights and safety of children and young people	✓	
CHCCM401D Undertake case management	✓	
CHCCS419C Provide support services to clients	✓	
CHCCS521B Assess and respond to individuals at risk of suicide	✓	✓
CHCINF302D Maintain the organisation's information systems	✓	✓

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CHCORG405E Maintain an effective work environment	✓	✓
CHCYJ402A Support Aboriginal and/or Torres Strait Islander young people in youth justice system	✓	✓
CHCYTH502A Work with young people to establish support networks	✓	
CHCYTH503A Undertake youth work in specific communities	✓	
CHCYTH608D Manage service response to young people in crisis	✓	
CSCOFM304A Protect the safety and welfare of young offenders		✓
CSCSAS201A Maintain security		✓
CSCSAS206A Respond to medical emergencies		✓
HLTCSD208D Transport clients		✓
HLTCSD306D Respond effectively to behaviours of concern	✓	✓

Additional electives relevant to youth justice work

CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCCM506C Undertake case management in a child protection framework
CHCCS312A Use electronic learning materials
CHCCS401C Facilitate responsible behaviour
CHCCS504B Provide services to clients with complex needs
CHCCW402C Implement a case work strategy
CHCGROUP403D Plan and conduct group activities
CHCLD415A Confirm client developmental status
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH405A Work collaboratively to support recovery process
CHCMH504E Provide a range of services to people with mental health issues
CHCNET404B Facilitate links with other services
CHCPROT401C Act as a witness
CHCPROT404D Prepare information for justice processes
CHCPROT512C Coordinate work integrating statutory requirements and responsibilities
CHCYJ403B Prepare young people for reintegration

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Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Financial literacy education electives
CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Settlement work electives
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Social housing electives
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH428B Work effectively within the Australian housing system

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC42012 Certificate IV in Employment Services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC42008 Certificate IV in Employment Services	CHC42012 Certificate IV in Employment Services	upgrade core WHS units

Description

This qualification covers workers who provide a range of programs and services to individuals and groups of clients and employers to support them in locating, securing and maintaining suitable employment.

Workers at this level:

- Need an understanding of access and equity issues including cultural diversity, Aboriginal and/or Torres Strait Islander and disability issues and to work with local communities in the provision of services
- May have limited supervisory responsibilities in the employment services context.

Occupational titles may include, for example:

- Client services officer
- Employment consultant
- Employment consultant - case manager
- Employment consultant - employer marketing and liaison
- Employment consultant - job placement
- Employment consultant - training
- Job search training consultant
- Training and placement officer

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

Employability Skills Summary

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Packaging Rules

PACKAGING RULES

14 units of competency are required for this qualification, including:

- 7 core units
- 7 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below and grouped to facilitate selection for specific employment services work contexts
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCES311B Work effectively in employment services
CHCES411A Collect, analyse and apply labour market information
CHCES415A Monitor and improve contracted employment services
CHCORG405E Maintain an effective work environment
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking employment services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. Relevant electives are listed below. Employers may specify that certain electives are required to address specific workplace needs.

Electives recommended for the following areas of work are shown in the table below:

- Project Coordination
- Disability employment services
- Case Management and Intensive support work
- Job placement
- Job search support and training
- Apprenticeship and traineeship programs
- Business development
- Promotion of clients to employers

Elective groups shown in this table are recommended, but not necessarily required for work in the areas identified on the right	**Project coordination**	**Disability employment services**	**Case management & intensive support work**	**Job placement**	**Job search support and training**	**Apprenticeship and traineeship programs**	**Business development**	**Promotion of clients to employers**
BSBEMS401B Develop and implement business development strategies to expand client base				✓			✓	
BSBEMS402B Develop and implement strategies to source and assess candidates				✓			✓	

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BSBEMS403B Develop and provide employment management services to candidates		✓	✓	✓			✓	✓
BSBMKG413A Promote products and services					✓		✓	✓
BSBREL402A Build client relationships and business networks						✓		
BSBPMG407A Apply risk management techniques	✓							
BSBWRK501A Develop, manage and review campaigns and projects	✓							
CHCAD401D Advocate for clients		✓	✓			✓		
CHCCAR501C Conduct career guidance interview		✓	✓		✓			
CHCCDP401B Deliver service consistent with a career		✓	✓		✓			

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development framework								
CHCCDP403B Analyse and apply education and training information		✓	✓		✓	✓		
CHCCDP501B Liaise with employers to promote flexible work arrangements		✓	✓	✓		✓	✓	✓
CHCCM402D Establish and monitor a case plan		✓	✓					
CHCCM401D Undertake case management OR CHCCM404A Undertake case management for clients with complex needs OR CHCCW503A Work intensively with clients		✓	✓					
CHCCS407C Operate referral		✓	✓					

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procedures								
CHCCS412E Deliver and develop client services OR CHCORG423C Maintain quality service delivery	✓	✓	✓	✓	✓	✓	✓	✓
CHCDIS301C Work effectively with people with a disability		✓	✓					
CHCDIS408D Support people with disabilities as workers		✓	✓					
CHCDIS409B Provide services to people with disabilities with complex needs		✓	✓					
CHCDIS509E Maximise participation in work by people with disabilities		✓	✓					
CHCES304B Deliver recruitment services				✓				

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OR BSBEMS404B Manage the recruitment process for client organisations								
CHCES305B Monitor Australian Apprenticeships arrangements						✓		
CHCES402C Deliver Australian Apprenticeships services						✓		
CHCES404B Promote clients to employers		✓	✓	✓	✓	✓	✓	✓
CHCES413A Develop and monitor employment plans with clients OR CHCCDP402B Assist clients to plan and access career pathways		✓	✓		✓			
CHCES416A Plan and provide job search support		✓	✓	✓	✓			

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CHCGROUP403D Plan and conduct group activities		✓	✓		✓			
CHCICS403A Conduct individual assessment OR CHCCS500B Conduct complex assessment and referral		✓	✓		✓			
CHCICS402B Facilitate individualised plans		✓	✓					
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively		✓	✓	✓	✓			
CHCMH411A Work with people with mental health issues		✓	✓					
CHCNET402B Establish and maintain effective networks	✓	✓	✓	✓	✓	✓	✓	✓
CHCOHC401A Inform and		✓	✓		✓			

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encourage clients and groups to understand and achieve good oral health								
CHCOHC402A Support clients and groups to learn practical aspects of oral health care		✓	✓		✓			
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues			✓		✓			
CHCORG406C Supervise work	✓	✓	✓	✓	✓	✓	✓	✓
CHCORG529B Provide coaching and motivation		✓	✓					
CHCYTH301E Work effectively with young people	✓	✓	✓	✓	✓	✓		
HLTHIR403C Work effectively with culturally	✓	✓	✓	✓	✓	✓	✓	✓

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diverse clients and co-workers								
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people	✓	✓	✓	✓	✓	✓	✓	✓
TAEDEL401A Plan, organise and deliver group-based learning		✓	✓		✓			
TAEDEL402A Plan, organise and facilitate learning in the workplace		✓	✓		✓			

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CHC42112 Certificate IV in Career Development

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC42108 Certificate IV in Career Development	CHC42112 Certificate IV in Career Development	upgrade core WHS units

Description

This qualification covers workers who provide a range of programs and services to individuals and groups of clients and employers to support them in planning their career and/or locating, securing and maintaining suitable employment.

Workers at this level:

- Need an understanding of access and equity issues including cultural diversity, Aboriginal and/or Torres Strait Islander and disability issues and to work with local communities in the provision of services
- May have limited supervisory responsibilities (e.g. in employment services context).

Work at this level may include, for example:

- Work in career information and transition services
- Assisting in career adviser roles in education, training, school or transition work environments.

Occupational titles may include, for example:

- Career information officer
- Career and transition services coordinator

This qualification may also be appropriate for workers already holding a relevant professional or vocational qualification for application in areas such as:

- School career advice and VET in Schools work
- Human resources, education and training and industry specialisation.

In addition, a recommended skill set is identified for such individuals as an introduction to career development work.

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

16 units of competency are required for this qualification, including:

- 11 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives which are required for work in career development at this level
- Group B elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCAR501C Conduct career guidance interview
CHCCDP401B Deliver service consistent with a career development framework
CHCCDP402B Assist clients to plan and access career pathways
CHCCDP403B Analyse and apply education and training information
CHCCS407C Operate referral procedures
CHCCS411C Work effectively in the community sector
CHCES411A Collect, analyse and apply labour market information
CHCNET404B Facilitate links with other services
CHCORG405E Maintain an effective work environment
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

Group A electives - required for work in career development at this level
The following units or units with equivalent competency outcomes are required for work in career development at this level.
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework

The importance of culturally aware and respectful practice
All workers undertaking career development work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B elective - recommended for culturally aware and respectful practice

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Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.
CHCAD401D Advocate for clients
CHCCDP501B Liaise with employers to promote flexible work arrangements
CHCCM401D Undertake case management
CHCCM402E Establish and monitor a case plan
CHCCM404A Undertake case management for clients with complex needs
CHCCS416B Assess and provide services for clients with complex needs
CHCCW503A Work intensively with clients
CHCES305B Monitor Australian Apprenticeships arrangements
CHCES311B Work effectively in employment services
CHCES402C Deliver Australian Apprenticeships services
CHCES404B Promote clients to employers
CHCES413A Develop and monitor employment plans with clients
CHCES415A Monitor and improve contracted employment services
CHCES416A Plan and provide job search support
CHCCS427B Facilitate adult learning and development
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCNET402B Establish and maintain effective networks
CHCORG529B Provide coaching and motivation
TAEDEL301A Provide work skill instruction
TAEDEL401A Plan, organise and deliver group-based learning

Working with people with disabilities
CHCDIS408D Support people with disabilities as workers
CHCDIS411A Communicate using augmentative and alternative communication strategies
CHCDIS509E Maximise participation in work by people with disabilities
CHCEDS330B Support learning for students with disabilities in a classroom environment
CHCMH411A Work with people with mental health issues
HLTCSD306D Respond effectively to difficult or challenging behaviour
TAEDEL301A Provide work skill instruction
TAEDEL402A Plan, organise and facilitate learning in the workplace

Financial literacy education electives
CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC42212 Certificate IV in Telephone Counselling Skills

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC42208 Certificate IV in Telephone Counselling Skills	CHC42212 Certificate IV in Telephone Counselling Skills	Upgrade core WHS units

Description

This qualification applies to workers who provide support to individuals offering them first point of contact in a crisis situation and referral to a broad range of services.
At this level workers:

- Provide short-term direct phone contact with clients in a crisis situation during which time they establish a helping relationship to define the crisis and provide referral information where appropriate
- Are responsible for more complex telephone counselling situations, including risk of suicide.

Occupational titles may include:

- Alcohol and other drugs telephone counsellor
- Domestic violence help line telephone counsellor
- Gay and lesbian help line telephone counsellor
- Lifeline telephone counsellor
- Men's help line telephone counsellor
- Telephone counsellor
- Youth help line counsellor

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

12 units are required for award of this qualification including:

- 8 core units
- 4 elective units

A range of elective units is available and must include:

- Group A electives which are required for telephone counselling work
- Group B electives of which at least two must be selected for this qualification
- Group C electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM403A Use targeted communication skills to build relationships
CHCORG201C Follow policies, procedures and programs of the organisation
CHCORG303C Participate effectively in the work environment
CHCTC301C Deliver a service consistent with the organisation's mission and values
CHCTC302B Provide client-centred telephone counselling
CHCTC403B Provide telephone counselling in crisis situations
CHCTC404B Provide competent suicide intervention in a telephone counselling context
HLTWHS300A Contribute to WHS processes

Group A electives - required for work at this level in telephone counselling
The following two units or units with equivalent competency outcomes are required for work at this level in telephone counselling.
BSBINM201A Process and maintain workplace information
CHCADMIN305F Work within the administration protocols of the organisation

Group B electives - at least 2 units to be selected
At least TWO (2) elective units must be selected from the units listed below. Employers may specify that certain electives are required to address specific workplace needs.
CHCAOD201D Prepare for alcohol and other drugs work
CHCCHILD404B Support the rights and safety of children and young people
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS426B Provide support and care relating to loss and grief

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CHCCS505B Provide supervision support to community sector workers
CHCCS521B Assess and respond to individuals at risk of suicide
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health
CHCMH411A Work with people with mental health issues
CHCNET404B Facilitate links with other services
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

The importance of culturally aware and respectful practice
All workers undertaking counselling work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Group C electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

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CHC42312 Certificate IV in Mediation

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC42308 Certificate IV in Mediation	CHC42312 Certificate IV in Mediation	Upgrade core WHS units

Description

This qualification applies to community work delivered through a broad range of services which provide support to enable the resolution of disputes between individuals.

It is a specialist qualification designed to support the practice of mediation and co-mediation across a broad range of agencies, community groups and families.

Occupational titles may include:

- Indigenous connection worker
- Indigenous family consultant
- Mediation case worker
- Mediation worker
- Mediator
- Specialist mediation worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 10 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives which are required for mediation work
- Group B elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation
CHCMED412B Gather and clarify information for the mediation process
CHCMED413B Manage communication processes to define the dispute
CHCMED414A Facilitate mediation processes
CHCMED415A Facilitate interaction between parties in mediation
CHCMED416C Consolidate and conclude the mediation process
CHCMED417B Reflect and improve upon professional mediation practice
CHCORG405E Maintain an effective work environment
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

Group A electives - required for work at this level in mediation
The following three units or units with equivalent competency outcomes are required for mediation work at this level.
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCLD514B Analyse impacts of sociological factors on clients in community work and services

The importance of culturally aware and respectful practice

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All workers undertaking mediation work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B elective - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following list of relevant of electives is provided to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.
BSBINM201A Process and maintain workplace information
CHCAD402D Support the interests, rights and needs of clients within duty of care requirements
CHCCHILD404B Support the rights and safety of children and young people
CHCCS401C Facilitate responsible behaviour
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS426B Provide support and care relating to loss and grief
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCLEG411A Use relevant legislation in response to client needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health ***or*** CHCMH411A Work with people with mental health issues
CHCNET301D Participate in networks
CHCNET404A Facilitate links with other services
CHCPOL403B Undertake research activities

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CHC42412 Certificate IV in Relationship Education

Modification History

Not applicable.

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Description

This qualification covers workers who are employed in a range of family and relationship education services across a broad range of agencies. Most work is undertaken with clients face to face, often with more than one client or couple at a time. This work usually involves the delivery of existing programs with clearly identified information, education and skill development outcomes. Some work can be undertaken on a more individual or couple basis and can contain aspects of case management and outreach work.

Work at this level is in prevention and early intervention. Workers at this level do not undertake clinical or complex therapeutic interventions. The role is that of education and skill development, not counselling.
Key skills and knowledge for this work include the ability to work effectively in the area of family and relationship work, effective communication skills, conflict management and group facilitation and program planning and delivery.

Practitioners working with specific client groups also need to be able to demonstrate the ability to work effectively with those specific groups. Client groups may include but are not limited to men, women, couples, parents, young people, children and families. Client groups are highly diverse, especially in relation to cultural backgrounds and family structures. A broad understanding of family and family arrangements is fundamental to this work.

Examples of relationship education programs include programs on communication and relationships for school age children, sessions with couples intending to marry, education and skills training in relationships and parenting for groups and relationship enrichment programs for couples.

Workers in this area are required to deliver services to clients with a wide range of personal and relationship issues and need to be able to distinguish between clients who are appropriate for education programs and those needing critical intervention and /or referral. These workers need to respond appropriately to clients involved in, for example, domestic/ family violence, abuse, gambling, alcohol and other drugs and mental health issues.

Occupational titles for these workers may include:

- Community education worker
- Education officer
- Family relationship support worker
- Family relationship worker
- Family skills worker
- Family support worker
- Fathers worker
- Group worker
- Marriage and family educator
- Men's service officer
- Neighbourhood centre worker
- Parent educator
- Program development worker
- Relationship, marriage and/or family educator

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Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

14 units of competency are required for award of this qualification, including:

- 9 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM403A Use targeted communication skills to build relationships
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCFAM406B Engage and resource clients to improve their interpersonal relationships
CHCFAM407B Work effectively in relationship work
CHCFAM408B Undertake relationship and family work in the context of the agency and sector
CHCGROUP403D Plan and conduct group activities
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes
TAEDEL401A Plan, organise and deliver group-based learning

The importance of culturally aware and respectful practice
All workers undertaking work in relationship education need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A elective - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. The grouping of electives below is intended to facilitate selection. Electives may be selected from one or more groups. Employers may specify certain electives as required to address specific workplace needs.

Work practice electives
CHCAD401D Advocate for clients
CHCCH427A Work effectively with people experiencing or at risk of homelessness
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCS407C Operate referral procedures
CHCCS427B Facilitate adult learning and development
CHCCSL501A Work within a structured counselling framework
CHCFAM417B Identify and use strengths-based practice
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH411A Work with people with mental health issues
CHCNET404B Facilitate links with other services

Working with groups
CHCCS401B Facilitate responsible behaviour
CHCFAM416B Implement harm reduction strategies (*Note pre-requisites*: CHCFAM406B, CHCFAM407B, CHCGROUP403D, CHCDFV301A)
CHCGROUP408B Facilitate and review a psycho-educational group
CHCGROUP410B Deliver a structured program

Working cross-culturally
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
AHCCCF411A Develop approaches to include cultural and human diversity

Working effectively in an organisation
CHCINF302D Maintain the organisation's information systems
CHCORG405E Maintain an effective work environment

Working with individuals and couples
CHCFAM409B Work with men
CHCFAM411B Engage fathers into family based programs (*Note pre-requisites*: CHCFAM407B, CHCGROUP403D)
CHCFAM412B Work with women
CHCFAM413B Facilitate couple processes within group work
CHCFAM414B Use tools for exploring relationships

Working with families
CHCCHILD404B Support the rights and safety of children and young people
CHCCS404B Facilitate family intervention strategies
CHCCS414A Provide education and support on parenting, health and well being
CHCFAM421B Work with parents of very young children
CHCFAM503B Work with a child focused approach
CHCRF402B Provide intervention support to children and families
CHCRF511A Work in partnership with families to provide appropriate care for children

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CHCRF624C Support parents in their parenting role (*Note pre-requisite*: CHCRF511A)
CHCYTH301E Work effectively with young people
CHCYTH403B Support young people to create opportunities in their lives
CHCYTH511B Work effectively with young people and their families

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CHC42512 Certificate IV in Community Services (Information, advice and referral)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC42508 Certificate IV in Community Services (Information, advice and referral)	CHC42512 Certificate IV in Community Services (Information, advice and referral)	Updated unit codes and imported units. Addition of 'Assessment, carer support and respite coordination electives'. No change to qualification outcome.

Description

This qualification applies to personal advisers who work with a broad range of people, working, for example, in citizen advice bureaus and information referral services.

The work involves assisting clients in economic and social participation through accurate referrals to service providers and to other resources within the community, monitoring their progress and maintaining relevant records.

Occupational titles may include:

- Community advisory worker
- Information worker
- Personal adviser
- Referrals manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

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Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 9 core units
- 6 elective units

A wide range of elective units is available, including:

- Group A electives of which one must be selected for this qualification
- Group B elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
BSBINM201A Process and maintain workplace information
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS407C Operate referral procedures
CHCCS411C Work effectively in the community sector
CHCCS416B Assess and provide services for clients with complex needs
CHCCS422B Respond holistically to client issues and refer appropriately
CHCLD415A Confirm client developmental status
CHCORG405E Maintain an effective work environment

Group A electives - one unit must be selected
One of the following units must be selected for this qualification
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

The importance of culturally aware and respectful practice
All workers undertaking community services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B elective - recommended for culturally aware and respectful practice

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This qualification has been structured to provide a specific focus on either Aboriginal and/or Torres Strait Islander or culturally diverse clients. Where work involves a specific focus on both Aboriginal and/or Torres Strait Islander and culturally diverse clients or communities, candidates are recommended to select whichever of the following units is not selected from Group A.
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Networking and information electives
CHCINF403E Coordinate information systems
CHCINF407D Meet information needs of the community
CHCNET402B Establish and maintain effective networks
CHCNET404B Facilitate links with other services
CHCNET501C Work effectively with other services and networks
CHCNET503D Develop new networks
CHCPOL403C Undertake research activities
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Working with older people
CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCAC417A Implement interventions with older people at risk of falls
CHCPA402B Plan for and provide care services using a palliative approach

Working with people with disabilities
CHCCS413B Support individuals with autism spectrum disorder
CHCDIS301C Work effectively with people with a disability
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies

Working with people with mental health issues
CHCMH301C Work effectively in mental health
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Working with people with alcohol and other drug issues
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD407E Provide needle and syringe services
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCAOD409E Provide alcohol and/or other drug withdrawal services
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid *(Note pre-requisite* HLTFA311A*)*

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Working with children and young people
CHCCHILD404B Support the rights and safety of children and young people
CHCCS401C Facilitate responsible behaviour
CHCYTH301E Work effectively with young people
CHCYTH402C Work effectively with young people in the youth work context
CHCYTH404E Support young people in crisis (Note pre-requisite: CHCYTH301E)
CHCYTH511B Work effectively with young people and their families

Work in community development
CHCCD412B Work within a community development framework
CHCCD413E Work within specific communities

Team coordination and supervision
CHCCS505B Provide supervision support to community sector workers
CHCCS513C Maintain an effective community sector work environment
CHCINF403E Coordinate information systems
CHCINF505D Meet statutory and organisation information requirements
CHCORG406C Supervise work
CHCORG423C Maintain quality service delivery
CHCORG506E Coordinate the work environment
HLTWHS401A Maintain workplace WHS processes

Case work and case management
CHCCM401D Undertake case management
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCS401C Facilitate responsible behaviour

Client service electives
CHCAD402D Support the interests, rights and needs of clients within duty of care requirements
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCS314B Deliver services to meet personal needs of clients
CHCCS408B Establish and monitor participation plans
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCLD515A Analyse client information for service planning and delivery (Note pre-requisite CHCLD415A)
CHCLEG411A Use relevant legislation in response to client needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCRF402B Provide intervention support to children and families
CHCTC301C Deliver a service consistent with the organisation's mission and values
CHCTC302B Provide client-centred telephone counselling
CHCTC403B Provide telephone counselling in crisis situations
CHCTC404B Provide competent suicide intervention in a telephone counselling context

Financial literacy education electives

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CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

Assessment, carer support and respite coordination electives
CHCRCP401A Use telephone communication skills to assess caller's needs
CHCRCP402A Conduct assessment of carer's needs
CHCRCP403A Support carers to access information and services

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CHC42608 Certificate IV in Celebrancy

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC42608 Certificate IV in Celebrancy	CHC42608 Certificate IV in Celebrancy	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification covers the broad based skills and knowledge that underpin a range of celebrancy roles, as well as addressing specific legislative responsibilities of marriage celebrants and providing a range of electives representing different aspects of celebrancy work.

Celebrants may specialise in a range of areas of celebrancy as well as developing skills to manage their own business operations.

Occupational title includes:

- Celebrant
- Civil celebrant
- Community celebrant
- Family celebrant
- Funeral celebrant
- Loss and grief celebrant
- Marriage celebrant

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

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Packaging Rules

PACKAGING RULES

13 units are required for award of this qualification including:

- 5 core units
- 8 elective units

A wide range of elective units is available, including:

- Group A electives which must all be selected for work in marriage celebrancy
- Group B electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCADMIN305F Work within the administration protocols of the organisation
CHCCEL401C Work effectively in a celebrancy role
CHCCEL406A Identify and address client needs in a celebrancy role
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework

The importance of culturally aware and respectful practice
All workers undertaking celebrancy work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - required for marriage celebrancy work
The following four units are required for marriage celebrancy work. These electives are required to apply for registration as a marriage celebrant with the Australian Attorney-General's Department.
CHCCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant (*Note pre-requisite*: CHCCEL401C)
CHCCEL403A Develop an effective relationship with a marrying couple (*Note pre-requisite*: CHCCEL402A)
CHCCEL404A Plan a marriage ceremony in line with legal requirements (*Note pre-requisite*: CHCCEL402A)

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CHCCEL405A Conduct and review a marriage ceremony in line with legal requirements (*Note pre-requisite*: CHCCEL402A)

Group B electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant of electives is provided to facilitate selection.

Funeral celebrancy
CHCCS426B Provide support and care relating to loss and grief
SIFFNL003A Arrange funerals
SIFFNL009A Plan and conduct a funeral ceremony
SIFIND001B Work effectively in the funeral services industry

Business services
BSBCMM401A Make a presentation
BSBFIA402A Report on financial activity
BSBITS401B Maintain business technology
BSBMKG413A Promote products and services
BSBREL401A Establish networks
BSBREL402A Build client relationships and business networks
BSBSMB301A Investigate micro business opportunities
BSBSMB303A Organise finances for the micro business
BSBSMB304A Determine resource requirements for the micro business
BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro business
BSBSMB306A Plan a home based business
BSBSMB307A Set up information and communications technology for the micro business
BSBSMB401A Establish legal and risk management requirements of small business
BSBSMB403A Market the small business
BSBSMB405B Monitor and manage small business operations
BSBSMB406A Manage small business finances
BSBWOR404B Develop work priorities
SITXICT001A Build and launch a website for a small business

Community services
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS411C Work effectively in the community sector
CHCCS426B Provide support and care relating to loss and grief
CHCDIS302A Maintain an environment to empower people with disabilities
CHCGROUP403D Plan and conduct group activities
CHCGROUP410B Deliver a structured program

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CHCLD315A Recognise stages of lifespan development
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH411A Work with people with mental health issues
CHCORG428A Reflect on and improve own professional practice
CHCPAS401B Undertake pastoral care work
CHCYTH301E Work effectively with young people
HLTWHS300A Contribute to WHS processes

Writing and performance
CUFWRT301A Write content for a range of media

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CHC42712 Certificate IV in Volunteer Program Coordination

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC42708 Certificate IV in Volunteer Program Coordination	CHC42712 Certificate IV in Volunteer Program Coordination	upgrade core WHS units

Description

This qualification addresses work involving the coordination of volunteers within a program or organisation. These workers may be employed in a range of industry sectors and in a complex, regularly changing context.

They require competencies to perform a broad range of tasks, including evaluating and improving current practices and providing leadership and guidance to others in organising their work activities.

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

It is recommended that participants in the qualification have some experience either as a volunteer or in a role involving supervision of volunteers.

Occupational titles may include:

- Coordinator voluntary work
- Community development worker
- Manager, volunteers

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Employability Skills Summary

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Packaging Rules

PACKAGING RULES

10 units are required for award of this qualification including:

- 6 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
BSBWOR402A Promote team effectiveness
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCORG525D Recruit and coordinate volunteers
HLTWHS401A Maintain workplace WHS processes
TAEDEL402A Plan, organise and facilitate learning in the workplace

The importance of culturally aware and respectful practice
All workers coordinating volunteer programs need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following list of electives is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

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BSBADM405B Organise meetings
BSBFIA402A Report on financial activity
BSBINM401A Implement workplace information system
BSBINN301A Promote innovation in a team environment
BSBMGT402A Implement operational plan
BSBMGT403A Implement continuous improvement
BSBMKG413A Promote products and services
BSBOHS401B Contribute to the implementation of a systematic approach to managing OHS
BSBPMG510A Manage projects
BSBREL402A Build client relationships and business networks
BSBRSK401A Identify risk and apply risk management processes
BSBWOR401A Establish effective workplace relationships
BSBWOR404B Develop work priorities
BSBWRT401A Write complex documents
CHCMH411A Work with people with mental health issues
CHCCS427B Facilitate adult learning and development
PSPGOV411A Deal with conflict
AHCCCF414A Coordinate fundraising activities
SISCCRD302A Recruit and manage volunteers
SRXGOV004B Work effectively with the Board of an organisation
TAEDEL301A Provide work skill instruction
TAEDES401A Design and develop learning programs
TAEDES402A Use training packages and accredited courses to meet client needs

Settlement work
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

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CHC42812 Certificate IV in Community Services (Development and or Humanitarian Assistance)

Modification History

CHC08 Version 3	CHC08 Version 4	Comment
CHC42810 Certificate IV in Community Services (development and/or Humanitarian Assistance)	CHC42812 Certificate IV in Community Services (development and/or Humanitarian Assistance)	Updated core WHS units

Description

This qualification covers workers who provide services in a range of development and/or humanitarian assistance contexts. This work may take place in domestic or international contexts. The qualification is structured to:

- Define knowledge and skills required for work in development and/or humanitarian assistance.
- Address requirements for working autonomously under the broad guidance of others.
- Enable workers to incorporate a wide range of electives which may include areas of technical expertise and/or management skills.

This qualification may be appropriate for those entering the D&HA workforce, especially an in-country workforce. The qualification may also provide a means to recognise and/or develop the D&HA-specific skills and knowledge of those already in the workforce, as workers in-country or seeking deployment.

Occupational titles may include:

- Project officer (development and/or humanitarian assistance)
- Finance officer (development and/or humanitarian assistance)
- Community development facilitator
- Project coordinator (development and/or humanitarian assistance)
- HR officer (development and/or humanitarian assistance)
- Logistics officer (development and/or humanitarian assistance)

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 5 core units
- 10 elective units

At least 5 units must be selected from Groups A, B and C, where:

- Group A electives are recommended for work in humanitarian assistance
- Group B electives are recommended for work in development assistance
- Group C electives are specific to development and humanitarian assistance work

A wide range of additional elective units is available, including:

- Other relevant electives listed after details of the Diploma of Community Services (Development and/or Humanitarian Assistance)
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCDHA401B Work effectively in the development and/or humanitarian assistance sector
CHCDHA402B Maintain well being in a field environment
CHCDHA404A Develop and maintain positive relationships with key stakeholders
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice

All workers undertaking development and/or humanitarian assistance work need foundation knowledge to inform their work with clients and co-workers from culturally and linguistically diverse backgrounds and with those who are indigenous to the country in which the assistance is being provided. This foundation is to be provided and assessed as part of a holistic approach to delivery and assessment of this qualification.

Relevant electives

At least 5 electives must be selected from Groups A, B and C below.

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Electives are to be selected in line with specified Packaging Rules. The grouping of electives is provided to facilitate selection and does not necessarily reflect work requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Group A – humanitarian assistance electives

One or more of these electives is recommended for work in humanitarian assistance – and additional or alternative electives may be selected from the development assistance and other groupings if appropriate.

CHCDHA403B Apply knowledge of humanitarian assistance project work
CHCDHA410B Adapt and apply technical knowledge in a development context
CHCDHA411A Conduct a rapid assessment in a humanitarian assistance context
CHCDHA412B Use a capacity building approach in development work
CHCDHA413A Prepare transition plans in a development and/or humanitarian assistance context

Group B – development assistance electives

One or more of these electives is recommended for work in development assistance – and additional or alternative electives may be selected from the humanitarian assistance and other groupings if appropriate.

CHCDHA405B Apply knowledge of development program work
CHCDHA410B Adapt and apply technical knowledge in a development context
CHCDHA412B Use a capacity building approach in development work

Group C – other electives specific to development and humanitarian assistance work

Finance

CHCDHA406A Secure development and/or humanitarian assistance funding
CHCDHA407A Address financial requirements of single donor in development and/or humanitarian assistance
CHCDHA408A Manage cash in development and/or humanitarian assistance contexts
CHCDHA409A Close out financial operations in development and/or humanitarian assistance contexts

Management

CHCDHA501B Manage work in the development and/or humanitarian assistance sector
CHCDHA502B Manage humanitarian assistance operations
CHCDHA504A Manage complex funding arrangements in development and/or humanitarian assistance
CHCDHA505B Develop and manage implementation plans

Program design, monitoring and evaluation

CHCDHA503A Design, monitor and evaluate development and/or humanitarian assistance programs

Other relevant electives

Additional electives relevant to this qualification are listed after details of the Diploma of Community Services (Development and/or Humanitarian Assistance).

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CHC42912 Certificate IV in Mental Health Peer Work

Modification History

Not applicable.

Description

This qualification covers consumer workers and carer workers who are employed within the mental health sector in government, public, private or community managed services.
This qualification is specific to workers who have lived experience of mental health problems as either a consumer or carer and who work in mental health services in roles that support consumer peers or carer peers.
Occupational titles may include:

- Consumer consultant
- Consumer representative
- Peer support worker
- Peer Mentor
- Youth Peer Worker
- Carer consultant
- Carer representative
- Aboriginal Peer Worker
- Participation Coordinator
- Family Advocate

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

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Packaging Rules

PACKAGING RULES

15 units must be selected for award of this qualification including:

- 6 core units
- 9 elective units

A wide range of elective units is available, including:

- Group A Cultural Sensitivity units of which one unit must be selected for this qualification
- Group B Consumer Peer Worker units of which two units must be selected for Consumer Peer Work Stream; or
- Group C Carer Peer Worker units of which two units must be selected for Carer Peer Work Stream
- The remaining 6 electives may be selected as set out below:
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Health and/or Community Services Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at this level or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
CHCPW401A Apply peer work practices in the mental health sector
CHCPW402A Contribute to the continuous improvement of mental health services
CHCPW403A Apply lived experience in mental health peer work
CHCPW404A Work effectively in trauma informed care
CHCPW405A Promote and facilitate self-advocacy
HLTWHS300A Contribute to WHS processes
Group A electives – at least one unit must be selected
One of the following units **must** be selected for this qualification.
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and culturally diverse clients or communities, candidates are recommended to select both units.

Electives required for Mental Health Peer Work specialisation
Group B Electives - Consumer Peer Workers [2 UNITS]
CHCPW406A Work effectively in consumer mental health peer work
CHCPW407A Support self-directed physical health and wellbeing

Group C Electives - Carer Peer Workers [2 UNITS]
CHCPW408A Work effectively in carer mental health peer work
CHCICS304B Work effectively with carers

Other Relevant Electives

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Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Administration

BSBWOR204A Use business technology
CHCINF303B Contribute to information requirements in the community sector

Advocacy and representation

CHCAD401D Advocate for clients
CHCAD402D Support the interest, rights and needs of peers within duty of care requirements
CHCAD603B Provide systems advocacy services

Alcohol and Other Drugs

CHCAOD402A Work effectively in alcohol and other drugs sector
CHCNET404B Facilitate links with other services

Community development and participation

CHCCD402B Develop and provide community education programs
CHCCD401E Support community participation
CHCCD508D Support community action

Community work

CHCCD307D Support community resources
CHCCD401E Support community participation
CHCCD404E Develop and implement community programs
CHCCD413E Work within specific communities
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities

Disability Work

CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS410A Facilitate community participation and inclusion
CHCICS406B Support client self-management
CHCICS407B Support positive lifestyle

Education and facilitation

TAEDEL401A Plan, organise and deliver group based learning,
TAEDEL402A Plan, organise and facilitate learning in the workplace,
TAEDES401A Design and develop learning programs
BSBCMM401A Make a presentation

Family Work

CHCFAM417B Identify and use strengths based practice
CHCFAM421B Work with parents of very young children
CHCICS410A Support relationships with carers and families

Group Work

CHCGROUP403D Plan and conduct group activities

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CHCGROUP410B Deliver a structured program
CHCGROUP302D Support group activity
CHCICS405D Facilitate groups for individual outcomes

Health and Wellbeing
Where work involves participation in care coordination or case work the following unit of competency is recommended
CHCICS406B Support client self-management

Other units related to health and wellbeing work include:
CHCFAM417B Identify and use strengths based practice
CHCICS407B Support positive lifestyle
CHCICS408B Provide support to people with chronic disease
CHCCS426B Provide support and care relating to loss and grief

Homelessness
CHCCH410B Manage and maintain tenancy agreements and services
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH428B Work effectively within the Australian housing system
CHCCH522B Undertake outreach work

Networking
CHCNET301A Participate in networks
CHCNET402B Establish and maintain effective networks
CHCNET404B Facilitate links with other services

Policy and Research
CHCPOL402C Contribute to policy development
CHCPOL403C Undertake research activities
CHCPOL404A Undertake policy review

Support work
CHCLD514B Analyse impacts of sociological factors on clients in community work and services
CHCCS514B Recognise and respond to individuals at risk
CHCCS521B Assess and Respond to individual's at risk
CHCCS426B Provide support and care relating to loss and grief
CHCFAM504B Respond to and contain critical incidents

Settlement Work
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Working with young people
CHCYTH301D Work effectively with young people
CHCYTH404E Support young people in crisis
CHCYTH403B Support young people to create opportunities in their lives
CHCYTH511B Work effectively with young people and their families

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Working with older people

CHCLD315A Recognise stages of lifespan development
CHCAC317A Support older people to maintain their independence
CHCAC318A Work effectively with older persons
CHCAC319A Provide support to people living with dementia
CHCCS426B Provide support and care relating to grief and loss

Custom Content Section

Not applicable.

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CHC50108 Diploma of Disability

Modification History

CHC08 Version 3.0	CHC08 Version 4.0	Comments
CHC50108 Diploma of Disability	CHC50108 Diploma of Disability	ISC Upgrade of unit codes. No change to qualification outcome.

Description

This qualification covers workers who are responsible for the coordination and management of agencies delivering services to people with a disability.
Workers in this role:

- Are usually also involved in service delivery, either direct client work and/or community development projects
- Have responsibility for supervision of other staff and volunteers.

Occupational titles may include:

- Assessor
- Case coordinator
- Case manager
- Client service assessor
- Coordinator
- Local area coordinator
- Local support coordinator
- Manager
- Program/service coordinator
- Senior disability worker
- Support facilitator

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Entry requirements

To gain entry into *CHC50108 Diploma of Disability* a candidate must:

1. Be recognised as competent, through a recognised training program or recognition process, against the following units of competency common to *CHC40312 Certificate IV in Disability*:

CHCCS400C Work within a relevant legal and ethical framework
CHCCS411C Work effectively in the community sector
CHCDIS301C Work effectively with people with a disability
CHCDIS410A Facilitate community participation and inclusion
CHCICS402B Facilitate individualised plans

OR

2. Have sufficient relevant work experience in the disability sector to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance.
-

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

16 units are required for award of this qualification including:

- 11 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A WHS electives of which one unit must be selected for this qualification
- Group B electives which are recommended for culturally aware and respectful practice
- Group C elective which is recommended for special consideration
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training

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Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCAD504B Provide advocacy and representation services
CHCCM404A Undertake case management for clients with complex needs
CHCCM501A Coordinate complex case requirements
(Note pre-requisite CHCCM404A)
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCCW503A Work intensively with clients
CHCDIS511A Coordinate services for people with disabilities
CHCINF505D Meet statutory and organisation information requirements
CHCNET503D Develop new networks
CHCORG506E Coordinate the work environment
CHCPOL501A Access evidence and apply in practice

Group A WHS electives – one unit must be selected

One of the following WHS units **must** be selected for this qualification.
HLTWHS401A Maintain workplace WHS processes
HLTWHS501A Manage workplace WHS processes

The importance of culturally aware and respectful practice

All workers in the disability sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B electives – recommended for culturally aware and respectful practice

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Group C – elective for special consideration

The following elective, whilst not required in *all* disability work, is highly recommended to be considered for inclusion in this qualification:
CHCICS404B Plan and provide advanced behaviour support

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Disability support

CHCCS413B Support individuals with autism spectrum disorder

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CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS313A Support people with disabilities who are ageing
CHCDIS400C Provide care and support
CHCDIS404C Design procedures for support
CHCDIS405A Facilitate skills development and maintenance
CHCDIS408D Support people with disabilities as workers
CHCDIS409B Provide services to people with disabilities with complex needs
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies
CHCDIS507C Design and adapt surroundings to group requirements
CHCDIS509E Maximise participation in work by people with disabilities
CHCICS410A Support relationships with carers and families

Working with people with mental health issues

CHCMH405A Work collaboratively to support recovery process
CHCMH411A Work with people with mental health issues
CHCMH501A Provide advanced supports to facilitate recovery
CHCPROM503A Provide community focused promotion and prevention strategies

Working with people with alcohol and other drug issues

CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues

CHCAOD512B Develop and implement a behaviour response plan
CHCPROM503A Provide community focused promotion and prevention strategies

Medication and health professional support

CHCCS305C Assist clients with medication *(Note pre-requisite HLTAP301B)*
CHCCS424B Administer and monitor medications
(Note pre-requisites CHCCS305C, HLTAP301B)
CHCCS425B Support health professional
HLTAP301B Recognise healthy body systems in a health care context
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid *(Note pre-requisite HLTFA311A)*

Counselling and client support

CHCCS310A Support inclusive practice in the workplace
CHCCS426B Provide support and care relating to loss and grief
CHCCS506A Promote and respond to workplace diversity
CHCCSL501A Work within a structured counselling framework
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL507B Support clients in decision-making processes
CHCCSL509A Reflect and improve upon counselling skills *(Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)*
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV505C Counsel clients affected by domestic and family violence
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

Team coordination and management

CHCORG525D Recruit and coordinate volunteers

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CHCORG611C Lead and develop others in a community sector workplace
CHCORG627B Provide mentoring support to colleagues

Palliative approach

CHCPA301B Deliver care services using a palliative approach
CHCPA402B Plan for and provide care services using a palliative approach

Outreach work

CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work

Organisation support electives

CHCCS427B Facilitate adult learning and development
CHCCS505B Provide supervision support to community sector workers
CHCNET501C Work effectively with other services and networks
CHCORG501B Facilitate workplace change and innovation
CHCPOL404A Undertake policy review
TAEDEL402A Plan, organise and facilitate learning in the workplace
BSBWOR403A Manage stress in the workplace

Oral health

CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues
CHCOHC406B Provide or assist with oral hygiene
CHCOHC407B Apply and manage use of basic oral health products

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CHC50212 Diploma of Community Services (Alcohol and other drugs)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC50208 Diploma of Community Services (alcohol and other drugs)	CHC50212 Diploma of Community Services (alcohol and other drugs)	Updated core WHS units

Description

This qualification applies to workers providing services to clients in relation to alcohol and other drugs issues.

The qualification:

- Includes counselling, referral, advocacy and education/health promotion services
- Requires high level specialist knowledge, skills and competencies especially in regard to laws affecting clients, the range of services available to them and health issues related to alcohol and drug use and misuse.

Occupational titles may include:

- Alcohol and drugs worker
- Community rehabilitation and support worker
- Community support worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into this qualification a candidate must:

1. Be recently appointed or currently working in a community support alcohol and other drugs work role and have a relevant recognised higher education or vocational education qualification at Certificate IV or above

OR

2. Be recognised as competent, through a recognised training program or recognition process, against the following qualification (or equivalent):

- CHC40412 Certificate IV in Alcohol and Other Drugs

OR

3. Have sufficient work experience in the relevant sector to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

17 units are required for award of this qualification including:

- 15 core units
- 2 elective units

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training Packages

Core units
CHCAD504B Provide advocacy and representation services
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues
CHCAOD512B Develop and implement a behaviour response plan
CHCAOD513A Provide relapse prevention strategies
CHCCOM403A Use targeted communication skills to build relationships
CHCCS504B Provide services to clients with complex needs
CHCCW503A Work intensively with clients
CHCICS305B Provide behaviour support in the context of individualised plans
CHCMH504E Provide a range of services to people with mental health issues
CHCORG428A Reflect on and improve own professional practice
CHCPOL501A Access evidence and apply in practice
CHCPROM503A Provide community focused promotion and prevention strategies
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking mental health and/or alcohol and other drugs work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers

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HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Relevant electives
The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Electives for work with people with mental health issues
CHCCM501A Coordinate complex case requirements (Note pre-requisite CHCCM404A)
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH404B Conduct assessment and planning as part of the recovery process
CHCMH405A Work collaboratively to support recovery process
CHCMH409A Facilitate consumer, family and carer participation in the recovery process
CHCMH411A Work with people with mental health issues
CHCMH501A Provide advanced supports to facilitate recovery
CHCMH502A Provide supports for children at risk of mental health problems
CHCMH503A Provide forensic mental health services

Client support electives
CHCAOD406E Work with clients who are intoxicated
CHCCM404A Undertake case management for clients with complex needs
CHCCM705C Work effectively with carers and families in complex situations
CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301B)
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS426B Provide support and care relating to loss and grief
CHCCSL501A Work within a structured counselling framework
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL507B Support clients in decision-making processes
CHCCSL509A Reflect and improve upon counselling skills (Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV505C Counsel clients affected by domestic and family violence
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
HLTAP301B Recognise healthy body systems in a health care context
HLTIN301C Comply with infection control policies and procedures

Team coordination and management electives
CHCINF505D Meet statutory and organisation information requirements
CHCNET503D Develop new networks
CHCORG525D Recruit and coordinate volunteers
CHCORG611C Lead and develop others in a community sector workplace
CHCORG627B Provide mentoring support to colleagues

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Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Social housing / homelessness electives
CHCCH301C Work effectively in social housing
CHCCH410B Manage and maintain tenancy agreements and services
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH428B Work effectively within the Australian housing system
CHCCH522B Undertake outreach work

Social diversity and community support work
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCS421B Undertake community sector work within own community
CHCCS506A Promote and respond to workplace diversity

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC50312 Diploma of Community Services (Mental health)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC50308 Diploma of Community Services (Mental Health)	CHC50312 Diploma of Community Services (Mental Health)	Updated core WHS units

Description

This qualification applies to workers providing services to clients in relation to mental health issues.

The qualification:

- Includes counselling, referral, advocacy and education/health promotion services
- Requires high level specialist knowledge, skills and competencies especially in regard to laws affecting clients, the range of services available to them and health issues related to mental health.

Occupational titles may include:

- Community support worker
- Mental health community worker
- Mental health outreach worker
- Community rehabilitation and support worker
- Mental health rehabilitation support worker
- Mental health support worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into this qualification a candidate must:
1. Be recently appointed or currently working in a community support mental health work role and have a relevant recognised higher education or vocational education qualification at Certificate IV or above

OR

2. Be recognised as competent, through a recognised training program or recognition process, against the following qualification (or equivalent):

- CHC40512 Certificate IV in Mental Health

OR

3. Have sufficient work experience in the relevant sector to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

16 units are required for award of this qualification including:

- 14core units
- 2 elective units:

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training Packages

Core units
CHCAD504B Provide advocacy and representation services
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCOM403A Use targeted communication skills to build relationships
CHCCS504B Provide services to clients with complex needs
CHCCW503A Work intensively with clients
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH404B Conduct assessment and planning as part of the recovery process
CHCMH409A Facilitate consumer, family and carer participation in the recovery process
CHCMH501A Provide advanced supports to facilitate recovery
CHCORG428A Reflect on and improve own professional practice
CHCPOL501A Access evidence and apply in practice
CHCPROM503A Provide community focused promotion and prevention strategies
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking mental health and/or alcohol and other drugs work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

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PSPMNGT605B Manage diversity

Relevant electives
The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Additional electives for work with people with mental health issues
CHCCM501A Coordinate complex case requirements (Note pre-requisite CHCCM404A)
CHCMH405A Work collaboratively to support recovery process
CHCMH502A Provide supports for children at risk of mental health problems
CHCMH503A Provide forensic mental health services

Electives for work with people with alcohol and other drugs issues
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues
CHCAOD512B Develop and implement a behaviour response plan
CHCAOD513A Provide relapse prevention strategies

Client support electives
CHCCM404A Undertake case management for clients with complex needs
CHCCM705C Work effectively with carers and families in complex situations
CHCCS305C Assist clients with medication *(Note pre-requisite HLTAP301B)*
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS426B Provide support and care relating to loss and grief
CHCCSL501A Work within a structured counselling framework
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL507B Support clients in decision-making processes
CHCCSL509A Reflect and improve upon counselling skills *(Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)*
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV505C Counsel clients affected by domestic and family violence
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
HLTAP301B Recognise healthy body systems in a health care context

Team coordination and management electives
CHCINF505D Meet statutory and organisation information requirements
CHCNET503D Develop new networks
CHCORG525D Recruit and coordinate volunteers
CHCORG611C Lead and develop others in a community sector workplace
CHCORG627B Provide mentoring support to colleagues

Problem gambling electives

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CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Social housing / homelessness electives
CHCCH301C Work effectively in social housing
CHCCH410B Manage and maintain tenancy agreements and services
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH428B Work effectively within the Australian housing system
CHCCH522B Undertake outreach work

Social diversity and community support work
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCS421B Undertake community sector work within own community
CHCCS506A Promote and respond to workplace diversity

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC50412 Diploma of Community Services (Alcohol, other drugs and mental health)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC50408 Diploma of Community Services (alcohol, other drugs and mental health)	CHC50412 Diploma of Community Services (alcohol, other drugs and mental health)	Updated core WHS units

Description

This qualification applies to workers providing services to clients in relation to mental health and alcohol and other drugs issues.

The qualification:

- Includes counselling, referral, advocacy and education/health promotion services
- Requires high level specialist knowledge, skills and competencies especially in regard to laws affecting clients, the range of services available to them and health issues related to mental health issues and alcohol and drug use and misuse.

Occupational titles may include:

- Alcohol and drugs worker
- Community rehabilitation and support worker
- Community support worker
- Mental health community worker
- Mental health outreach worker
- Mental health rehabilitation support worker
- Mental health support worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into this qualification a candidate must:
1. Be recently appointed or currently working in a community support mental health and/or alcohol and other drugs work role and have a relevant recognised higher education or vocational education qualification at Certificate IV or above

OR

2. Be recognised as competent, through a recognised training program or recognition process, against the core units of competency from one of the following qualifications (or equivalent):

- CHC40512 Certificate IV in Mental Health
- CHC40412 Certificate IV in Alcohol and Other Drugs
-

OR

3. Have sufficient work experience in the relevant sector to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance
-

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

19 units are required for award of this qualification including:

- All 19 core units

Alternatively, candidates who have already completed requirements for one of the two diploma level qualifications (*CHC50212* or *CHC50312*) may convert their qualification to the *CHC50408 Diploma of Community Services* (*Alcohol, other drugs and mental health*) by completing the electives identified for the 'other' specialisation as outlined below.

- Those holding *CHC50212 Diploma of Community Services* (*Alcohol and other drugs*) may convert their qualification to *CHC50412 Diploma of Community Services* (*Alcohol, other drugs and mental health*) by completing the electives identified for the mental health specialisation.
- Those holding *CHC50312 Diploma of Community Services* (*Mental health*) may convert their qualification to *CHC50412 Diploma of Community Services* (*Alcohol, other drugs and mental health*) by completing the electives identified for the alcohol and other drugs specialisation.

Core units
CHCAD504B Provide advocacy and representation services
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues
CHCAOD512B Develop and implement a behaviour response plan
CHCAOD513A Provide relapse prevention strategies
CHCCOM403A Use targeted communication skills to build relationships
CHCCS504B Provide services to clients with complex needs
CHCCW503A Work intensively with clients
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH404B Conduct assessment and planning as part of the recovery process
CHCMH409A Facilitate consumer, family and carer participation in the recovery process
CHCMH501A Provide advanced supports to facilitate recovery
CHCMH504E Provide a range of services to people with mental health issues
CHCORG428A Reflect on and improve own professional practice
CHCPOL501A Access evidence and apply in practice
CHCPROM503A Provide community focused promotion and prevention strategies
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice

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All workers undertaking mental health and/or alcohol and other drugs work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Conversion option

Mental health specialisation

Candidates who have already completed *CHC50208 Diploma of Community Services* (*Alcohol and other drugs*) must select the following units to convert their qualification to the *CHC50408 Diploma of Community Services* (*Alcohol, other drugs and mental health*).
CHCMH401A Work effectively in mental health settings
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH404B Conduct assessment and planning as part of the recovery process
CHCMH409A Facilitate consumer, family and carer participation in the recovery process
CHCMH501A Provide advanced supports to facilitate recovery
CHCPROM503A Provide community focused promotion and prevention strategies

Alcohol and other drugs specialisation

Candidates who have already completed *CHC50308 Diploma of Community Services* (*Mental health*) must select the following units to convert their qualification to the *CHC50408 Diploma of Community Services* (*Alcohol, other drugs and mental health*).
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues
CHCAOD512B Develop and implement a behaviour response plan
CHCAOD513A Provide relapse prevention strategies
CHCMH504E Provide a range of services to people with mental health issues
CHCPROM503A Provide community focused promotion and prevention strategies

Oral health

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC50512 Diploma of Leisure and Health

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC50508 Diploma of Leisure and Health	CHC50512 Diploma of Leisure and Health	updated core WHS units

Description

This qualification addresses work in residential facilities and/or in community agencies and day centres, under supervision within defined organisation guidelines.
These workers:

- Design, implement and evaluate health and leisure activities and programs for clients in one or more sector areas
- May be responsible for other workers
- May work under professional supervision within defined organisation guidelines or as sole practitioners.

Occupational titles may include:

- Activities coordinator
- Community leisure coordinator
- Diversional therapist
- Diversional therapy assistant
- Leisure services coordinator / manager
- Recreational activities officer coordinator

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC50512 Diploma of Leisure and Health* a candidate must be recognised as competent, through a recognised training program or recognition process, against the following core units of competency from *CHC40608 Certificate IV in Leisure and Health*:
CHCCOM403A Use targeted communication skills to build relationships
CHCCS401C Facilitate responsible behaviour
CHCICS405B Facilitate groups for individual outcomes
CHCWHS312A Follow WHS safety procedures for direct care work
CHCORG405E Maintain an effective work environment
CHCRH401C Work effectively in the leisure and health industry
CHCRH402B Undertake leisure and health programming
CHCRH404B Plan, implement and monitor leisure and health programs
CHCRH405B Plan leisure and health programs for clients with complex needs
CHCRH406A Apply knowledge of human behaviour in leisure activity programs
CHCRH407A Apply sociological concepts to leisure and health
HLTAP401B Confirm physical health status

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 10 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives which must be selected for work at this level in leisure and health
- Group B electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCLD514B Analyse impacts of sociological factors on clients in community work and services
CHCORG428A Reflect on and improve own professional practice
CHCORG611C Lead and develop others in a community sector workplace
CHCPOL501A Access evidence and apply in practice
CHCRH503B Develop leisure and health programs for clients with special needs
CHCRH504B Coordinate planning, implementation and monitoring of leisure and health programs
CHCRH506A Provide leisure education
CHCRH507A Apply concepts of human psychology to facilitate involvement in leisure programs
HLTAP501C Analyse health information
HLTWHS401A Maintain workplace WHS processes

Relevant electives

Group A - electives required for work at this level in leisure and health
The following units must be selected for work at this level in leisure and health.
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS502C Maintain legal and ethical work practices

The importance of culturally aware and respectful practice

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All workers undertaking leisure and health work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B - electives recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Client support
CHCRH505C Conduct a program for children and young people with special needs

Working with older people
CHCAC318B Work effectively with older people
CHCAC412B Provide services to older people with complex needs (Note pre-requisite CHCAC318B)
CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCAC417A Implement interventions with older people at risk of falls
SISCCRO303A Plan and conduct a recreation program for older persons

Working with people with a disability
CHCDIS301C Work effectively with people with a disability
CHCDIS405A Facilitate skills development and maintenance
CHCDIS409B Provide services to people with disabilities with complex needs
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies
CHCDIS507C Design and adapt surroundings to group requirements
SISCCRD303A Facilitate inclusion for people with a disability
SISCCRO304A Plan and conduct disability recreation programs

Working with people with mental health issues
CHCMH405A Work collaboratively to support recovery process
CHCMH411A Work with people with mental health issues
CHCMH501A Provide advanced supports to facilitate recovery
CHCMH502A Provide supports for children at risk of mental health problems
CHCMH503A Provide forensic mental health services

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CHCPROM503A Provide community focused promotion and prevention strategies

Working with people with alcohol and other drug issues
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues
CHCAOD512B Develop and implement a behaviour response plan (Note pre-requisite CHCICS305A)
CHCAOD513A Provide relapse prevention strategies
CHCICS305B Provide behaviour support in the context of individualised plans
CHCPROM503A Provide community focused promotion and prevention strategies

Organisation requirements
CHCCS604B Manage the delivery of quality services to clients
CHCINF505D Meet statutory and organisation information requirements
CHCLD415A Confirm client developmental status
CHCLD515A Analyse client information for service planning and delivery (Note pre-requisite CHCLD415A)
CHCORG506E Coordinate the work environment
CHCORG607D Manage workplace issues
CHCORG608E Establish and manage new programs or services
CHCORG619D Manage quality of organisation's service delivery outcomes
CHCORG621D Act as a resource to other services
CHCORG627B Provide mentoring support to colleagues
CHCPOL504B Develop and implement policy

Working with youth
CHCPROT405E Provide supervision in the community

Working with Aboriginal and/or Torres Strait Islander and multicultural groups
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Social housing / homelessness electives
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC50612 Diploma of Community Services Work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC50608 Diploma of Community Services work	CHC50612 Diploma of Community Services work	Updated cored WHS units

Description

This qualification addresses work in roles that usually involve service delivery, either direct client work and/or community education or development projects.

Workers at this level operate at an advanced skill level and may also have responsibility for the supervision of other staff and volunteers.

Occupational titles may include:

- Assessor
- Case coordinator
- Case worker or manager
- Client service assessor
- Community services worker
- Community worker
- Coordinator
- Coordinator family services
- Early intervention worker
- Family support worker
- Group facilitator / coordinator
- Pastoral care counsellor
- Pastoral care manager
- Program coordinator or manager
- Senior youth officer / chaplain
- Social welfare worker
- Support facilitator
- Welfare worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Entry requirements

To gain entry into *CHC50612 Diploma of Community Services Work* candidates must:

1. Be recognised as competent, through a recognised training program or recognition process, against the following core units of competency from *CHC40708 Certificate IV in Community Services Work*:

CHCCS411C Work effectively in the community sector
HLTHIR403C Work effectively with culturally diverse clients and co-workers

OR

2. Have sufficient relevant experience and knowledge of community work and/or community services to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required and including work with culturally diverse clients and co-workers
- The exercise of discretionary judgement and decision making under general guidance.

Work application requirements

To be assessed as competent in this qualification, individual workers are required to undertake supervised work placements in a relevant community service delivery setting, involving, for example, direct client work or community education or development.

Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

18 units are required for award of this qualification including:

- 11 core units
- 7 elective units

A wide range of elective units is available, including:

- Group A electives of which one must be selected
- Group B electives of which one must be selected
- Group C elective which is recommended for culturally aware and respectful practice

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- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCCD514B Implement community development strategies
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS500B Conduct complex assessment and referral
CHCCSL501A Work within a structured counselling framework
CHCCW503A Work intensively with clients
CHCGROUP403D Plan and conduct group activities
CHCLD415A Confirm client developmental status
CHCLD514B Analyse impacts of sociological factors on clients in community work and services
CHCORG428A Reflect on and improve own professional practice
HLTWHS300A Contribute to WHS processes

Group A electives – one unit must be selected

One of the following units **must** be selected
CHCAD504B Provide advocacy and representation services
CHCAD603B Provide systems advocacy services

Group B electives – one unit must be selected

One of the following units **must** be selected
CHCCS502C Maintain legal and ethical work practices
CHCCS522B Address complex legal and ethical issues in professional practice
(Note pre-requisite CHCCS400C)
CHCCSL508B Apply legal and ethical responsibilities in counselling practice

The importance of culturally aware and respectful practice

All workers undertaking community services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group C – elective recommended for culturally aware and respectful practice

This qualification has been structured (through the Entry requirements) to provide a specific focus on culturally diverse clients. Where work also involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify certain electives as required to address specific workplace needs.

Domestic and family violence electives

CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV404C Promote community awareness of domestic and family violence
CHCDFV505C Counsel clients affected by domestic and family violence
CHCDFV509D Work with users of violence to effect change
CHCDFV510D Facilitate workplace debriefing and support processes

Settlement work electives

CHCAD401D Advocate for clients
CHCCM402E Establish and monitor a case plan
CHCCS421B Undertake community sector work within own community
CHCCS607E Coordinate in-service assessment and response to address client needs
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Counselling and pastoral care electives

CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL507B Support clients in decision-making processes
CHCCSL509A Reflect and improve upon counselling skills *(Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)*
PUADEFCH001B Provide pastoral care
PUADEFCH002C Provide ethical and pastoral advice

Working with people with disabilities

CHCDIS301C Work effectively with people with a disability
CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS322A Support community participation and inclusion
CHCDIS400C Provide care and support
CHCDIS404C Design procedures for support
CHCDIS507C Design and adapt surroundings to group requirements
CHCDIS509E Maximise participation in work by people with disabilities
CHCDIS511A Coordinate services for people with disabilities

Working with children and young people

CHCCHILD401B Identify and respond to children and young people at risk
CHCCS521B Assess and respond to individuals at risk of suicide
CHCYTH301E Work effectively with young people
CHCYTH404E Support young people in crisis *(Note pre-requisite: CHCYTH301E)*
CHCYTH506B Provide services for young people appropriate to their needs and circumstances
CHCYTH608D Manage service response to young people in crisis

Working with people with mental health issues

CHCCS521B Assess and respond to individuals at risk of suicide
CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues
CHCMH409A Facilitate consumer, family and carer participation in the recovery process

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CHCMH411A Work with people with mental health issues
CHCMH504E Provide a range of services to people with mental health issues

Working with people with alcohol and other drug issues

CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCAOD409E Provide alcohol and/or other drug withdrawal services
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid *(Note pre-requisite: HLTFA311A)*

Social housing electives

CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH428B Work effectively within the Australian housing system
CHCCH522B Undertake outreach work

Administration and coordination electives

CHCADMIN508B Manage limited budgets and financial accountabilities
CHCADMIN604B Manage the finances, accounts and resources of an organisation
CHCCD516B Work within organisation and government structures to enable community development outcomes
CHCCS400C Work within a relevant legal and ethical framework
CHCINF505D Meet statutory and organisation information requirements
CHCORG506E Coordinate the work environment
CHCORG525D Recruit and coordinate volunteers
CHCPOL504B Develop and implement policy
PSPMNGT605B Manage diversity

Evidence and research based practice

CHCPOL403C Undertake research activities
CHCPOL501A Access evidence and apply in practice

Community development electives

CHCCD505E Develop community resources
CHCCD508D Support community action
CHCCD509C Support community leadership
CHCCD606C Establish and develop community organisations
CHCCD615A Develop and implement community development strategies
CHCPOL505B Manage research activities

Community education electives

CHCCD402B Develop and provide community education projects
CHCCED311A Provide sexual and reproductive health information to clients
CHCCED511A Develop, implement and review sexual and reproductive health education programs
CHCCS414A Provide education and support on parenting, health and well being
CHCPROM502B Implement health promotion and community intervention

Financial, language, literacy and numeracy electives

CHCFLE301A Work with clients needing financial literacy education
CHCFLE302A Educate clients in fundamental financial literacy skills
CHCFLE303A Educate clients to understand debt and consumer credit
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

Oral health

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

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CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC50708 Diploma of Community Development

Modification History

CHC08 Version 3.0	CHC08 Version 4.0	Comments
CHC50708 Diploma of Community Development	CHC50708 Diploma of Community Development	Qualification updated in V4. ISC Upgrade to unit codes. No change to qualification outcome.

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Description

This qualification applies to community development work that aims to facilitate community members working together to influence and guide the future of their community. Work includes assisting community members to develop techniques and frameworks to facilitate this process.

Work functions may include:

- Building community networks
- Defining community priorities
- Empowering individuals and communities
- Facilitating support and social action groups
- Improving quality of life
- Increasing people's skills
- Providing advocacy services
- Providing planning services
- Resourcing the community to meet needs
- Undertaking needs assessment
- Working towards social justice
- Working with self help groups

It defines the knowledge and skills for community development workers who work under broad direction from senior managers.

Occupational titles may include:

- Community builder
- Community development officer
- Community housing resources worker
- Economic development manager
- Neighbourhood centre manager
- Outcomes manager
- Project manager
- Settlement worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Entry requirements

To gain entry into *CHC50708 Diploma of Community Development* a candidate must:

1. Be recognised as competent, through a recognised training program or recognition process, against the following core units of competency from *CHC40808 Certificate IV in Community Development*:

CHCCD404E Develop and implement community programs
CHCCD412B Work within a community development framework
CHCCD505E Develop community resources
CHCCOM403A Use targeted communication skills to build relationships
CHCCS411C Work effectively in the community sector
CHCINF407D Meet information needs of the community
CHCORG405E Maintain an effective work environment
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

OR

2. Have sufficient relevant experience and knowledge of community development work to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required and including work with culturally diverse clients and co-workers
- The exercise of discretionary judgement and decision making under general guidance.
-

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 9 core units
- 6 elective units

A wide range of elective units is available, including:

- Group A elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages

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- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units
BSBPMG510A Manage projects
CHCCD508D Support community action
CHCCD509C Support community leadership
CHCCD514B Implement community development strategies
CHCCD515B Communicate effectively within a community development context
CHCCD516B Work within organisation and government structures to enable community development outcomes
CHCLD514B Analyse impacts of sociological factors on clients in community work and services
CHCPOL403C Undertake research activities
AND one of the following units:
CHCCS502C Maintain legal and ethical work practices
OR
CHCCS522B Address complex legal and ethical issues in professional practice
(Note pre-requisite CHCCS400C)

The importance of culturally aware and respectful practice

All workers undertaking community development work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A – elective recommended for culturally aware and respectful practice
This qualification has been structured (through the Entry requirements) to provide a specific focus on culturally diverse clients. Where work also involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, candidates are recommended to select the following unit:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.
CHCAD504B Provide advocacy and representation services
CHCAD603B Provide systems advocacy services
CHCADMIN403D Undertake administrative work
CHCCD402B Develop and provide community education projects
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCD615A Develop and implement community development strategies
CHCCD618B Facilitate the development of community capacity to manage place
CHCCD619B Establish and maintain community, government and business partnerships

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CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS400C Work within a relevant legal and ethical framework
CHCCS421B Undertake community sector work within own community
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS506A Promote and respond to workplace diversity
CHCCSL501A Work within a structured counselling framework
CHCCW503A Work intensively with clients
CHCGROUP403D Plan and conduct group activities
CHCINF505D Meet statutory and organisation information requirements
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCNET404B Facilitate links with other services
CHCNET503D Develop new networks
CHCORG428A Reflect on and improve own professional practice
CHCPOL504B Develop and implement policy
CHCPOL505B Manage research activities
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
LGACOM502B Devise and conduct community consultations
PSPMNGT605B Manage diversity

The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups.

Working with people with alcohol and other drug issues
CHCAOD402B Work effectively in the alcohol and other drugs sector
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCPROM503A Provide community focused promotion and prevention strategies

Working with people with mental health issues
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues
CHCPROM503A Provide community focused promotion and prevention strategies

Child protection electives
CHCCHILD401B Identify and respond to children and young people at risk
CHCCHILD505B Work effectively in child protection and out of home care for children and young people
CHCPROT424A Develop a child protection practice framework
CHCPROT429A Work collaboratively to maintain a child safe environment

Settlement work electives
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Social housing / homelessness electives
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH428B Work effectively within the Australian housing system
CHCCH522B Undertake outreach work

Oral health

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CHCOHC401A	Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A	Support clients and groups to learn practical aspects of oral health care

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CHC50812 Diploma of Social Housing

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC50808 Diploma of Social Housing	CHC50812 Diploma OF social Housing	Updated core WHS units

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Description

This qualification covers workers who are managing or coordinating services within public and community housing, and information and advice services to tenants and residents, applicants and the community, including clients who are experiencing homeless or at risk of experiencing homelessness.

Workers at this level may be expected to lead and guide work groups and/or teams and may provide specialist advice to other workers. They may also coordinate or manage services, operations and/or whole organisations, develop and coach staff and undertake more complex housing management work, including developing new business opportunities and working with a board of directors.

Occupational titles may include:

- Aboriginal and/or Torres Strait Islander housing manager
- Advanced practitioner in social housing
- Coordinator, social housing
- Executive officer (community housing organisation - reporting directly to board of directors)
- Housing manager (reports directly to board of directors)
- Policy worker, social housing
- Project officers
- Property/asset manager (specialist)
- Senior client service officer - generalist
- Senior client service officer - specialist
- Senior housing officer/manager
- Support worker (specialist)
- Team leader, social housing
- Tenancy advice manager
- Training manager, social housing

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Entry requirements

To gain entry into *CHC50812 Diploma of Social Housing* candidates must:

1. Be recognised as competent, through a recognised training program or recognition process, against the following core units of competency from *CHC40912 Certificate IV in Social Housing*:

CHCCH301C Work effectively in social housing
CHCCH410B Manage and maintain tenancy agreements and services
CHCCH427B Work effectively with people experiencing or at risk of homelessness

OR

2. Have sufficient relevant experience and knowledge of social housing work to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance
-

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

18 units are required for award of this qualification including:

- 7 core units
- 11 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the TGA or other public listing

Core units

CHCCOM504B Develop, implement and promote effective workplace communication

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CHCCS502C Maintain legal and ethical work practices
CHCCS604B Manage the delivery of quality services to clients
CHCNET501C Work effectively with other services and networks
CHCORG428A Reflect on and improve own professional practice
CHCORG506E Coordinate the work environment
AND ONE only of the following units:
HLTWHS401A Maintain workplace WHS processes
OR
HLTWHS501A Manage workplace WHS processes
OR
HLTWHS601A Improve workplace WHS processes

The importance of culturally aware and respectful practice

All workers undertaking social housing work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A – electives recommended for culturally aware and respectful practice

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:

HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Social housing electives

CHCCH422B Manage a formal service level support agreement
CHCCH424B Manage leasehold properties
CHCCH518B Manage property maintenance planning
CHCCH521B Develop social housing enterprise opportunities
CHCCH620D Acquire properties by purchase or transfer
CPPDSM5022A Implement asset management plan
CPPDSM5034A Monitor performance of property or facility portfolio

Property industry electives

CPPDSM4028A Identify and analyse risks and opportunities in the property industry
CPPDSM4074A Select and appoint contractors in the property industry
CPPDSM5005A Contribute to a detailed property feasibility study
CPPDSM5013A Develop a tenancy mix strategy
CPPDSM5026A Manage a consultant property project team

Client services electives

CHCCH522B Undertake outreach work

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CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCS410A Facilitate client participation in the organisation and its management
CHCCS416B Assess and provide services for clients with complex needs
CHCCS504B Provide services to clients with complex needs
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health
or
CHCMH411A Work with people with mental health issues

Community development electives

CHCCD412B Work within a community development framework
CHCCD505E Develop community resources
CHCCD620B Develop and implement a community renewal plan
CHCCS421B Undertake community sector work within own community

Organisation and administration

BSBATSIM418A Monitor financial management and reports
BSBSUS501A Develop workplace policy and procedures for sustainability
BSBWOR502B Ensure team effectiveness
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCCS505B Provide supervision support to community sector workers
CHCINF505D Meet statutory and organisation information requirements
CHCORG406C Supervise work
CHCORG529B Provide coaching and motivation
CHCORG609D Manage projects and strategies
CHCORG610B Manage change in a community sector organisation
CHCORG611C Lead and develop others in a community sector workplace
CHCORG613D Manage organisation's strategic and business planning
CHCORG619D Manage quality of organisation's service delivery outcomes
CHCORG627B Provide mentoring support to colleagues
CHCPOL504B Develop and implement policy
CHCQM501B Facilitate an accreditation process
SRXGOV004B Work effectively with the Board of an organisation

Domestic and family violence electives

CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence
CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV407C Provide domestic and family violence support in non-English speaking background communities

Advocacy electives

CHCAD504B Provide advocacy and representation services
CHCAD505A Represent clients in court *(Note pre-requisite: CHCLEG411A)*
CHCAD506A Represent the organisation in a court or tribunal
CHCAD603B Provide systems advocacy services
CHCLEG411A Use relevant legislation in response to client needs

Settlement work electives

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CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

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

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC50908 Diploma of Children's Services (Early childhood education and care)	CHC50908 Diploma of Children's Services (Early childhood education and care)	Updated in V4 ISC upgrades of unit codes Updated entry requirements Updated occupational titles

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Description

This qualification covers workers in children's services who are responsible for planning, implementing and managing programs in early childhood services, in accordance with licensing, accreditation and duty of care requirements. At this level:

- Workers have responsibility for supervision of other staff and volunteers
- In most states it is the highest qualification required at director or service manager level for children's service centre-based care.

It is noted that whilst this qualification equips workers to work with children from 0-5 years of age, some workplaces and jurisdictions require workers to have skills and knowledge to work with children in both early and middle childhood (i.e. aged 0-12 years).

Where workers are required to work across the span of development from 0-12 years, candidates should receive training and/or assessment across this broader span of development and in addition to the qualification, be awarded a Statement of Attainment for achievement of the Middle childhood development skill set.

Occupational titles may include:

- Authorised supervisor (children’s services)
- Centre manager (children’s services)
- Childhood educator
- Children’s adviser
- Children’s service director / manager
- Early childhood educator
- Children’s services coordinator
- Director (children’s services)
- Group/team coordinator/leader (children’s services)
- Program leader (children’s services)
- Child development worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Refer to Description

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Entry Requirements

Entry requirements

To gain entry into *CHC50908 Diploma of Children's Services* (*Early childhood education and care*) candidates must demonstrate competence through a recognised training program or recognition process, in the following units of competency:

CHCCHILD401B Identify and respond to children and young people at risk
CHCCN301C Ensure the health and safety of children
CHCCN302A Provide care for children
CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCN305B Provide care for babies
CHCCS400C Work within a relevant legal and ethical framework
CHCFC301A Support the development of children
CHCIC301E Interact effectively with children
CHCPR301C Provide experiences to support children's play and learning
CHCPR303D Develop understanding of children's interests and developmental needs
HLTFA311A Apply first aid
HLTWHS300A Contribute to WHS processes

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

18 units are required for award of this qualification including:

- 13 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Group B elective which is compulsory in some jurisdictions
- Group C electives which are recommended for centre-based care
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training Packages

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Core units
CHCCN511B Establish and maintain a safe and healthy environment for children
CHCFC502A Foster physical development in early childhood
CHCFC503A Foster social development in early childhood
CHCFC504A Support emotional and psychological development in early childhood
CHCFC505A Foster cognitive development in early childhood
CHCFC506A Foster children's language and communication development
CHCIC501B Manage children's services workplace practice to address regulations and quality assurance
CHCIC510A Establish and implement plans for developing cooperative behaviour
CHCIC512A Plan and implement inclusion of children with additional needs
CHCPR502E Organise experiences to facilitate and enhance children's development
CHCPR509A Gather, interpret and use information about children
CHCPR510B Design, implement and evaluate programs and care routines for children
CHCRF511A Work in partnership with families to provide appropriate care for children

The importance of culturally aware and respectful practice
All workers undertaking children's services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
The children's services workplace is regarded as having particular potential for engendering stronger and more respectful relationships between non-Aboriginal Australians and Aboriginal and/or Torres Strait Islander Australians and across the diverse groups in the community.
It is therefore highly recommended that this qualification includes one of the following units to provide a foundation of knowledge and skills for:

- Staff to support and promote respect for and awareness of Aboriginal and/or Torres Strait Islander communities where there are no Aboriginal and/or Torres Strait Islander children attending or residing in the local area
- Staff who work specifically with Aboriginal and/or Torres Strait Islander children and families

CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
As cultural diversity is a feature of our community, one of the following electives is recommended for inclusion:
CHCIC511A Implement and promote inclusive policies and practices in children's services
HLTHIR403C Work effectively with culturally diverse clients and co-workers
PSPMNGT605B Manage diversity

Group B elective - compulsory in some jurisdictions

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The following unit may be compulsory in some jurisdictions:
CHCORG506E Coordinate the work environment

Group C electives - recommended for centre-based care
The following units of competency are recommended for work in centre-based care at Diploma level. Employers may specify electives required for their workplace if appropriate.
CHCCN520C Advocate for the rights and needs of children and young people
CHCFC507A Use music to enhance children's experience and development
CHCFC508A Foster children's aesthetic and creative development
CHCIC511A Implement and promote inclusive policies and practices in children's services
CHCINF407D Meet information needs of the community
CHCPR614D Observe children and interpret observations (Note pre-requisite: CHCPR509A)
HLTHIR403C Work effectively with culturally diverse clients and co-workers

Other relevant electives
Electives are to be selected in line with specified Packaging Rules.
The following list of relevant electives is intended to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.

Children's services electives
CHCFAM503B Work with a child focused approach
CHCFC507A Use music to enhance children's experience and development
CHCFC508A Foster children's aesthetic and creative development
CHCFC520C Promote ethical understanding of children
CHCPR515A Develop and implement a program to support sustainable practice
CHCPR614C Observe children and interpret observations (*Note pre-requisite*: CHCPR509A)

Client support and professional practice electives
CHCICS406B Support client self management
CHCLD415A Confirm client developmental status
CHCLD515A Analyse client information for service planning and delivery (Note pre-requisite CHCLD415A)
CHCORG428A Reflect on and improve own professional practice

Children's contact services electives
CHCCONS401C Facilitate changeover
CHCCONS402C Facilitate and monitor contact
CHCCONS403C Support families to develop relationships

Advocacy and diversity electives
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCN520C Advocate for the rights and needs of children and young people
CHCCS421B Undertake community sector work within own community

Business administration electives
BSBMGT608C Manage innovation and continuous improvement

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BSBRSK501A Manage risk
BSBSMB406A Manage small business finances
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCAL523D Manage home based care administration requirements
CHCINF302D Maintain the organisation's information systems
CHCINF407D Meet information needs of the community
CHCNET402B Establish and maintain effective networks
CHCORG423C Maintain quality service delivery
CHCORG614C Manage a community sector organisation
CHCPOL402C Contribute to policy development

Leadership and supervision electives
BSBLED401A Develop teams and individuals
BSBMGT401A Show leadership in the workplace
CHCCS502C Maintain legal and ethical work practices
CHCCS513C Maintain an effective community sector work environment
CHCORG406C Supervise work
CHCORG529B Provide coaching and motivation
CHCORG610B Manage change in a community sector organisation
CHCORG611C Lead and develop others in a community sector workplace
CHCORG620D Promote and represent the service
CHCORG624E Provide leadership in community services delivery
CHCORG627B Provide mentoring support to colleagues
HLTWHS401A Maintain workplace WHS processes
HLTWHS501A Manage workplace WHS processes

Food safety electives
HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
HLTFS310C Apply and monitor food safety requirements

First aid electives (*Note, one or both first aid units may be required by some jurisdictions*)
HLTFA302C Provide first aid in remote situation (Note pre-requisite: HLTFA311A)
HLTFA412A Apply advanced first aid (Note pre-requisite: HLTFA311A)

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51008 Diploma of Children's Services (Outside school hours care)	CHC51008 Diploma of Children's Services (Outside school hours care)	Updated in V4 ISC upgrades of unit codes Updated entry requirements

Description

This qualification covers workers who are responsible for day-to-day running of a before and after school care and/or vacation care service, including planning, implementing and managing programs which address licensing, accreditation and duty of care requirements.
At this level:

- Workers have responsibility for supervision of other staff and volunteers
- In most states this diploma is the minimum qualification required under the national standards for outside school hours care coordinator positions.

Occupational titles may include:

- Director
- Group coordinator
- Group leader
- Outside school hours care coordinator
- Outside school hours care worker
- Program leader
- Service director
- Service manager
- Team leader
- Vacation care coordinator

Pathways Information

Not Applicable

Licensing/Regulatory Information

Refer to Description

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Entry Requirements

Entry requirements

To gain entry into *CHC51008 Diploma of Children's Services* (*Outside school hours care*) candidates must demonstrate competence through a recognised training program or recognition process, in the following units of competency:
CHCCHILD401B Identify and respond to children and young people at risk
CHCCN301C Ensure the health and safety of children
CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCS400C Work within a relevant legal and ethical framework
CHCFC301A Support the development of children
CHCOSHC401A Support children to participate in outside school hours care
CHCOSHC402B Develop and implement activities in outside school hours care
CHCOSHC403B Work effectively with children in outside school hours care
CHCPR301C Provide experiences to support children’s play and learning
HLTFA311A Apply first aid
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

18 units are required for award of this qualification including:

- 11 core units
- 7 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Group B elective which is compulsory in some jurisdictions
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages

Core units
CHCCN511B Establish and maintain a safe and healthy environment for children
CHCFC512A Foster physical development in middle childhood
CHCFC513A Foster social development in middle childhood
CHCFC514A Support emotional and psychological development in middle childhood
CHCFC515A Foster cognitive development in middle childhood
CHCIC501A Manage children's services workplace practice to address regulations and quality assurance
CHCIC510A Establish and implement plans for developing cooperative behaviour
CHCIC512A Plan and implement inclusion of children with additional needs
CHCPOL504B Develop and implement policy
CHCPR510B Design, implement and evaluate programs and care routines for children
CHCRF511A Work in partnership with families to provide appropriate care for children

The importance of culturally aware and respectful practice
All workers undertaking children's services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice

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The children's services workplace is regarded as having particular potential for engendering stronger and more respectful relationships between non-Aboriginal Australians and Aboriginal and/or Torres Strait Islander Australians and across the diverse groups in the community.
It is therefore highly recommended that this qualification includes one of the following units to provide a foundation of knowledge and skills for:

- Staff to support and promote respect for and awareness of Aboriginal and/or Torres Strait Islander communities where there are no Aboriginal and/or Torres Strait Islander children attending or residing in the local area
- Staff who work specifically with Aboriginal and/or Torres Strait Islander children and families

CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

As cultural diversity is a feature of our community, one of the following electives is also recommended for inclusion:
CHCIC511A Implement and promote inclusive policies and practices in children's services
PSPMNGT605B Manage diversity

Group B elective - compulsory in some jurisdictions

The following unit may be compulsory in some jurisdictions:
CHCORG506D Coordinate the work environment

Other relevant electives

Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is intended to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.

Children's services electives

CHCDIS301B Work effectively with people with a disability
CHCFAM503B Work with a child focused approach
CHCFC507A Use music to enhance children's experience and development
CHCFC508A Foster children's aesthetic and creative development
CHCFC520C Promote ethical understanding of children
CHCIC511A Implement and promote inclusive policies and practices in children's services
CHCPR502E Organise experiences to facilitate and enhance children's development
CHCPR509A Gather, interpret and use information about children
CHCPR515A Develop and implement a program to support sustainable practice
CHCPR614C Observe children and interpret observations (*Note pre-requisite*: CHCPR509A)
CHCRH505C Conduct a program for children and young people with special needs

Client support and professional practice electives

CHCICS406A Support client self management
CHCLD415A Confirm client developmental status
CHCLD515A Analyse client information for service planning and delivery (*Note pre-requisite* CHCLD415A)
CHCORG428A Reflect on and improve own professional practice

Children's contact services electives

CHCCONS401B Facilitate changeover

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CHCCONS402B Facilitate and monitor contact
CHCCONS403B Support families to develop relationships

Advocacy and diversity electives

CHCCD420A Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCN520C Advocate for the rights and needs of children and young people
CHCCS421A Undertake community sector work within own community

Business administration electives

BSBMGT608B Manage innovation and continuous improvement
BSBRSK501A Manage risk
BSBSMB406A Manage small business finances
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCAL523D Manage home based care administration requirements
CHCINF302C Maintain the organisation's information systems
CHCINF403D Coordinate information systems
CHCINF407D Meet information needs of the community
CHCNET402A Establish and maintain effective networks
CHCORG423B Maintain quality service delivery
CHCORG614B Manage a community sector organisation
CHCPOL402B Contribute to policy development

Leadership and supervision electives

BSBLED401A Develop teams and individuals
BSBMGT401A Show leadership in the workplace
CHCCS502B Maintain legal and ethical work practices
CHCCS513B Maintain an effective community sector work environment
CHCORG406B Supervise work
CHCORG529B Provide coaching and motivation
CHCORG610B Manage change in a community sector organisation
CHCORG611B Lead and develop others in a community sector workplace
CHCORG620C Promote and represent the service
CHCORG624D Provide leadership in community services delivery
CHCORG627B Provide mentoring support to colleagues
HLTOHS401A Maintain workplace OHS processes
HLTOHS501A Manage workplace OHS processes

Food safety electives

HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
HLTFS310C Apply and monitor food safety requirements
HLTNA303C Plan and modify meals and menus according to nutrition care plans
HLTNA304C Plan meals and menus to meet cultural and religious needs

First aid electives

(*Note, one or both first aid units may be required by some jurisdictions*)
HLTFA302B Provide first aid in remote situation (*Note pre-requisite*: HLTFA301C)
HLTFA402C Apply advanced first aid (*Note pre-requisite*: HLTFA301C)

Oral health

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support and encourage clients and groups to learn practical aspects of oral health care

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CHC51108 Diploma of Children's Contact Services Work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51108 Diploma of Children’s Contact Services Work	CHC51108 Diploma of Children’s Contact Services Work	Updated in V4 ISC upgrades of unit codes Updated wording of entry requirements

Description

This qualification covers workers who are employed in children's contact services and are responsible for administrative and program support, including initial enquiries, intake and assessment interviews. Workers may also be responsible for the direct line management of sessional contact workers and may report to a program manager of a children's contact service.

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Entry requirements

To gain entry into *CHC51108 Diploma of Children's Contact Services Work* a candidate must be recognised as comptent, through a recognised training program or recognition process, against the following core units of competency from the *CHC41308 Certificate IV in Children's Contact Services Work*:
CHCCONS401C Facilitate changeover
CHCCONS402C Facilitate and monitor contact
CHCCONS403C Support families to develop relationships

Occupational titles for these workers may include:

- Assistant coordinator
- Coordinator
- Program support worker
- Sessional supervisor
- Team supervisor

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

12 units of competency are required for this qualification, including:

- 8 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM403A Use targeted communication skills to build relationships
CHCCONS504C Assist families to self manage contact
CHCCS422B Respond holistically to client issues and refer appropriately
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCFAM503B Work with a child focused approach
CHCFAM505B Operate in a family law environment
CHCFAM519B Prepare client court reports
CHCORG506E Coordinate the work environment

The importance of culturally aware and respectful practice
All workers undertaking children's contact services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:

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HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following list of electives is intended to facilitate the selection of electives. Employers may specify that certain electives are required to address specific workplace needs.
CHCCS513C Maintain an effective community sector work environment
CHCCSL501A Work within a structured counselling framework
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL507B Support clients in decision-making processes
CHCCSL509A Reflect and improve upon counselling skills (Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)
CHCCW301C Operate under a casework framework
CHCCW503A Work intensively with clients
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV510D Facilitate workplace debriefing and support processes
CHCDFV817B Manage domestic and family violence and abuse screening and risk assessment processes
CHCFAM518B Work with involuntary and mandated clients
CHCMED413B Manage communication processes to define the dispute
CHCMED415A Facilitate interaction between parties in mediation
CHCMH301C Work effectively in mental health **or** CHCMH411A Work with people with mental health issues
CHCORG428A Reflect on and improve own professional practice
CHCORG627B Provide mentoring support to colleagues
AHCCCF411A Develop approaches to include cultural and human diversity

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC51208 Diploma of Child, Youth and Family Intervention

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51208 Diploma of Child, Youth and Family Intervention	CHC51208 Diploma of Child, Youth and Family Intervention	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification covers those who work in residential facilities and/or non-residential settings related to child protection and family support work.
These workers:

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

NOTE: Some jurisdictions require higher an undergraduate degree as minimum entry to statutory child protection work.

Occupational titles may include:

- Child protection worker/practitioner
- Child safety officer
- Family support worker / protection planner
- Non-residential case worker/team leader
- Protective case worker
- Residential care worker
- Therapeutic worker
- Youth support case worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC51208 Diploma of Child, Youth and Family Intervention* candidates must:

1. Be recognised as competent, through a recognised training program or recognition process, against the following core units from *CHC41512 Certificate IV in Child, Youth and Family Intervention* (*Child protection*):

CHCCHILD401B Identify and respond to children and young people at risk
CHCCHILD505B Work effectively in child protection and out of home care for children and young people
CHCCOM403A Use targeted communication skills to build relationships
CHCPROT424A Develop a child protection practice framework

OR

2. Have sufficient relevant work experience to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgment and decision making under general guidance.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

14 units are required for award of this qualification including:

- 5 core units
- 9 elective units

A range of elective units is available, including:

- Group A electives which are recommended specifically for statutory child protection work - some or all electives from this grouping may be selected
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS502C Maintain legal and ethical work practices
CHCPROT526B Work in a child protection environment
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

The importance of culturally aware and respectful practice
All workers undertaking work with children, youth and families need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Group A electives - recommended for statutory child protection work
Some or all of the following electives may be selected for work in statutory child protection
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCS601C Work with clients with unique needs

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CHCPROT430A Develop and implement a multi agency investigation and child risk assessment strategy
CHCPROT502D Undertake and implement planning with at-risk children and young people and their families
CHCPROT532A Interact with the legal system to protect children
CHCPROT533A Work with children and young people with complex trauma and attachment issues and needs

Electives for other areas of work

Aboriginal and/or Torres Strait Islander child protection practice
CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework

Intensive family support
CHCPROT411C Provide for care and protection of clients in specific need
CHCPROT512C Coordinate work integrating statutory requirements and responsibilities
CHCRF402B Provide intervention support to children and families

Work with children and young people
CHCCHILD404B Support the rights and safety of children and young people
CHCPROT510E Support the progress and development of young people
CHCRF402B Provide intervention support to children and families

Prevention and early intervention
CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families
CHCCS405C Identify and address specific client needs
CHCYTH407E Respond to critical situations

Social housing
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522B Undertake outreach work

Other relevant electives
BSBADM502B Manage meetings
BSBMGT401A Show leadership in the workplace
BSBMGT516C Facilitate continuous improvement
BSBRSK401A Identify risk and apply risk management processes
BSBRSK501A Manage risk
BSBWOR402A Promote team effectiveness
BSBWOR501B Manage personal work priorities and professional development
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCD505E Develop community resources
CHCCD615A Develop and implement community development strategies

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CHCCHILD505B Work effectively in child protection and out of home care for children and young people
CHCCM504D Promote high quality case management
CHCCM506C Undertake case management in a child protection framework
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS404B Facilitate family intervention strategies
CHCCW604B Design and supervise family intervention strategies
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence
CHCDFV404C Promote community awareness of domestic and family violence
CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV407C Provide domestic and family violence support in non-English speaking background communities
CHCDFV505C Counsel clients affected by domestic and family violence
CHCDFV509D Work with users of violence to effect change
CHCDFV510D Facilitate workplace debriefing and support processes
CHCIC620C Manage complex behavioural situations
CHCINF403E Coordinate information systems
CHCINF505D Meet statutory and organisation information requirements
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCNET402B Establish and maintain effective networks
CHCORG405E Maintain an effective work environment
CHCORG423C Maintain quality service delivery
CHCORG502B Work autonomously
CHCORG605B Manage human resources in a community sector organisation
CHCPROT401C Act as a witness
CHCPROT531A Interview children for investigation of child protection concerns
CHCPROT603B Plan and manage provision of out of home care
HLTWHS401A Maintain workplace WHS processes
PSPMNGT605B Manage diversity
PSPREG410B Give evidence

Oral health

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC51308 Diploma of Education Support

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51308 Diploma of Education Support	CHC51312 Diploma of Education Support	Additional occupational titles added to entry requirements. Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification covers workers in a range of education and school settings who provide assistance and support in the classroom to facilitate learning in collaboration with teachers, working with students under broad based supervision. The qualification provides opportunity for education workers to broaden their skills and knowledge base in the field of education support work.

Occupational titles may include:

- Aboriginal and/or Torres Strait Islander education officer/worker
- Aboriginal and/or Torres Strait Islander language and culture teaching assistant
- Education assistant
- Education assistant (special needs)
- Education support worker
- Homeland teaching assistant
- Inclusion supports facilitator
- Support worker (children with disabilities)
- Teacher aide
- Teacher assistant

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC51308 Diploma of Education Support* candidates require validated significant experience in direct learning support roles under limited guidance as an education support worker, childhood educator, early childhood educator, home/volunteer tutor or similar role or successful completion of a Certificate IV in Education Support.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

13 units are required for award of this qualification including:

- 7 core units
- 6 elective units

A range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCS502C Maintain legal and ethical work practices
CHCCS506A Promote and respond to workplace diversity
CHCEDS501A Identify and respond to student development needs
CHCEDS502B Foster and support an effective learning environment
CHCEDS503A Support the development of literacy skills
CHCEDS514B Support learning and implementation of responsible behaviour
CHCORG428A Reflect on and improve own professional practice

The importance of culturally aware and respectful practice
All workers undertaking education support work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Education work
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCEDS507A Research an education issue
CHCEDS508B Assist in leading a small team in an education environment
CHCEDS509A Support students with multiple disabilities
CHCFC502A Foster physical development in early childhood
CHCFC505A Foster cognitive development in early childhood
CHCFC506A Foster children's language and communication development
CHCFC508A Foster children's aesthetic and creative development
CHCFC512A Foster physical development in middle childhood
CHCIC510A Establish and implement plans for developing cooperative behaviour
CHCIC512A Plan and implement inclusion of children with additional needs
CHCPR510B Design, implement and evaluate programs and care routines for children
CHCCS427B Facilitate adult learning and development
TAEDEL401A Plan, organise and deliver group-based learning
TAEDEL402A Plan, organise and facilitate learning in the workplace

Education support work - youth focus
CHCYTH401B Engage respectfully with young people
CHCYTH502A Work with young people to establish support networks
CHCYTH505E Support youth programs

Education support work - diversity
CHCEDS505A Work effectively with Aboriginal and/or Torres Strait Islander students
HLTHIR403C Work effectively with culturally diverse clients and co-workers

Education support work - Aboriginal and/or Torres Strait Islander
CHCCS421B Undertake community sector work within own community
CHCEDS403B Promote and implement Aboriginal and/or Torres Strait Islander language and culture programs
CHCEDS404A Liaise with Aboriginal or Torres Strait Islander community re education program
CHCEDS505A Work effectively with Aboriginal and/or Torres Strait Islander students

Education support work - disability
CHCEDS506A Assist in implementing education plans for students with disabilities

Literacy and numeracy electives
CHCEDS408A Support students' mathematics learning for numeracy
CHCEDS409A Support students' literacy learning
CHCEDS503A Support the development of literacy skills

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

Oral health

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC51408 Diploma of Youth Work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51408 Diploma of Youth Work	CHC51408 Diploma of Youth Work	Updated unit codes and imported units. No change to qualification outcome.

Description

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

The qualification is designed to ensure that policies and guidelines of the employing organisation are implemented and includes responsibility for direction and supervision of staff, contracting external agencies and/or management of specialist services.

Occupational titles may include:

- Case manager
- Coordinator youth and family services
- Coordinator youth services
- Program manager
- Senior case worker
- Senior youth worker
- Youth work team leader

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC51408 Diploma of Youth Work* candidates must:

1. Be recognised as competent, through a recognised training program or recognition process, against the following core units of competency from *CHC41812 Certificate IV in Youth Work*:

CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS422B Respond holistically to client issues and refer appropriately
CHCYTH401B Engage respectfully with young people
CHCYTH402C Work effectively with young people in the youth work context
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

OR

2. Have sufficient relevant youth sector experience and knowledge to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance.
-

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 10 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A electives of which one unit must be selected for this qualification
- Group B WHS electives of which one unit must be selected for this qualification
- Group C elective which is recommended for culturally aware and respectful practice
- Group D first aid electives which may be required for youth work in some jurisdictions
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCHILD404B Support the rights and safety of children and young people
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS502C Maintain legal and ethical work practices
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCCS513C Maintain an effective community sector work environment
CHCGROUP403D Plan and conduct group activities
CHCNET404B Facilitate links with other services
CHCYTH504A Support young people to take collective action
CHCYTH505E Support youth programs
CHCYTH608D Manage service response to young people in crisis

Group A electives - one unit must be selected
One of the following units **must** be selected for this qualification.
CHCYTH501A Develop and implement procedures to enable young people to address their needs
CHCYTH506B Provide services for young people appropriate to their needs and circumstances

Group B WHS electives - one unit must be selected
One of the following WHS units **must** be selected for this qualification.

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HLTWHS401A Maintain workplace WHS processes
HLTWHS501A Manage workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking youth work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group C elective - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, one or more of the following electives is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Group D first aid electives - required for youth work in some jurisdictions
In some jurisdictions, it is a condition of employment that youth justice workers are competent in basic first aid. Candidates and employers should clarify any specific jurisdiction requirements for competence in first aid.
HLTFA311A Apply first aid
HLTFA302C Provide first aid in remote situation *(Note pre-requisite: HLTFA311A)*
HLTFA412A Apply advanced first aid *(Note pre-requisite: HLTFA311A)*

Other relevant electives
Electives are to be selected in line with specified Packaging Rules.
The following list of relevant electives is intended to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
CHCCD412B Work within a community development framework
CHCCM402E Establish and monitor a case plan
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCS421B Undertake community sector work within own community
CHCCS504B Provide services to clients with complex needs
CHCCS506A Promote and respond to workplace diversity
CHCCS521B Assess and respond to individuals at risk of suicide
CHCCW604B Design and supervise family intervention strategies
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV505C Counsel clients affected by domestic and family violence
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health ***or*** CHCMH411A Work with people with mental health issues
CHCNET503D Develop new networks
CHCORG428A Reflect on and improve own professional practice

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CHCORG525D Recruit and coordinate volunteers
CHCORG627B Provide mentoring support to colleagues
CHCPOL504B Develop and implement policy
CHCPROT406C Facilitate court orders
CHCRF402B Provide intervention support to children and families
CHCYTH403C Support young people to create opportunities in their lives
CHCYTH501A Develop and implement procedures to enable young people to address their needs
CHCYTH502A Work with young people to establish support networks
CHCYTH503A Undertake youth work in specific communities
CHCYTH506B Provide services for young people appropriate to their needs and circumstances
CHCYTH511B Work effectively with young people and their families
HLTHIR403C Work effectively with culturally diverse clients and co-workers

Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Settlement work electives
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Social housing
CHCCH301B Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH522A Undertake outreach work

Oral health
CHCOHC303A Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC51512 Diploma of Youth Justice

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51508 Diploma of Youth Justice	CHC51512 Diploma of Youth Justice	updated core WHS units

Description

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

The supervision will be managed through a range of community and institution-based programs designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people.

Occupational titles may include:

- Case worker
- Court coordinator
- Juvenile justice coordinator
- Juvenile justice officer
- Section supervisor
- Senior youth justice officer
- Shift supervisor
- Shift team leader
- Unit coordinator / manager / leader
- Youth justice area manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC51512 Diploma of Youth Justice* it is recommended that candidates have sufficient relevant work experience to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

12 units are required for award of this qualification including:

- 8 core units
- 4 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Group B first aid electives which may be required for youth work in some jurisdictions
- Other relevant electives listed below and grouped to facilitate selection for specific contexts such as community youth justice work or centre-based youth justice work
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS502C Maintain legal and ethical work practices
CHCCS506A Promote and respond to workplace diversity
CHCCS513C Maintain an effective community sector work environment
CHCYJ501A Develop and support a youth justice team
CHCYJ502A Respond to needs of youth justice clients
CHCYTH608D Manage service response to young people in crisis
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking youth justice work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers

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HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Group B first aid electives - required for youth work in some jurisdictions
In some jurisdictions, it is a condition of employment that youth justice workers are competent in basic first aid. Candidates and employers should clarify any specific jurisdiction requirements for competence in first aid.
HLTFA311A Apply first aid
HLTFA302C Provide first aid in remote situation *(Note pre-requisite: HLTFA311A)*
HLTFA412A Apply advanced first aid *(Note pre-requisite: HLTFA311A)*

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following table shows electives suggested to address work requirements in the identified areas. Employers may specify that certain electives are required to address specific workplace needs.

Elective groups shown in this table are recommended, but not necessarily required for work in the areas identified on the right	**Community youth justice work**	**Centre-based youth justice work**
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues	✓	✓
CHCCM503C Develop, facilitate and monitor all aspects of case management		✓
CHCCS521B Assess and respond to individuals at risk of suicide	✓	✓
CHCCW503A Work intensively with clients	✓	
CHCFAM518B Work with involuntary and mandated clients		✓
CHCMH504E Provide a range of services to people with mental health issues	✓	✓
CHCNET503D Develop new networks	✓	
CHCORG506E Coordinate the work environment		✓
CHCPROT512C Coordinate work integrating statutory requirements and responsibilities		✓
CHCYTH502A Work with young people to establish support networks	✓	

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CHCYTH503A Undertake youth work in specific communities	✓	
CHCYTH511B Work effectively with young people and their families	✓	

Other electives relevant to youth justice work
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCCS312A Use electronic learning materials
CHCLD415A Confirm client developmental status
CHCLD514B Analyse impacts of sociological factors on clients in community work and services
CHCLD515A Analyse client information for service planning and delivery (Note pre-requisite CHCLD415A)
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCPROT401C Act as a witness

Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Settlement work electives
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC51612 Diploma of Employment Services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51608 Diploma of Employment Services	CHC51612 Diploma of Employment Services	upgrade core WHS units

Description

This qualification covers workers who have a senior case management role in delivering employment services to clients and employers and who may also supervise other workers.

Occupational titles may include:

- Employment services site/branch manager
- Employment services team leader
- Employment services program manager
- Senior case manager
- Senior employment consultant

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

To gain entry into *CHC51612 Diploma of Employment Services* candidates must have sufficient relevant experience and knowledge of community work and/or community services to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance.

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

16 units are required for award of this qualification including:

- 8 core units
- 8 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Group B elective which is recommended for those entering community sector work
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM403A Use targeted communication skills to build relationships
CHCCS513C Maintain an effective community sector work environment
CHCES311B Work effectively in employment services
CHCES415A Monitor and improve contracted employment services
CHCES502C Research and report on labour market information
CHCES511B Manage contracted employment services
CHCNET501C Work effectively with other services and networks
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking employment services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

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PSPMNGT605B Manage diversity

Group B elective - recommended for those entering community sector work
The following elective is recommended for people starting work in employment services without previous experience of working in the community sector:
CHCCS411C Work effectively in the community sector

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is provided to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.

Advanced practice electives
CHCCAR501C Conduct career guidance interview
CHCCDP501B Liaise with employers to promote flexible work arrangements
CHCCHILD404B Support the rights and safety of children and young people
CHCCM404A Undertake case management for clients with complex needs
CHCCM501A Coordinate complex case requirements *(Note pre-requisite CHCCM404A)*
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCM504D Promote high quality case management
CHCCM605C Develop practice standards
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS416B Assess and provide services for clients with complex needs
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS500B Conduct complex assessment and referral
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCCS604B Manage the delivery of quality services to clients
CHCCW503A Work intensively with clients
CHCDIS509E Maximise participation in work by people with disabilities
CHCES413A Develop and monitor employment plans with clients
CHCINF505D Meet statutory and organisation information requirements
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH411A Work with people with mental health issues
CHCORG428A Reflect on and improve own professional practice
CHCORG502B Work autonomously

Business management electives
BSBADM502B Manage meetings
BSBCMM401A Make a presentation
BSBLED401A Develop teams and individuals
BSBMGT401A Show leadership in the workplace
BSBMGT516C Facilitate continuous improvement
BSBMKG401B Profile the market
BSBMKG507A Interpret market trends and developments
BSBMKG514A Implement and monitor marketing activities
BSBPMG508A Manage project risk
BSBPMG510A Manage projects

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BSBREL401A Establish networks
BSBRSK401A Identify risk and apply risk management processes
BSBRSK501A Manage risk
BSBSLS502A Lead and manage a sales team
BSBSUS501A Develop workplace policy and procedures for sustainability
BSBWOR501B Manage personal work priorities and professional development
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCCS512C Develop a service delivery strategy
CHCNET402B Establish and maintain effective networks
CHCORG406C Supervise work
CHCORG423C Maintain quality service delivery
CHCORG506E Coordinate the work environment
CHCORG529B Provide coaching and motivation
CHCORG607D Manage workplace issues
CHCORG610B Manage change in a community sector organisation
CHCORG611C Lead and develop others in a community sector workplace
CHCORG627B Provide mentoring support to colleagues
CHCPOL402C Contribute to policy development
CHCPOL504B Develop and implement policy
CHCPOL505B Manage research activities
PSPGOV603B Develop a tender submission response

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC51712 Diploma of Counselling

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51708 Diploma of Counselling	CHC51712 Diploma of Counselling	Upgrade core WHS units

Description

This qualification provides the skills and knowledge required to undertake generic counselling work involving skills and knowledge in counselling and high level communication in a range of commonly used modalities, referral and working within a case management framework.

Occupational titles for these workers may include:

- Counsellor
- Problem gambling worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

To gain entry into *CHC51712 Diploma of Counselling* it is recommended that candidates have sufficient relevant work experience to indicate likely success at this level of qualification in a job role involving:

- The self-directed application of knowledge with substantial depth in some areas
- The exercise of independent judgement and decision-making
- The application of relevant technical and other skills.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

17 units of competency are required for this qualification, including:

- 14 core units
- 3 elective units

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at this level or higher in other relevant Training Packages

Core units
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCS514B Recognise and respond to individuals at risk
CHCCSL501A Work within a structured counselling framework
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL504A Apply personality and development theories
CHCCSL505A Apply learning theories in counselling
CHCCSL506A Apply counselling therapies to address a range of client issues *(Note pre-requisite CHCCSL502A)*
CHCCSL507B Support clients in decision-making processes
CHCCSL508B Apply legal and ethical responsibilities in counselling practice
CHCCSL509A Reflect and improve upon counselling skills *(Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)*
CHCCSL512A Determine suitability of client for counselling services
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking counselling work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Relevant electives

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Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

Counselling electives
CHCCS403C Provide brief intervention
CHCCS417B Provide support and care relating to suicide bereavement
CHCCS426B Provide support and care relating to loss and grief
CHCCS521B Assess and respond to individuals at risk of suicide
CHCCSL510A Work effectively with relationship issues
CHCCSL511A Provide interventions to address family issues
CHCCSL513A Apply somatic distress reduction techniques

Client support electives
CHCAC318B Work effectively with older people
CHCAD401D Advocate for clients
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCHILD401B Identify and respond to children and young people at risk
CHCCHILD505B Work effectively in child protection and out of home care for children and young people
CHCDIS301C Work effectively with people with a disability
CHCICS302B Participate in the implementation of individualised plans
CHCICS303A Support individual health and emotional well being
CHCICS405B Facilitate groups for individual outcomes
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health
CHCMH411A Work with people with mental health issues
CHCPROT424A Develop a child protection practice framework
CHCYTH401B Engage respectfully with young people

Family focus electives
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV505C Counsel clients affected by domestic and family violence
CHCFAM406B Engage and resource clients to improve their interpersonal relationships
CHCFAM407B Work effectively in relationship work
CHCFAM417B Identify and use strengths-based practice
CHCFAM503B Work with a child focused approach

Group work electives
CHCGROUP403D Plan and conduct group activities
CHCGROUP408B Facilitate and review a psycho-educational group
CHCGROUP410B Deliver a structured program
CHCGROUP504B Assess group members and their social systems
CHCGROUP509B Manage disclosures and disruptions in groups

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Network support and administration electives
CHCINF505D Meet statutory and organisation information requirements
CHCNET404B Facilitate links with other services
CHCNET501C Work effectively with other services and networks
PSPMNGT605B Manage diversity

Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Settlement work electives
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

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CHC51812 Diploma of Family Intake and Support Work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51808 Diploma of Family Intake and Support Work	CHC51812 Diploma of Family Intake and Support Work	upgrade core WHS units

Description

This qualification covers workers employed in services that provide relationship support and interventions for families and/or couples. Examples of the types of services provided include family relationship support programs, telephone advice, and family mediation and counselling services.

Workers in these roles may provide some non-therapeutic supports, such as provision of information, initial intake, referral, advocacy, administrative tasks and participation in case planning.

These workers generally undertake tasks with minimal direct supervision and may use elements of counselling and/or dispute resolution skills when working with clients. However, primary job functions do not involve higher level clinical or therapeutic interventions.

Occupational titles for these workers may include:

- Aboriginal family consultant
- Advocacy worker
- Case worker
- Client intake worker
- Client services officer
- Family assessment worker
- Family support worker
- Information and referral worker

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC51812 Diploma of Family Intake and Support Work* it is recommended that candidates have sufficient relevant work experience to indicate likely success at this level of qualification in a job role involving:

- The self-directed application of knowledge with substantial depth in some areas
- The exercise of independent judgement and decision-making
- The application of relevant technical and other skills.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

14 units of competency are required for this qualification, including:

- 8 core units
- 6 elective units

A wide range of elective units is available, including:

- Group A elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS419C Provide support services to clients
CHCCS422B Respond holistically to client issues and refer appropriately
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCFAM505B Operate in a family law environment
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS501A Manage workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking work with families need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A elective - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify certain electives as required to address specific workplace needs.

Case management electives
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCM504D Promote high quality case management
CHCCW301C Operate under a casework framework

Family relationship electives
CHCCHILD504C Assess risk of harm to children and young people
CHCFAM503B Work with a child focused approach
CHCFAM806B Assist clients to develop parenting arrangements
CHCORG428A Reflect on and improve own professional practice
CHCPROT502E Undertake and implement planning with at-risk children and young people and their families

Domestic and family violence electives
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence
CHCDFV404C Promote community awareness of domestic and family violence
CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV407C Provide domestic and family violence support in non-English speaking background communities
CHCDFV408C Provide support to children affected by domestic and family violence
CHCDFV509D Work with users of violence to effect change

Information and referral electives
CHCAD504B Provide advocacy and representation services
CHCAD603B Provide systems advocacy services
CHCADMIN305F Work within the administration protocols of the organisation
CHCCS407C Operate referral procedures
CHCCS416B Assess and provide services for clients with complex needs
CHCINF505D Meet statutory and organisation information requirements
CHCINF606D Manage information strategically
CHCNET404B Facilitate links with other services
CHCORG303C Participate effectively in the work environment
CHCORG615D Promote the organisation
CHCORG621D Act as a resource to other services
CHCPOL301B Participate in policy development

Leadership and management electives
BSBRSK501A Manage risk
CHCCM605C Develop practice standards

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CHCCS607E Coordinate in-service assessment and response to address client needs
CHCDFV510D Facilitate workplace debriefing and support processes
CHCFAM504C Respond to and contain critical incidents
CHCORG423C Maintain quality service delivery
CHCORG619D Manage quality of organisation's service delivery outcomes
CHCORG627B Provide mentoring support to colleagues
CHCPOL504B Develop and implement policy
PSPMNGT605B Manage diversity

Counselling electives
CHCCSL501A Work within a structured counselling framework
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL507B Support clients in decision-making processes
CHCCSL509A Reflect and improve upon counselling skills *(Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)*
CHCTC301C Deliver a service consistent with the organisation's mission and values
CHCTC302B Provide client-centred telephone counselling
CHCTC403B Provide telephone counselling in crisis situations
CHCTC404B Provide competent suicide intervention in a telephone counselling context

Mediation electives
CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation
CHCMED412B Gather and clarify information for the mediation process
CHCMED413B Manage communication processes to define the dispute
CHCMED414A Facilitate mediation processes
CHCMED415A Facilitate interaction between parties in mediation
CHCMED416C Consolidate and conclude the mediation process
CHCMED417B Reflect and improve upon professional mediation practice
CHCMED418C Identify the need for alternative dispute resolution
CHCMED419C Facilitate alternative dispute resolution processes

Other electives
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCS521B Assess and respond to individuals at risk of suicide
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health
CHCMH411A Work with people with mental health issues
CHCYTH506B Provide services for young people appropriate to their needs and circumstances
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity
AHCCCF411A Develop approaches to include cultural and human diversity

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CHC51912 Diploma of Relationship Education

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC51908 Diploma Of Relationship Education	CHC51912 Diploma Of Relationship Education	upgrade core WHS units

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Description

This qualification applies to workers employed in roles that provide non-therapeutic supports, interventions, information and referral and education and skills training to individuals, couples, and to families. The role is primarily that of education and skills development including affective, cognitive and psychomotor learning outcomes.

The life skills programs delivered by these workers are designed to help people learn how to enhance their relationships with intimate partners, spouses, parents, children, siblings, colleagues or friends. Specific client groups can be men, women, parents, couples, children, young people and families. Clients may face specific issues such as separation and mental health, alcohol and other drugs issues. Programs deal with issues across the life cycle.

Client groups are highly diverse, especially in relation to cultural backgrounds and family structures. A broad understanding of family and family arrangements is fundamental to this work.

Workers at this level may be delivering existing programs but are also able to develop new programs including developing and delivering community education and community development programs. The role is not a counselling one. Workers at this level require effective communication skills, conflict management, and program development, delivery and review. They may also require skills for more complex group facilitation and psycho-education. Additionally they may require a greater depth of skills and knowledge to work with specific client groups.

This qualification may also be appropriate for workers who have a responsibility for managing the delivery of relationship education services. These workers would need to undertake appropriate management units from the identified management electives.

These services are being provided in a number of different ways by a wide range of service providers within the health, human services and education sectors. Workers in these roles may work with limited supervision and utilise elements of counselling/dispute resolution skills and knowledge incidentally when working with families. However, primary functions do not involve clinical or therapeutic higher level knowledge or skills application.

Occupational titles for these workers may include:

- Coordinator relationship education services
- Family/parent educator
- Family/parent facilitator
- Family relationships support worker
- Fathers worker
- Family support worker
- Marriage and family educator
- Men's service officer
- Relationship educator

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Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

To gain entry into *CHC51912 Diploma of Relationship Education* it is recommended that candidates have sufficient relevant work experience to indicate likely success at this level of qualification in a job role involving:

- The self-directed application of knowledge with substantial depth in some areas
- The exercise of independent judgement and decision-making
- The application of a relevant technical and other skills.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

20 units of competency are required for award of this qualification, including:

- 12 core units
- 8 elective units

2 electives from Groups A and B as listed below:

- 1 unit **MUST** be selected from **Group A Management electives**
- 1 unit **MUST** be selected from **Group B Community work**, **group work and psycho-education electives**

A wide range of additional elective units is available, including:

- Group C elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

NOTE: Candidates seeking a pathway to the *Vocational Graduate Diploma of Family Counselling* OR *Vocational Graduate Diploma of Family Dispute Resolution* are encouraged to confirm pre-requisite unit requirements when selecting electives

Core units
CHCCD402B Develop and provide community education projects
CHCCOM403A Use targeted communication skills to build relationships
CHCDFV301A Recognise and respond appropriately to domestic and family violence
CHCFAM406B Engage and resource clients to improve their interpersonal relationships
CHCFAM407B Work effectively in relationship work
CHCFAM408B Undertake relationship and family work in the context of the agency and sector
CHCGROUP403D Plan and conduct group activities
CHCINF407D Meet information needs of the community
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS401A Maintain workplace WHS processes
TAEDEL401A Plan, organise and deliver group-based learning
TAEDES401A Design and develop learning programs

The importance of culturally aware and respectful practice

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All workers undertaking work in relationship education need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives
Electives are to be selected in line with specified Packaging Rules.

Group A - Management electives
At least **ONE management elective MUST** be selected from the following four electives considered particularly relevant to managing the delivery of relationship education services:
CHCCD404E Develop and implement community programs
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCFAM523B Manage training and development activities for relationship practitioners (*Note pre-requisites*: CHCFAM406B, CHCFAM407B, CHCFAM408B)
CHCORG611C Lead and develop others in a community sector workplace
For job roles involving management and coordination of relationship education services, it is proposed that a significant number of the above electives are selected.

Group B - Community work, group work and psycho-education electives
At least **ONE community work, group work or psycho-education elective MUST** be selected

a*) *Community work electives
CHCCD307D Support community resources
CHCCD505E Develop community resources
CHCCD514B Implement community development strategies
CHCCS410A Facilitate client participation in the organisation and its management

b*) *Group work and psycho-education electives
CHCCS401C Facilitate responsible behaviour
CHCFAM416B Implement harm reduction strategies (*Note pre-requisites*: CHCFAM406B, CHCFAM407B, CHCGROUP403D, CHCDFV301A)
CHCGROUP408B Facilitate and review a psycho-educational group
CHCGROUP410B Deliver a structured program
CHCGROUP504B Assess group members and their social systems
CHCGROUP509B Manage disclosures and disruptions in groups

Group C elective - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander clients or communities, the following elective is recommended:
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Other relevant electives

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The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify certain electives as required to address workplace needs.

Other management and coordination electives
BSBRSK501A Manage risk
CHCADMIN604B Manage the finances, accounts and resources of an organisation
CHCCD619B Establish and maintain community, government and business partnerships
CHCORG423C Maintain quality service delivery
CHCORG506E Coordinate the work environment
CHCORG607D Manage workplace issues
PSPMNGT605B Manage diversity

Work practice electives
CHCAD504B Provide advocacy and representation services
CHCAD603B Provide systems advocacy services
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCS400C Work within a relevant legal and ethical framework
CHCCS407C Operate referral procedures
CHCCS416B Assess and provide services for clients with complex needs
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS427B Facilitate adult learning and development
CHCCS601C Work with clients with unique needs
CHCCSL501A Work within a structured counselling framework
CHCCSL507B Support clients in decision-making processes
CHCFAM417B Identify and use strengths-based practice
CHCFAM520B Use strengths-based practice in supervision
CHCFAM522B Assist clients to develop emotional regulation (*Note pre-requisites*: CHCFAM406B, CHCFAM407B, CHCGROUP403D, CHCDFV301A)
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH411A Work with people with mental health issues
CHCNET404B Facilitate links with other services
CHCORG525D Recruit and coordinate volunteers
CHCORG627B Provide mentoring support to colleagues

Working with people experiencing domestic and family violence
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence
CHCDFV404C Promote community awareness of domestic and family violence
CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV407C Provide domestic and family violence support in non-English speaking background communities

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Working cross-culturally
CHCCD413E Work within specific communities
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
AHCCCF411A Develop approaches to include cultural and human diversity

Working effectively in an organisation
CHCINF302C Maintain the organisation's information systems
CHCORG405D Maintain an effective work environment

Working with men and fathers
CHCFAM409B Work with men
CHCFAM411B Engage fathers into family based programs (*Note pre-requisites*: CHCFAM407B, CHCGROUP403D)
CHCFAM510B Work with separated fathers (*Note pre-requisites*: CHCFAM407B, CHCGROUP403D)

Working with women and mothers
CHCFAM412B Work with women

Working with couples
CHCFAM413B Facilitate couple processes within group work
CHCFAM414B Use tools for exploring relationships

Electives for working with families
CHCCHILD404B Support the rights and safety of children and young people
CHCCHILD504C Assess risk of harm to children and young people
CHCCS404B Facilitate family intervention strategies
CHCCS414A Provide education and support on parenting, health and well being
CHCFAM421B Work with parents of very young children
CHCFAM503B Work with a child focused approach
CHCFAM515B Work holistically with families (*Note pre-requisites*: CHCFAM406B, CHCFAM407B
CHCPR303D Develop understanding of children's interests and developmental needs
CHCRF402B Provide intervention support to children and families
CHCRF511A Work in partnership with families to provide appropriate care for children
CHCRF624C Support parents in their parenting role (*Note pre-requisite*: CHCRF511A)
CHCYTH301E Work effectively with young people
CHCYTH403C Support young people to create opportunities in their lives
CHCYTH511B Work effectively with young people and their families

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CHC52008 Diploma of Community Services (Case management)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC52008 Diploma of Community Services (Case management)	CHC52008 Diploma of Community Services (Case management)	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification applies to workers who deliver case management and case work intervention services to clients and who work under broad direction from senior managers.

Occupational titles may include:

- Case coordinator
- Care coordinator
- Care manager
- Case manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

To gain entry into *CHC52008 Diploma of Community Services* (*Case management*) it is recommended that candidates have relevant work experience or qualification/s that indicates likely success at this level of qualification in a job role involving:

- The self-directed application of knowledge with substantial depth in some areas
- The exercise of independent judgement and decision-making
- The application of relevant technical and other skills.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

16 units are required for award of this qualification including:

- 11 core units
- 5 elective units

A wide range of elective units is available, including:

- Group A WHS electives from which one unit **must** be selected
- Group B electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCM503C Develop, facilitate and monitor all aspects of case management
CHCCM504D Promote high quality case management
CHCCOM403A Use targeted communication skills to build relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS416B Assess and provide services for clients with complex needs
CHCCW503A Work intensively with clients
CHCICS406B Support client self management
CHCLD415A Confirm client developmental status
CHCLD515A Analyse client information for service planning and delivery *(Note pre-requisite CHCLD415A)*
CHCNET404B Facilitate links with other services
CHCORG428A Reflect on and improve own professional practice

Group A WHS electives - one unit must be selected
One of the following WHS units **must** be selected for this qualification
HLTWHS300A Contribute to WHS processes
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking case management work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

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Group B electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.
Community work
CHCAD504B Provide advocacy and representation services
CHCCD505E Develop community resources
CHCCD514B Implement community development strategies
HLTHIR403C Work effectively with culturally diverse clients and co-workers

Client support
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCS305C Assist clients with medication *(Note pre-requisite HLTAP301B)*
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS424B Administer and monitor medications *(Note pre-requisites CHCCS305C, HLTAP301B)*
CHCCS426B Provide support and care relating to loss and grief
CHCCS521B Assess and respond to individuals at risk of suicide
CHCDIS405A Facilitate skills development and maintenance
CHCICS403A Conduct individual assessment
CHCICS404B Plan and provide advanced behaviour support
CHCICS405B Facilitate groups for individual outcomes
CHCICS407B Support positive lifestyle
CHCICS408B Provide support to people with chronic disease
CHCICS409A Recognise and respond to suspected abuse of vulnerable people
CHCICS410A Support relationships with carers and families
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
HLTAP301B Recognise healthy body systems in a health care context

Working with older people
CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCAC417A Implement interventions with older people at risk of falls
CHCPA402B Plan for and provide care services using a palliative approach

Working with people with disabilities
CHCCS413B Support individuals with autism spectrum disorder

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CHCDIS301C Work effectively with people with a disability
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies

Working with people with mental health issues
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Working with people with alcohol and other drug issues
CHCAOD402B Work effectively in the alcohol and other drugs sector

Coordination and management
CHCCM605C Develop practice standards
CHCCS502C Maintain legal and ethical work practices
CHCCS604B Manage the delivery of quality services to clients
CHCCS607E Coordinate in-service assessment and response to address client needs
CHCINF505D Meet statutory and organisation information requirements
CHCORG406C Supervise work
CHCORG506E Coordinate the work environment
CHCORG609D Manage projects and strategies

Employment services
CHCES311B Work effectively in employment services
CHCES415A Monitor and improve contracted employment services
CHCES511B Manage contracted employment services

Oral health
CHCOHC303B Use basic oral health screening tools
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care
CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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CHC52108 Diploma of Community Services (Financial counselling)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC52108 Diploma of Community Services (Financial counselling)	CHC52108 Diploma of Community Services (Financial counselling)	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification applies to financial counselling, which is a specialist service assisting people faced with debt and other financial issues. This work requires:

- specialist knowledge, paralegal skills and competencies especially in regard to credit and debt issues affecting clients and their rights and obligations
- solid understanding of social and systemic issues that impact on financial counselling clients.

It may be applied in casework, community development and social justice contexts.

Occupational titles may include:

- Financial counsellor
- Senior financial counsellor
- Rural financial counsellor

NOTE:

- This qualification is NOT related to the work performed by financial planners or financial advisers whose role is to provide clients with strategies to address their investment options
- This qualification does NOT refer to therapeutic counselling Psychological issues, which affect individuals, families and groups such as gambling, substance abuse, child abuse, and mental or physical health problems require referral to a professionally qualified practitioner However, a recognition of, and an ability to work within, a counselling framework on the way in which other issues may interact with personal financial issues is highly relevant to financial counselling practice.

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

To gain entry into *CHC52108 Diploma of Community Services* (*Financial counselling*) it is recommended that candidates have sufficient relevant work experience to indicate likely success at this level of qualification in a job role involving:

- The self-directed application of knowledge with substantial depth in some areas
- The exercise of independent judgement and decision-making
- The application of relevant technical and other skills.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

17 units are required for award of this qualification including:

- 11 core units
- 6 elective units

A wide range of elective units is available, including:

- Group A WHS electives of which one unit **must** be selected
- Group B electives of which one unit **must** be selected
- Group C electives of which three units are required for rural financial counselling as specified below
- Group D elective which is recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCAD401D Advocate for clients
CHCCD404E Develop and implement community programs
CHCCS411C Work effectively in the community sector
CHCCSL501A Work within a structured counselling framework
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL503B Facilitate the counselling relationship
CHCCSL507B Support clients in decision-making processes
CHCCSL509A Reflect and improve upon counselling skills *(Note pre-requisites CHCCSL501A, CHCCSL503B, CHCCSL507B)*
CHCFIN501A Identify and apply technical information to assist clients with financial issues
CHCFIN502A Facilitate the financial counselling process
CHCFIN503A Develop and use financial counselling tools and techniques

Group A WHS electives - one unit must be selected
One of the following WHS units **must** be selected for this qualification
HLTWHS300A Contribute to WHS processes
HLTWHS401A Maintain workplace WHS processes

Group B electives - one unit must be selected
One of the following units **must** be selected for this qualification
CHCLEG411A Use relevant legislation in response to client needs

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CHCCS522B Address complex legal and ethical issues in professional practice (*Note pre-requisite* CHCCS400C)

Group C electives - required for rural financial counselling as specified
CHCFIN504B and two other electives from the list below are required for work in rural financial counselling.
CHCFIN504B Work effectively in rural financial counselling (*Note pre-requisites*: CHCFIN501A, CHCFIN502A, CHCFIN503A)
AHCAGB501A Develop climatic risk management strategies
AHCBUS506A Develop and review a business plan
AHCAGB503A Plan and monitor production processes
AHCBUS508A Prepare and monitor budgets and financial reports

The importance of culturally aware and respectful practice
All workers undertaking financial counselling work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group D electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.
CHCAD603B Provide systems advocacy services
CHCCOM504B Develop, implement and promote effective workplace communication
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH301C Work effectively in mental health
or
CHCMH411A Work with people with mental health issues

Case management
CHCCM401D Undertake case management
CHCCM402E Establish and monitor a case plan
CHCCM503C Develop, facilitate and monitor all aspects of case management

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Social housing
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness
CHCCH428B Work effectively within the Australian housing system
CHCCH522B Undertake outreach work

Problem gambling electives
CHCGMB501A Work effectively in the problem gambling sector
CHCGMB502A Assess the needs of clients with problem gambling issues
CHCGMB503A Provide counselling for clients with problem gambling issues

Settlement work electives
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

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CHC52212 Diploma of Community Services Coordination

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC52208 Diploma of Community Services Coordination	CHC52212 Diploma of Community Services Coordination	upgrade core WHS units

Description

This qualification addresses work across the community sector, in organisations involved in community work, community development and community care services and volunteer programs, in a range of settings such as residential facilities, group homes, community agencies and government departments.

These workers:

- apply knowledge and skills gained through qualifications or previous experience to resolve problems within organisation guidelines
- coordinate specific programs and/or projects and supervise and/or coordinate a limited number of lower classified workers or volunteers and report to service managers
- may undertake a first line management role.

It is expected that, in addition to coordination or management electives, relevant units applicable to these specific services would be selected as electives as appropriate, particularly for smaller organisations.

Occupational titles may include:

- Coordinator
- Coordinator, volunteer programs
- Manager of volunteers
- Program or service manager
- Service or program coordinator
- Supervisor
- Team leader
- Unit manager

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Entry requirements

To gain entry into *CHC52212 Diploma of Community Services Coordination* candidates need to have previous work experience in the community sector in a job role that involved:

- self-directed application of knowledge
- exercise of independent judgement and decision-making, and
- a range of technical and other skills.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

14 units are required for award of this qualification including:

- 7 core units
- 7 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS502C Maintain legal and ethical work practices
CHCCS505B Provide supervision support to community sector workers
CHCCS513C Maintain an effective community sector work environment
CHCINF505D Meet statutory and organisation information requirements
HLTWHS401A Maintain workplace WHS processes

The importance of culturally aware and respectful practice
All workers undertaking work in the community sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or more of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
PSPMNGT605B Manage diversity

Other relevant electives

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Electives are to be selected in line with specified Packaging Rules. The following list of electives is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCAC416A Facilitate support responsive to the specific nature of dementia
CHCAD402D Support the interests, rights and needs of clients within duty of care requirements
CHCCOM403A Use targeted communication skills to build relationships
CHCCS426B Provide support and care relating to loss and grief
CHCCS427B Facilitate adult learning and development
CHCCS503B Develop, implement and review services and programs to meet client needs
CHCCS512C Develop a service delivery strategy
CHCES502C Research and report on labour market information
CHCES511B Manage contracted employment services
CHCHC401C Coordinate and monitor home based support
CHCICS409A Recognise and respond to suspected abuse of vulnerable people
CHCINF407D Meet information needs of the community
CHCINF408C Comply with information requirements of the aged care and community care sector
CHCNET501C Work effectively with other services and networks
CHCNET503D Develop new networks
CHCORG405E Maintain an effective work environment
CHCORG406C Supervise work
CHCORG423C Maintain quality service delivery
CHCORG428A Reflect on and improve own professional practice
CHCORG501B Facilitate workplace change and innovation
CHCORG506E Coordinate the work environment
CHCORG525D Recruit and coordinate volunteers
CHCORG607D Manage workplace issues
CHCORG610B Manage change in a community sector organisation
CHCORG611C Lead and develop others in a community sector workplace
CHCPA402B Plan for and provide care services using a palliative approach
CHCSD512C Act as a resource to workers
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid (Note pre-requisite HLTFA311A)
SRXGOV004B Work effectively with the Board of an organisation
TAEDEL402A Plan, organise and facilitate learning in the workplace
BSBWOR403A Manage stress in the workplace

The following grouping of electives is provided to guide selection relating to identified areas of work. Electives may be selected from one or more groups.

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

Managers transferring into the community services industry
CHCCD516B Work within organisation and government structures to enable community development outcomes

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CHCORG423C Maintain quality service delivery

Volunteer management
CHCAD504B Provide advocacy and representation services
CHCORG525D Recruit and coordinate volunteers
CHCORG611C Lead and develop others in a community sector workplace
PSPGOV517A Coordinate risk management
PSPMNGT605B Manage diversity
SISCCRD302A Recruit and manage volunteers

Working with older people
CHCAC317A Support older people to maintain their independence
CHCAC318B Work effectively with older people
CHCAC417A Implement interventions with older people at risk of falls
CHCAC507E Plan and monitor service delivery plans
CHCINF408C Comply with information requirements of the aged care and community care sectors

Family day care coordination
CHCAL523D Manage home based care administration requirements
CHCSD512C Act as a resource to workers

Nanny/household management
CHCPR510B Design, implement and evaluate programs and care routines for children

Child protection work
CHCCHILD401B Identify and respond to children and young people at risk
CHCCHILD505B Work effectively in child protection and out of home care for children and young people

Youth work
CHCYTH401B Engage respectfully with young people
CHCYTH402C Work effectively with young people in the youth work context
CHCYTH506B Provide services for young people appropriate to their needs and circumstances

Community development work
CHCCD401E Support community participation
CHCCD412B Work within a community development framework
CHCCD516B Work within organisation and government structures to enable community development outcomes

Disability services
CHCDIS301C Work effectively with people with a disability
CHCDIS410A Facilitate community participation and inclusion
CHCDIS507C Design and adapt surroundings to group requirements

Mental health work

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CHCMH301C Work effectively in mental health
CHCMH402B Apply understanding of mental health issues and recovery processes
CHCMH411A Work with people with mental health issues

Alcohol and other drugs work
CHCAOD402B Work effectively in the alcohol and other drugs sector

Employment services
CHCES311B Work effectively in employment services
CHCES415A Monitor and improve contracted employment services
CHCES511B Manage contracted employment services

Settlement work
CHCSW401A Work effectively with forced migrants
CHCSW402B Undertake bicultural work with forced migrants in Australia

Social housing electives
CHCCH301C Work effectively in social housing
CHCCH427B Work effectively with people experiencing or at risk of homelessness

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CHC52312 Diploma of Community Services (Development and or Humanitarian Assistance)

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC52310 Diploma of Community Services (development and/or Humanitarian Services)	CHC52312 Diploma of Community Services (development and/or Humanitarian Services)	Updated core WHS units

Description

This qualification covers workers who coordinate or manage work in a range of development and/or humanitarian assistance contexts. This work may take place in domestic or international contexts. The qualification is structured to:

- Define knowledge and skills required by workers in management or supervisory roles in development and/or humanitarian assistance work.
- Enable workers with a foundation of technical expertise to apply these skills in areas relevant to development and/or humanitarian assistance work.

Occupational titles may include:

- Project manager (development and/or humanitarian assistance)
- Finance manager (development and/or humanitarian assistance)
- Team manager (development and/or humanitarian assistance)
- HR manager (development and/or humanitarian assistance)
- Logistics manager (development and/or humanitarian assistance)
- Support services manager (development and/or humanitarian assistance)

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

Not Applicable

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

15 units are required for award of this qualification including:

- 7 core units
- 8 elective units

At least 3 units must be selected from Groups A, B and C, where:

- Group A electives are recommended for work in humanitarian assistance
- Group B electives are recommended for work in development assistance
- Group C electives are specific to development and humanitarian assistance work

A wide range of additional elective units is available, including:

- Other relevant electives listed below for both development and humanitariuan assistance qualifications
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGAor other public listing

Core units
CHCDHA402B Maintain well being in a field environment
CHCDHA404A Develop and maintain positive relationships with key stakeholders
CHCDHA412B Use a capacity building approach in development work
CHCDHA501B Manage work in the development and/or humanitarian assistance sector
CHCDHA505B Develop and manage implementation plans
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTWHS300A Contribute to WHS processes

The importance of culturally aware and respectful practice
All workers undertaking development and/or humanitarian assistance work need foundation knowledge to inform their work with clients and co-workers from culturally and linguistically diverse backgrounds and with those who are indigenous to the country in which the assistance is being provided. This foundation is to be provided and assessed as part of a holistic approach to delivery and assessment of this qualification.

Relevant electives
At least 3 electives must be selected from Groups A, B and C below.

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Electives are to be selected in line with specified Packaging Rules. The grouping of electives is provided to facilitate selection and does not necessarily reflect work requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Group A - humanitarian assistance electives
One or more of these electives is recommended for work in humanitarian assistance - and additional or alternative electives may be selected from the development assistance and other groupings if appropriate.
CHCDHA403B Apply knowledge of humanitarian assistance project work
CHCDHA411A Conduct a rapid assessment in a humanitarian assistance context
CHCDHA413A Prepare transition plans in a development and/or humanitarian assistance context
CHCDHA503A Design, monitor and evaluate development and/or humanitarian assistance programs

Group B - development assistance electives
One or more of these electives is recommended for work in development assistance - and additional or alternative electives may be selected from the humanitarian assistance and other groupings if appropriate.
CHCDHA405B Apply knowledge of development program work
CHCDHA410B Adapt and apply technical knowledge in a development context
CHCDHA503A Design, monitor and evaluate development and/or humanitarian assistance programs

Group C - other electives specific to development and humanitarian assistance work

Finance
CHCDHA406A Secure development and/or humanitarian assistance funding
CHCDHA407A Address financial requirements of single donor in development and/or humanitarian assistance
CHCDHA408A Manage cash in development and/or humanitarian assistance contexts
CHCDHA409A Close out financial operations in development and/or humanitarian assistance contexts

Management
CHCDHA501B Manage work in the development and/or humanitarian assistance sector
CHCDHA502B Manage humanitarian assistance operations
CHCDHA504A Manage complex funding arrangements in development and/or humanitarian assistance

Other relevant electives for development and humanitarian assistance qualifications
The following electives may be relevant to either the Certificate IV in Community Services (Development and/or Humanitarian Assistance) or the Diploma of Community Services (Development and/or Humanitarian Assistance), depending on requirements of the specific work role.

Public sector work electives

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PSPETHC401A Uphold and support the values and principles of public service
PSPGOV405B Provide input to change processes
PSPGOV417A Identify and treat risks
PSPGOV422A Apply government processes
PSPPOL402A Assist with specialist policy development
PSPPOL403A Give and receive policy information
PSPPOL404A Support policy implementation

Contract management electives
PSPPROC414A Manage contracts
PSPPROC505A Manage procurment risk
PSPPROC506A Plan to manage a contract
PSPPROC503B Manage contract performance
PSPPROC607A Manage strategic contracts

Project management electives
BSBPMG407A Apply risk management techniques
BSBPMG501A Manage application of project integrative processes
BSBPMG502A Manage project scope
BSBPMG504A Manage project costs
BSBPMG508A Manage project risk
BSBPMG509A Manage project procurement
BSBPMG510A Manage projects
BSBPMG404A Apply quality management techniques
PSPPM501B Design complex projects
PSPPM502B Manage complex projects
PSPPM503B Close complex projects
PSPPM504A Carry out complex project activities
PSPPM601B Direct complex project activities

Financial services electives
FNSACC402A Prepare operational budgets
FNSACC505A Establish and maintain accounting information systems
FNSACC506A Implement and maintain internal control procedures
FNSACM302A Prepare, match and process receipts
FNSICACC304B Prepare and bank receipts
FNSACM303A Process payment documentation
FNSICACC306B Process journal entries
FNSICGEN305B Maintain daily financial/business records
FNSICORG302B Prepare reports for management

Emergency relief electives
CHCER301B Deliver emergency relief services
PUACOM009B Manage media requirements at major incident
PUACOM010B Promote the organisation’s mission and services
PUAEMR002B Identify, analyse and evaluate risk
PUAEMR009B Facilitate emergency risk assessment
PUAEMR010B Undertake emergency planning

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PUAOPE002B Operate communications systems and equipment
PUAOPE004B Conduct briefings/debriefings
PUAOPE005B Manage a multi team response
PUAOPE006B Control multi-agency emergency situations
PUAOPE007B Command agency personnel within a multi-agency emergency response
PUAOPE008B Coordinate resources within a multi-agency emergency response
PUASAR001B Participate in a rescue operation
PUAVEH001B Drive vehicles under operational conditions

Human resource management and development electives
BSBHRM403A Support performance management process
BSBHRM501A Manage human resources services
BSBHRM504A Manage workforce planning
BSBHRM506A Manage recruitment selection and induction processes
BSBHRM510A Manage mediation processes
BSBHRM602B Manage human resources strategic planning
BSBHRM604A Manage employee relations
CHCORG525D Recruit and coordinate volunteers
CHCORG605B Manage human resources in a community sector organisation
CHCORG616C Manage training

Supervision and work coordination electives
BSBWOR403A Manage stress in the workplace
CHCCS505B Provide supervision support to community sector workers
CHCORG405E Maintain an effective work environment
CHCORG406C Supervise work
CHCORG506E Coordinate the work environment

Skills and knowledge development electives
CHCCS427B Facilitate adult learning and development
CHCORG529B Provide coaching and motivation
CHCORG627B Provide mentoring support to colleagues
PSPGOV414A Provide workplace mentoring
TAEASS401B Plan assessment activities and processes
TAEASS402B Assess competence
TAEDEL301A Provide work skill instruction
TAEDEL401A Plan, organise and deliver group-based learning
TAEDEL402A Plan, organise and facilitate learning in the workplace
TAEDES401A Design and develop learning programs
TAEDES402A Use training packages and accredited courses to meet client needs

Communication and interpersonal relationships electives
CHCCD515B Communicate effectively within a community development context
CHCCOM201C Communicate with people accessing the services of the organisation
CHCCOM302D Communicate appropriately with clients and colleagues
CHCCOM403A Use targeted communication skills to build relationships
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS426B Provide support and care relating to loss and grief

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Legal and ethical requirements electives
CHCCS400C Work within a relevant legal and ethical framework
CHCCS502C Maintain legal and ethical work practices

Business management electives
BSBFIM501A Manage budgets and financial plans
BSBINM501A Manage an information or knowledge management system
BSBINM601A Manage knowledge and information
BSBMGT616A Develop and implement strategic plans
BSBPMG609A Direct procurement and contracting for a project program

Management and leadership electives
BSBMGT401A Show leadership in the workplace
BSBMGT404A Lead and facilitate off site staff
BSBMGT605B Provide leadership across the organisation
BSBREL701A Develop and cultivate collaborative partnerships and relationships
BSBRSK401A Identify risk and apply risk management processes
BSBRSK501A Manage risk
BSBWOR401A Establish effective workplace relationships
BSBWOR402A Promote team effectiveness
BSBWOR404B Develop work priorities
BSBWOR501B Manage personal work priorities and professional development
BSBWOR502B Ensure team effectiveness
BSBWRK501A Develop, manage and review campaigns and projects
CHCADMIN508B Manage limited budgets and financial accountabilities
CHCADMIN604B Manage the finances, accounts and resources of an organisation
CHCORG611C Lead and develop others in a community sector workplace
CHCORG612D Review organisation’s effectiveness

Work organisation electives
CHCORG201C Follow policies, procedures and programs of the organisation
CHCORG303C Participate effectively in the work environment
CHCORG423C Maintain quality service delivery
CHCORG502B Work autonomously
CHCORG525D Recruit and coordinate volunteers
CHCORG605B Manage human resources in a community sector organisation
CHCORG610B Manage change in a community sector organisation
CHCVOL201B Be an effective volunteer
PSPGOV517A Coordinate risk management
PSPMNGT605B Manage diversity
SISCCRD302A Recruit and manage volunteers

Health promotion and population health electives
CHCPROM401C Share health information
CHCPROM502B Implement health promotion and community intervention
CHCPROM503A Provide community focused promotion and prevention strategies
HLTPOP301C Work effectively in the population health sector

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HLTPOP302C Contribute to working with the community to identify health needs
HLTPOP303C Contribute to population health project planning
HLTPOP304C Contribute to evaluating a population health project
HLTPOP307C Provide information and support on environmental health issues
HLTPOP322C Implement a disaster plan
HLTPOP501C Apply a population health framework
HLTPOP502C Work with the community to identify health needs
HLTPOP503C Plan a population health project
HLTPOP504C Evaluate a population health project
HLTPOP505C Build capacity to promote health
HLTPOP508C Write a grant application
HLTPOP523C Develop a disaster plan

First aid electives
HLTCPR211A Perform CPR
HLTFA211A Provide basic emergency life support
HLTFA311A Apply first aid
HLTFA302C Provide first aid in remote situation
HLTFA412A Apply advanced first aid

Electives for working with disadvantaged or at risk people
CHCCHILD401B Identify and respond to children and young people at risk
CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families
CHCCHILD404B Support the rights and safety of children and young people
CHCIC201B Communicate with children
CHCIC301E Interact effectively with children
CHCDIS301C Work effectively with people with a disability
CHCDIS302A Maintain an environment to empower people with disabilities
CHCDIS322A Support community participation and inclusion
CHCDIS400C Provide care and support
CHCDIS410A Facilitate community participation and inclusion
CHCDIS411A Communicate using augmentative and alternative communication strategies
CHCDIS509E Maximise participation in work by people with disabilities

Community development electives
CHCCD401E Support community participation
CHCCD402B Develop and provide community education projects
CHCCD404E Develop and implement community programs
CHCCD412B Work within a community development framework
CHCCD413E Work within specific communities
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCD505E Develop community resources
CHCCD514B Implement community development strategies
CHCCD516B Work within organisation and government structures to enable community development outcomes
CHCCD615A Develop and implement community development strategies
CHCCD618B Facilitate the development of community capacity to manage place

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CHCCD619B Establish and maintain community, government and business partnerships
CHCCD620B Develop and implement a community renewal plan
CHCCOM403A Use targeted communication skills to build relationships
CHCCS421B Undertake community sector work within own community
CHCINF407D Meet information needs of the community
CHCSW401A Work effectively with forced migrants

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CHC60112 Advanced Diploma of Disability

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC60108 Advanced Diploma of Disability	CHC60112 Advanced Diploma of Disability	Updated core WHS units

Description

This qualification covers those workers who may operate at an advanced skills level to:

- Provide specialist services
- Act as a resource for other workers
- Provide professional supervision of staff including volunteers
- Work intensively with clients
- Work with clients with complex needs
- Coordinate work programs
- Supervise accommodation service delivery
- Manage services.

There may be no vocational outcomes in some jurisdictions.

Occupational titles may include:

- Case manager
- Disability development and support officer
- House supervisor
- Psycho-educational trainer
- Psycho-social trainer
- Service coordinator
- Supervisor
- Team leader
- Unit manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC60112 Advanced Diploma of Disability* candidates must have previous experience in the disability sector in a job role involving:

- The self-directed application of knowledge with substantial depth in some areas
- The exercise of independent judgement and decision-making
- The application of a range of technical and other skills.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

20 units are required for award of this qualification including:

- 16 core units
- 4 elective units

A wide range of elective units is available, including:

- Relevant electives listed below - these electives have been grouped to facilitate selection
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at this level or higher in other relevant Training Packages

Core units
CHCAD603B Provide systems advocacy services
CHCADMIN604B Manage the finances, accounts and resources of an organisation
CHCCS604B Manage the delivery of quality services to clients
CHCCS607E Coordinate in-service assessment and response to address client needs
CHCDIS511A Coordinate services for people with disabilities
CHCINF604D Manage the organisation's information systems
CHCNET503D Develop new networks
CHCORG428A Reflect on and improve own professional practice
CHCORG607D Manage workplace issues
CHCORG608E Establish and manage new programs or services
CHCORG610B Manage change in a community sector organisation
CHCORG611C Lead and develop others in a community sector workplace
CHCORG619D Manage quality of organisation's service delivery outcomes
CHCORG620D Promote and represent the service
HLTWHS501A Manage workplace WHS processes

AND *one of the following units*:

CHCCOM403A Use targeted communication skills to build relationships
(*CHCCOM403A must be selected for the* ***practitioner*** *stream*)
OR
CHCCOM504B Develop, implement and promote effective workplace communication
(*CHCCOM504B must be selected for the* ***management*** *stream*)

The importance of culturally aware and respectful practice

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All workers in the disability sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Electives
Electives are to be selected in line with specified Packaging Rules. The following list of electives is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

Practitioner stream
CHCCM605C Develop practice standards
CHCCS305C Assist clients with medication *(Note pre-requisite HLTAP301B*
CHCCS413B Support individuals with austism spectrum disorder
CHCCS422B Respond holistically to client issues and refer appropriately
CHCCS424B Administer and monitor medication *(note pre-requisites CHCCS305C, HLTAP301B)*
CHCCS601C Work with clients with unique needs
CHCCW503A Work intensively with clients
CHCCW604B Design and supervise family intervention strategies
CHCIC512A Plan and implement inclusion of children with additional needs
CHCICS404B Plan and provide advanced behaviour support
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CHCMH504E Provide a range of services to people with mental health issues
CHCORG502B Work autonomously
CHCORG627B Provide mentoring support to colleagues
HLTAP301B Recognise healthy body systems in a health care context

Management stream
BSBMGT515A Manage operational plan
BSBMGT608C Manage innovation and continuous improvement
CHCCS427B Facilitate adult learning and development
CHCINF606D Manage information strategically
CHCORG609D Manage projects and strategies
CHCORG626B Manage a service level agreement
CHCORG627B Provide mentoring support to colleagues
CHCPOL606B Coordinate policy development
PSPMNGT605B Manage diversity
TAEDEL402A Plan, organise and facilitate learning in the workplace

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BSBWOR403A Manage stress in the workplace

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CHC60208 Advanced Diploma of Children's Services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC60208 Advanced Diploma of Children's Services	CHC60208 Advanced Diploma of Children's Services	Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification covers children's services workers who may operate at an advanced level in early childhood education and care to:

- Provide specialist services
- Act as a resource for other workers
- Provide practice supervision of staff including volunteers
- Work intensively with clients
- Work with clients with complex needs.

Occupational titles may include:

- Child and family support service coordinator
- Children's services coordinator
- Inclusion support facilitator
- Service director

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

To gain entry into *CHC60208 Advanced Diploma of Children's Services* candidates must be recognised as competent, through a recognised training program or recognition process, against *CHC50908 Diploma of Children's Services* (*Early childhood education and care*).

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Employability Skills Summary

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Packaging Rules

PACKAGING RULES

13 units are required for award of this qualification including:

- 7 core units
- 6 elective units

A wide range of elective units is available, including:

- Group A electives which are recommended for culturally aware and respectful practice
- Group B general electives of which at least two must be selected
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages

Core units
BSBMGT608C Manage innovation and continuous improvement
CHCCS502C Maintain legal and ethical work practices
CHCCS604B Manage the delivery of quality services to clients
CHCORG611C Lead and develop others in a community sector workplace
CHCORG620D Promote and represent the service
CHCORG624E Provide leadership in community services delivery
CHCORG627B Provide mentoring support to colleagues

The importance of culturally aware and respectful practice
All workers undertaking children's services work need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - recommended for culturally aware and respectful practice
The children's services workplace is regarded as having particular potential for engendering stronger and more respectful relationships between non-Aboriginal Australians and Aboriginal and/or Torres Strait Islander Australians and across the diverse groups in the community.

It is therefore highly recommended that this qualification includes one of the following units to provide a foundation of knowledge and skills for:

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- Staff to support and promote respect for and awareness of Aboriginal and/or Torres Strait Islander communities where there are no Aboriginal and/or Torres Strait Islander children attending or residing in the local area
- Staff who work specifically with Aboriginal and/or Torres Strait Islander children and families

CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

As cultural diversity is a feature of our community, one of the following electives is also recommended for inclusion:
CHCIC511A Implement and promote inclusive policies and practices in children's services
HLTHIR403C Work effectively with culturally diverse clients and co-workers

Group B - general electives
At least TWO electives must be selected from the following group of general electives.
CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCM605C Develop practice standards
CHCCN520C Advocate for the rights and needs of children and young people
CHCCS414A Provide education and support on parenting, health and well being
CHCCS607E Coordinate in-service assessment and response to address client needs
CHCCW503A Work intensively with clients
CHCFC520C Promote ethical understanding of children
CHCIC620C Manage complex behavioural situations
CHCINF604D Manage the organisation's information systems
CHCNET404B Facilitate links with other services
CHCORG428A Reflect on and improve own professional practice
CHCORG502B Work autonomously
CHCPR613C Facilitate the development of programs for children with additional needs
CHCPR614C Observe children and interpret observations (Note pre-requisite: CHCPR509A)
CHCRF621C Promote equity in access to the service
CHCRF622C Plan child care provision with families (Note pre-requisite: CHCRF511A)
CHCRF623C Respond to problems and complaints about the service
CHCRF624C Support parents in their parenting role (Note pre-requisite: CHCRF511A)
CHCSD611C Facilitate the inclusion of children with additional needs
HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
HLTFS310C Apply and monitor food safety requirements
PSPMNGT605B Manage diversity

Other relevant electives
Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is intended to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.

Inclusion support facilitation electives
CHCCN520C Advocate for the rights and needs of children and young people
CHCCS414A Provide education and support on parenting, health and well being

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CHCCW503A Work intensively with clients
CHCFC520C Promote ethical understanding of children
CHCIC620C Manage complex behavioural situations
CHCICS406B Support client self management
CHCPR613C Facilitate the development of programs for children with additional needs
CHCRF621C Promote equity in access to the service
CHCRF622C Plan child care provision with families (Note pre-requisite: CHCRF511A)
CHCSD611C Facilitate the inclusion of children with additional needs
HLTHIR403C Work effectively with culturally diverse clients and co-workers
PSPMNGT605B Manage diversity

Education support electives
CHCEDS501A Identify and respond to student development needs
CHCEDS502B Foster and support an effective learning environment
CHCEDS503A Support the development of literacy skills
CHCEDS514B Support learning and implementation of responsible behaviour
CHCEDS505A Work effectively with Aboriginal and/or Torres Strait Islander students
CHCEDS506A Assist in implementing education plans for students with disabilities
CHCEDS507A Research an education issue

Business electives
BSBMGT515A Manage operational plan
BSBMGT605B Provide leadership across the organisation
BSBMGT616A Develop and implement strategic plans
BSBMKG514A Implement and monitor marketing activities
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCORG529B Provide coaching and motivation
CHCORG607D Manage workplace issues
CHCORG610B Manage change in a community sector organisation
CHCPR515A Develop and implement a program to support sustainable practice
Training electives
CHCCS427B Facilitate adult learning and development
TAEASS401B Plan assessment activities and processes
TAEASS402B Assess competence
TAEDEL301A Provide work skill instruction
TAEDEL401A Plan, organise and deliver group-based learning
TAEDES401A Design and develop learning programs
TAEDES402A Use training packages and accredited courses to meet client needs

Oral health
CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health
CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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CHC60312 Advanced Diploma of Community Sector Management

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC60308 Advanced Diploma of Community Sector Management	CHC60312 Advanced Diploma of Community Sector Management	upgrade core WHS units

Description

This management stream qualification covers workers who are responsible for coordination and management of smaller organisations or of branches/departments of large organisations. These people work independently and report to executive management or boards of management. They undertake a range of functions requiring the application of knowledge and skills to achieve results in line with the organisation's goals and strategic directions.

This qualification also applies to managers of program areas, projects or delivery of services in the community services industry, including managing community houses and volunteer services/programs. They may work in a range of sectors such as housing, children's services, alcohol and other drugs, mental health, community care, disability and aged care. It is expected that, in addition to management electives, relevant units applicable to these specific services would be selected as electives as appropriate, particularly for smaller organisations.

Occupational titles may include:

- Centre manager
- Community care manager
- Community development manager
- Community education manager
- Community services manager
- Coordinator (large organisation)
- Manager (small agency/service)
- Program area manager
- Project manager
- Volunteer program manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC60312 Advanced Diploma of Community Sector Management* candidates must:

1. Hold a qualification at Diploma level or above relevant to work in the community sector

OR

2. Have sufficient relevant experience and knowledge of community work and/or community services to indicate likely success at this level of qualification in a job role involving:

- The application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills
- A wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- The exercise of discretionary judgement and decision making under general guidance.

Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

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Packaging Rules

PACKAGING RULES

13 units are required for award of this qualification including:

- 5 core units
- 8 elective units

A wide range of elective units is available, including:

- Group A electives of which one must be selected for this qualification
- Group B electives which are recommended for culturally aware and respectful practice
- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
BSBRSK501A Manage risk
CHCADMIN604B Manage the finances, accounts and resources of an organisation
CHCORG605B Manage human resources in a community sector organisation
CHCORG610B Manage change in a community sector organisation
HLTWHS501A Manage workplace WHS processes

Group A electives - one unit must be selected for this qualification
One of the two units listed below must be selected for this qualification.
BSBMGT608C Manage innovation and continuous improvement
CHCORG619D Manage quality of organisation's service delivery outcomes

The importance of culturally aware and respectful practice
All workers undertaking work in the community sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group B electives - recommended for culturally aware and respectful practice
Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:
HLTHIR403C Work effectively with culturally diverse clients and co-workers

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

Other relevant electives
BSBINM601A Manage knowledge and information
BSBMGT605B Provide leadership across the organisation
BSBMGT608C Manage innovation and continuous improvement
BSBMGT616A Develop and implement strategic plans
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCCD619B Establish and maintain community, government and business partnerships
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS505B Provide supervision support to community sector workers
CHCCS604B Manage the delivery of quality services to clients
CHCORG529B Provide coaching and motivation
CHCORG607D Manage workplace issues
CHCORG611C Lead and develop others in a community sector workplace
CHCORG613D Manage organisation's strategic and business planning
CHCORG614C Manage a community sector organisation
CHCORG615D Promote the organisation
CHCORG619D Manage quality of organisation's service delivery outcomes
CHCORG620D Promote and represent the service
CHCORG624E Provide leadership in community services delivery
CHCPOL504B Develop and implement policy
CHCPOL701B Use research evidence to advance policy and practice
CPPDSM5010A Determine needs of customer populations in the property industry
CPPDSM5029A Manage client relationships and networks in the property industry
CPPDSM5034A Monitor performance of property or facility portfolio
PSPMNGT605B Manage diversity

Volunteer management
CHCCOM504B Develop, implement and promote effective workplace communication
CHCCS502C Maintain legal and ethical work practices
CHCINF604D Manage the organisation's information systems
CHCORG525D Recruit and coordinate volunteers
CHCORG613D Manage organisation's strategic and business planning
CHCPOL606B Coordinate policy development
PSPMNGT605B Manage diversity
SISCCRD302A Recruit and manage volunteers

Project management
BSBPMG501A Manage application of project integrative processes
BSBPMG502A Manage project scope
BSBPMG504A Manage project costs
BSBPMG509A Manage project procurement
CHCORG627B Provide mentoring support to colleagues

Social housing issues
CHCCH621A Evaluate social housing organisation against registration standards
CPPDSM5002A Advise on property investment strategy

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CPPDSM5004A Assess viability of regeneration options in the property industry
CPPDSM5016A Develop strata/community management agreement
CPPDSM5017A Dispose of property
CPPDSM5019A Identify and secure a property opportunity
CPPDSM5021A Implement asset maintenance strategy
CPPDSM5022A Implement asset management plan
CPPDSM5025A Maintain public relations in the property industry
CPPDSM5026A Manage a consultant property project team
CPPDSM5034A Monitor performance of property or facility portfolio
CPPDSM6002A Conduct a property investment feasibility study

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

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC70108 Vocational Graduate Certificate in Community Services Practice (Statutory child protection)	CHC70108 Vocational Graduate Certificate in Community Services Practice (Statutory child protection)	Revised terminology for entry requirements. Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification covers those workers who are advanced practitioners in the two specialised fields identified and who require a high level of knowledge and skills in their area of specialisation for application in the following contexts:

- Provide specialist services to clients with complex and diverse needs
- Act as a resource for other workers
- Provide practice supervision of staff including volunteers
- Work intensively with clients.

Workers at this level are making high level, independent, complex judgements in highly specialist contexts. Their role may also involve full responsibility and accountability for all aspects of work of self and others and functions including service planning, delivery and evaluation.

Occupational titles may include:

- Child protection worker
- Child safety officer
- Social worker

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

This qualification is suited to candidates who have significant experience working as a practitioner in a specialist area of work in the community sector, involving the exercise of independent judgement and decision making skills.

Candidates must specialise in one of the areas of specialisation (Statutory child protection or Client assessment and case management) - no generic qualification is available at this level.

To gain entry into CHC70108 Vocational Graduate Certificate in Community Services:

- An undergraduate degree or postgraduate qualification in a discipline related to work in the community sector

OR

- Significant previous experience working in a community sector organisation, in a job role involving the self directed application of knowledge with substantial depth in the specialist area of practice and exercise of independent judgement and decision making.

Work application requirements
For award of this qualification, candidates must demonstrate application of high level skills and knowledge in the community sector work context, including investigative research and analysis and application of findings in a community sector work context relevant to their area of specialisation.

Focus on holistic assessment
This qualification has been packaged with three high level core units of competency (*CHCPOL701B*, *CHCORG624E* and *CHCCS805B*) which have a broad focus and are designed to be assessed in conjunction with core knowledge and skills as required for high level practice in the specialist area.

Holistic assessment of core and elective components of each qualification is required in order to achieve an integrated outcome applicable to practice at this advanced and complex level.

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

10 units are required for award of this qualification including:

- 3 core units
- 7 elective units

Electives must be selected in line with specialisation requirements identified below:

- Three Group A units of competency must be selected for specialisation in Statutory Child Protection

and

- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCS805B Undertake professional reflection
CHCORG701C Provide leadership as a practitioner in community services
CHCPOL701B Use research evidence to advance policy and practice

The importance of culturally aware and respectful practice
All workers undertaking work in the community sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - must be selected for Statutory child protection specialisation
The following 3 units of competency are required for award of *CHC70108 Vocational Graduate Certificate in Community Services Practice* (*Statutory child protection*):
CHCPROT701A Conduct complex child protection risk assessment
CHCPROT702A Apply for and implement child protection orders
CHCPROT703B Facilitate incident prevention strategies in child protection work

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Other relevant electives

Statutory child protection

CHCCM506C Undertake case management in a child protection framework
CHCCW604B Design and supervise family intervention strategies
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV510D Facilitate workplace debriefing and support processes
CHCDFV811B Respond to domestic and family violence in family work
CHCDFV812B Assist users of domestic and family violence to accept responsibility for their behaviour
CHCDFV813B Promote accountability of users of domestic and family violence and abuse
CHCDFV814B Establish change promoting relationship with users of domestic and family violence and abuse
CHCDFV815B Establish and maintain the safety of people who have experienced domestic and family violence
CHCDFV816B Undertake safety planning with people who have been subjected to domestic and family violence
CHCDFV817B Manage domestic and family violence and abuse screening and risk assessment processes
CHCFAM518B Work with involuntary and mandated clients
CHCFAM801B Develop an understanding of child inclusive practice
CHCFAM802B Work within a child inclusive framework (Note pre-requisite: CHCFAM801B)
CHCFAM806B Assist clients to develop parenting arrangements
CHCIC620C Manage complex behavioural situations
CHCPROT603A Plan and manage provision of out of home care
CHCYTH501A Develop and implement procedures to enable young people to address their needs
CHCYTH502A Work with young people to establish support networks
CHCYTH503A Undertake youth work in specific communities
CHCYTH504A Support young people to take collective action

Additional electives

BSBINM601A Manage knowledge and information
BSBLED705A Plan and implement a mentoring program
BSBLED706A Plan and implement a coaching strategy
BSBREL701A Develop and cultivate collaborative partnerships and relationships
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCM605C Develop practice standards
CHCCS400C Work within a relevant legal and ethical framework
CHCCS522B Address complex legal and ethical issues in professional practice (Note pre-requisite CHCCS400C)
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL506A Apply counselling therapies to address a range of client issues (Note pre-requisite CHCCSL502A)
CHCORG609D Manage projects and strategies
CHCORG611C Lead and develop others in a community sector workplace
CHCORG619D Manage quality of organisation's service delivery outcomes

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CHCORG620D Promote and represent the service
CHCORG621D Act as a resource to other services
CHCORG627B Provide mentoring support to colleagues
CHCPOL606B Coordinate policy development
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid (Note pre-requisite: HLTFA311A)
HLTFA403C Manage first aid in the workplace (Note pre-requisite: HLTFA412A)
HLTWHS501A Manage workplace WHS processes

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

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC70208 Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)	CHC70208 Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)	Revised terminology for entry requirements. Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification covers those workers who are advanced practitioners in the specialised field identified and who require a high level of knowledge and skills in their area of specialisation for application in the following contexts:

- Provide specialist services to clients with complex and diverse needs
- Act as a resource for other workers
- Provide practice supervision of staff including volunteers
- Work intensively with clients.

Workers at this level are making high level, independent, complex judgements in highly specialist contexts. Their role may also involve full responsibility and accountability for all aspects of work of self and others and functions including service planning, delivery and evaluation.

Occupational titles may include:

- Case manager
- Care manager
- Assessment officer
- Assessor

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

This qualification is suited to candidates who have significant experience working as a practitioner in a specialist area of work in the community sector, involving the exercise of independent judgement and decision making skills.

Candidates must specialise in one of the areas of specialisation (Statutory child protection or Client assessment and case management) - no generic qualification is available at this level.

To gain entry into CHC70108 Vocational Graduate Certificate in Community Services Practice (Client Assessment and case management) a candidate must have:

- An undergraduate degree or postgraduate qualification in a discipline related to work in the community sector

OR

- Significant previous experience working in a community sector organisation, in a job role involving the self directed application of knowledge with substantial depth in the specialist area of practice and exercise of independent judgement and decision making.

Work application requirements
For award of this qualification, candidates must demonstrate application of high level skills and knowledge in the community sector work context, including investigative research and analysis and application of findings in a community sector work context relevant to their area of specialisation.

Focus on holistic assessment
This qualification has been packaged with three high level core units of competency (*CHCPOL701B*, *CHCORG624E* and *CHCCS805B*) which have a broad focus and are designed to be assessed in conjunction with core knowledge and skills as required for high level practice in the specialist area.

Holistic assessment of core and elective components of each qualification is required in order to achieve an integrated outcome applicable to practice at this advanced and complex level.

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

10 units are required for award of this qualification including:

- 3 core units
- 7 elective units

Electives must be selected in line with specialisation requirements identified below:

- Five Group B units of competency must be selected for for specialisation in Client Assessment and Case Management

and

- Other relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCCS805B Undertake professional reflection
CHCORG701C Provide leadership as a practitioner in community services
CHCPOL701B Use research evidence to advance policy and practice

The importance of culturally aware and respectful practice
All workers undertaking work in the community sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Group A electives - must be selected for Client assessment and case management specialisation
The following 5 units of competency are required for award of *CHC70208 Vocational Graduate Certificate in Community Services Practice* (*Client assessment and case management*):
CHCAD504B Provide advocacy and representation services
CHCCM701B Undertake advanced client assessments

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CHCCM702B Implement goal directed care planning
CHCCM703A Apply effective case management practice
CHCCM705C Work effectively with carers and families in complex situations

Other relevant electives

Statutory child protection
CHCCM506C Undertake case management in a child protection framework
CHCCW604B Design and supervise family intervention strategies
CHCDFV402C Manage own professional development in responding to domestic and family violence
CHCDFV510D Facilitate workplace debriefing and support processes
CHCDFV811C Respond to domestic and family violence in family work
CHCDFV812B Assist users of domestic and family violence to accept responsibility for their behaviour
CHCDFV813B Promote accountability of users of domestic and family violence and abuse
CHCDFV814B Establish change promoting relationship with users of domestic and family violence and abuse
CHCDFV815B Establish and maintain the safety of people who have experienced domestic and family violence
CHCDFV816B Undertake safety planning with people who have been subjected to domestic and family violence
CHCDFV817B Manage domestic and family violence and abuse screening and risk assessment processes
CHCFAM518B Work with involuntary and mandated clients
CHCFAM801B Develop an understanding of child inclusive practice
CHCFAM802B Work within a child inclusive framework (Note pre-requisite: CHCFAM801B)
CHCFAM806B Assist clients to develop parenting arrangements
CHCIC620C Manage complex behavioural situations
CHCPROT603B Plan and manage provision of out of home care
CHCYTH501A Develop and implement procedures to enable young people to address their needs
CHCYTH502A Work with young people to establish support networks
CHCYTH503A Undertake youth work in specific communities
CHCYTH504A Support young people to take collective action

Additional electives
BSBINM601A Manage knowledge and information
BSBLED705A Plan and implement a mentoring program
BSBLED706A Plan and implement a coaching strategy
BSBREL701A Develop and cultivate collaborative partnerships and relationships
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCM605C Develop practice standards
CHCCS400C Work within a relevant legal and ethical framework
CHCCS522B Address complex legal and ethical issues in professional practice (Note pre-requisite CHCCS400C)
CHCCSL502A Apply specialist interpersonal and counselling interview skills

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CHCCSL506A Apply counselling therapies to address a range of client issues (Note pre-requisite CHCCSL502A)
CHCORG609D Manage projects and strategies
CHCORG611C Lead and develop others in a community sector workplace
CHCORG619D Manage quality of organisation's service delivery outcomes
CHCORG620D Promote and represent the service
CHCORG621D Act as a resource to other services
CHCORG627B Provide mentoring support to colleagues
CHCPOL606B Coordinate policy development
HLTFA311A Apply first aid
HLTFA412A Apply advanced first aid (Note pre-requisite: HLTFA311A)
HLTFA403C Manage first aid in the workplace (Note pre-requisite: HLTFA412A)
HLTWHS501A Manage workplace WHS processes

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CHC70308 Vocational Graduate Certificate in Career Development Practice

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC70308 Vocational Graduate Certificate in Career Development Practice	CHC70308 Vocational Graduate Certificate in Career Development Practice	Revised terminology for entry requirements. Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification covers workers who provide a range of career development services, including working independently as a professional career development practitioner or working within an organisation context.

Occupational titles include:

- Career development practitioner

Workers at this level are making high level, independent, complex judgements in the context of providing guidance in career development. Their role involves the full responsibility and accountability for all aspects of their work.

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

This qualification is suited to candidates who have significant experience working in career development or who have a qualification relevant to this work.
To gain entry into *CHC70308 Vocational Graduate Certificate in Career Development Practice* a candidate must have:

- A qualification at diploma level or higher in a discipline related to career development or counselling work

OR

- Significant previous experience working in a job role involving the self directed application of knowledge with substantial depth in some areas and the exercise of independent judgement and decision making.

Focus on holistic assessment
This qualification has been packaged with high level core units of competency and a limited range of elective units.
Holistic assessment of core and elective components of this qualification is required in order to achieve an integrated outcome applicable to career development practice at this level.

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

7 units of competency are required for this qualification, including:

- 4 core units
- 3 elective units

Elective units may include:

- Relevant electives listed below
- If necessary to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in Community Services and/or Health Training Packages or other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
BSBLED707A Establish career development services
BSBLED708A Conduct a career development session
CHCCDP701A Manage quality in career development practice
CHCCS805B Undertake professional reflection

The importance of culturally aware and respectful practice
All workers undertaking work in the community sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives
BSBINM601A Manage knowledge and information
BSBLED705A Plan and implement a mentoring program
BSBLED706A Plan and implement a coaching strategy
BSBLED709A Identify and communicate trends in career development
BSBREL701A Develop and cultivate collaborative partnerships and relationships
CHCCS400C Work within a relevant legal and ethical framework
CHCCS522B Address complex legal and ethical issues in professional practice *(Note pre-requisite CHCCS400C)*
CHCCSL502A Apply specialist interpersonal and counselling interview skills
CHCCSL508B Apply legal and ethical responsibilities in counselling practice
CHCORG609D Manage projects and strategies

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CHCORG620D Promote and represent the service
CHCORG621D Act as a resource to other services
CHCORG627B Provide mentoring support to colleagues
PSPMNGT605B Manage diversity

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CHC80108 Vocational Graduate Diploma of Community Sector Management

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC80108 Vocational Graduate Diploma of Community Sector Management	CHC80108 Vocational Graduate Diploma of Community Sector Management	Revised terminology for entry requirements. Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification applies to people who are employed to undertake a range of management functions requiring a high level application of knowledge and skills in the following contexts:

- Work independently and report directly to a Board of management or other governing body
- Responsible for setting organisation goals and strategic direction
- Responsible for ensuring organisation governance and risk management.

Occupational titles may include:

- Chief executive officer
- Executive director
- Executive officer
- General manager
- Manager (large organisation with multiple staff and programs)
- Service director

Workers at this level are making high level, independent, complex judgements in a highly specialist management context. Their role involves the full responsibility and accountability for all aspects of work of the organisation.

Work application requirements
For award of this qualification, candidates must demonstrate application of skills and knowledge in the community sector work context, including investigative research and analysis and application of findings in a specific community sector work context.

Pathways Information

Not Applicable

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Licensing/Regulatory Information

Not Applicable

Entry Requirements

Entry requirements
This qualification is suited to candidates who have significant experience working in a management role in a community sector organisation, involving the exercise of independent judgement and decision making skills.

To gain entry into *CHC80108 Vocational Graduate Diploma of Community Sector Management* a candidate must have:

- An undergraduate degree or postgraduate qualification in a discipline related to work in the community sector or in business management

OR

- Significant previous experience working in a community sector organisation, in a job role involving the self directed application of knowledge with substantial depth in some areas and the exercise of independent judgement and decision making.

Focus on holistic assessment
This qualification has been packaged with three high level core units of competency (*CHCMGT801B*, *CHCMGT802C* and *CHCMGT803B*) which have a strategic focus and are designed to be assessed in conjunction with an existing broad-based core of management knowledge and skills. Holistic assessment of core and elective components of this qualification is required in order to achieve an integrated outcome applicable to organisation management at this advanced and complex level.

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

10 units are required for award of this qualification including:

- 7 core units
- 3 elective units

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 3 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
BSBRSK501A Manage risk
CHCADMIN604B Manage the finances, accounts and resources of an organisation
CHCMGT601B Contribute to effective governance in the community sector
CHCMGT801B Manage a complex community sector organisation
CHCMGT802C Manage policy development
CHCMGT803B Provide strategic leadership
CHCORG605B Manage human resources in a community sector organisation

The importance of culturally aware and respectful practice
All workers undertaking work in the community sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives
BSBINM601A Manage knowledge and information
BSBMGT608C Manage innovation and continuous improvement
BSBREL701A Develop and cultivate collaborative partnerships and relationships
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCAD603B Provide systems advocacy services
CHCCH621A Evaluate social housing organisation against registration standards
CHCORG607D Manage workplace issues

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CHCORG608E Establish and manage new programs or services
CHCORG610B Manage change in a community sector organisation
CHCORG611C Lead and develop others in a community sector workplace
CHCORG612D Review organisation's effectiveness
CHCORG613D Manage organisation's strategic and business planning
CHCORG614C Manage a community sector organisation
CHCORG615D Promote the organisation
CHCORG616C Manage training
CHCORG619D Manage quality of organisation's service delivery outcomes
CHCORG620D Promote and represent the service
CHCORG621D Act as a resource to other services
CHCORG624E Provide leadership in community services delivery
CHCORG626B Manage a service level agreement
CHCORG627B Provide mentoring support to colleagues
CHCPOL701B Use research evidence to advance policy and practice
CPPDSM5036A Prepare tender documentation in the property industry
HLTWHS501A Manage workplace WHS processes
HLTWHS601A Improve workplace WHS processes

Project management
BSBPMG601A Direct the integration of projects
BSBPMG602A Direct the scope of a project program
BSBPMG603A Direct time management of a project program
BSBPMG604A Direct cost management of a project program
BSBPMG605A Direct quality management of a project program
BSBPMG606A Direct human resources management of a project program
BSBPMG607A Direct communications management of a project program
BSBPMG608A Direct risk management of a project program
BSBPMG609A Direct procurement and contracting for a project program

Property management
CPPDSM6001A Determine viability of regeneration options in the property
CPPDSM6002A Conduct a property investment feasibility study
CPPDSM6003A Contract to invest in property
CPPDSM6004A Determine performance of assets and facilities
CPPDSM6005A Develop a property investment strategy
CPPDSM6007A Develop life cycle asset management plan
CPPDSM6010A Manage performance of property investment
CPPDSM6012A Plan property portfolio management

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CHC80208 Vocational Graduate Diploma of Relationship Counselling

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC80208 Vocational Graduate Diploma of Relationship Counselling	CHC80208 Vocational Graduate Diploma of Relationship Counselling	Revised terminology for entry requirements. Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification applies to workers who are employed in a family and/or couples relationship counselling role. This qualification has particular relevance to counsellors working in independently or in organisations, providing counselling interventions, (rather than counselling support), for families and/or couples experiencing relationship issues of a complex nature.

Counselling contexts may include pre- or post- separation and divorce or where the client has involvement with the Family Law system. Counsellors at this level are making high level, independent, complex judgements in highly specialised contexts.

Counselling occupations may also involve full responsibility and accountability for all aspects of work of self and others and functions including, program planning, budget, strategy, design and analysis.

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC80208 Vocational Graduate Diploma of Relationship Counselling* a candidate must have:

- An undergraduate degree or higher qualification in Counselling, Psychotherapy, Psychology, Social Work, Social Science or equivalent

OR

- An accredited qualification in counselling at Diploma or Advanced Diploma level

OR

- Previous experience in a family counselling environment in a job role involving the self directed application of knowledge with substantial depth in some areas, the exercise of independent judgement and decision making, and a range of technical and other skills.

Work application requirements
For award of this qualification, candidates must complete workplace application under direct supervision. Based on this workplace application, evidence provided by the supervisor will contribute to assessment of the candidate's ability to apply skills and knowledge as specified in the core units of competency (*CHCDFV811C*, *CHCFCS801B*, *CHCFCS802B*, *CHCFCS804B* and *CHCFCS806C*).

Occupational titles for these workers may include:

- Child and family counsellor
- Contact service practice manager
- Couples counsellor
- Divorce counsellor
- Family counsellor
- Family relationship counsellor
- Marriage counsellor
- Separations counsellor

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

11 units of competency are required for this qualification, including:

- 5 core units
- 6 elective units

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCDFV811C Respond to domestic and family violence in family work
CHCFCS801B Apply theory and practice of counselling approaches
CHCFCS802B Provide relationship counselling
CHCFCS804B Provide counselling to children and young people
CHCFCS806C Work within a clinical supervision framework

The importance of culturally aware and respectful practice
All workers undertaking work in the community sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Family relationship electives
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues
CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families
CHCCS521B Assess and respond to individuals at risk of suicide

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CHCCS601C Work with clients with unique needs
CHCFAM503B Work with a child focused approach
CHCFAM505B Operate in a family law environment
CHCFAM518B Work with involuntary and mandated clients
CHCFAM801B Develop an understanding of child inclusive practice
CHCFAM802B Work within a child inclusive framework (Note pre-requisite: CHCFAM801B)
CHCFAM806B Assist clients to develop parenting arrangements
CHCFCS803B Provide grief and loss counselling
CHCYTH506B Provide services for young people appropriate to their needs and circumstances
CHCYTH511B Work effectively with young people and their families

Family and contact service practice management electives
CHCCM605C Develop practice standards
CHCCONS403C Support families to develop relationships
CHCCONS504C Assist families to self manage contact
CHCCS607E Coordinate in-service assessment and response to address client needs
CHCINF604D Manage the organisation's information systems
CHCORG428A Reflect on and improve own professional practice
CHCORG529B Provide coaching and motivation
CHCORG607D Manage workplace issues
CHCORG619D Manage quality of organisation's service delivery outcomes
CHCORG624E Provide leadership in community services delivery
CHCPOL505B Manage research activities
CHCPOL606B Coordinate policy development
HLTWHS501A Manage workplace WHS processes
HLTWHS601A Improve workplace WHS processes

Group work electives
CHCFCS805B Provide group counselling
CHCGROUP805B Support change in the social systems of group members
CHCGROUP806B Plan group interventions
CHCGROUP807B Implement group interventions

Domestic and family violence electives
CHCDFV402C Manage own professional development in responding to domestic and family violence
NOTE: *CHCDFV402C Manage own professional development in responding to domestic and family violence*, must be completed prior to or in conjunction with any of the following listed domestic and family violence units selected as electives.
CHCDFV505C Counsel clients affected by domestic and family violence
CHCDFV408C Provide support to children affected by domestic and family violence
CHCDFV509D Work with users of violence to effect change
CHCDFV510D Facilitate workplace debriefing and support processes
CHCDFV812B Assist users of domestic and family violence to accept responsibility for their behaviour
CHCDFV813B Promote accountability of users of domestic and family violence and abuse

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CHCDFV814B Establish change promoting relationship with users of domestic and family violence and abuse
CHCDFV815B Establish and maintain the safety of people who have experienced domestic and family violence
CHCDFV816B Undertake safety planning with people who have been subjected to domestic and family violence
CHCDFV817B Manage domestic and family violence and abuse screening and risk assessment processes
CHCDFV818C Provide programs for people who have been subject to domestic and family violence

Diversity and cultural context electives
CHCCD413E Work within specific communities
CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV407C Provide domestic and family violence support in non-English speaking background communities
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
AHCCCF411A Develop approaches to include cultural and human diversity

The following electives are intended for use by Aboriginal and/or Torres Strait Islander workers currently working in the area of social and emotional well being:
HLTAHW507B Work effectively in social and emotional well being
HLTAHW508B Develop a healing framework for social and emotional well being work
HLTAHW509B Respond to loss, grief and trauma

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CHC80308 Vocational Graduate Diploma of Family Dispute Resolution

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHC80308 Vocational Graduate Diploma of Family Dispute Resolution	CHC80308 Vocational Graduate Diploma of Family Dispute Resolution	Revised terminology for entry requirements. Updated unit codes and imported units. No change to qualification outcome.

Description

This qualification relates to dispute resolution practitioners working in agencies or independently to provide dispute resolution services and interventions for families experiencing high levels of relationship conflict and/or where the clients may be involved in the Family Law system.

Dispute resolution in this qualification has a direct link to the provisions of the Family Law Act. Practitioners at this level are making high level, independent, complex judgements in highly specialised contexts. Some practitioner roles may also involve full responsibility and accountability for all aspects of work of self and others functions including, program planning, budget, strategy, design and analysis.

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

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Entry Requirements

To gain entry into *CHC83108 Vocational Graduate Diploma of Family Dispute Resolution* a candidate must have:

- An undergraduate degree or higher qualification in Psychology, Social Work, Law, Conflict Management, Dispute Resolution, Family Law Mediation or equivalent

OR

- An accredited qualification in conflict management or dispute resolution at Diploma or Advanced Diploma level

OR

- Certificate IV in Mediation

OR

- Previous experience in a dispute resolution environment in a job role involving self directed application of knowledge with substantial depth in some areas, exercise of independent judgement and decision making, and a range of technical and other skills.

Work application requirements
For award of this qualification, candidates must complete workplace application under direct supervision. Based on this workplace application, evidence provided by the supervisor will contribute to assessment of the candidate's ability to apply skills and knowledge as specified in the core units as outlined below:

CHCDFV811C Respond to domestic and family violence in family work
CHCDISP801B Facilitate dispute resolution in the family law context
CHCDISP802B Implement family dispute resolution strategies
CHCDISP803B Facilitate dispute resolution in an impartial manner and adhere to ethical standards
CHCDISP804B Create an environment that supports the safety of vulnerable parties in dispute resolution
CHCFAM505B Operate in a family law environment

Occupational titles for these workers may include:

- Aboriginal family consultant
- ADR practitioner
- Barrister mediator
- Dispute resolution facilitator
- Family and child mediator
- Family and couples mediator
- Family law mediator
- Family relationships mediator
- Indigenous family facilitator
- Manager of an ADR service

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Employability Skills Summary

Refer to the Topic: Introduction to the Employability Skills Qualification Summaries

Packaging Rules

PACKAGING RULES

10 units of competency are required for this qualification, including:

- 6 core units
- 4 elective units

A wide range of elective units is available, including:

- Relevant electives listed below
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on TGA or other public listing

Core units
CHCDFV811C Respond to domestic and family violence in family work
CHCDISP801B Facilitate dispute resolution in the family law context
CHCDISP802B Implement family dispute resolution strategies
CHCDISP803B Facilitate dispute resolution in an impartial manner and adhere to ethical standards
CHCDISP804B Create an environment that supports the safety of vulnerable parties in dispute resolution
CHCFAM505B Operate in a family law environment

The importance of culturally aware and respectful practice
All workers undertaking work in the community sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Relevant electives
Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Family relationship electives

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CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families
CHCCS521B Assess and respond to individuals at risk of suicide
CHCCS601C Work with clients with unique needs
CHCFAM503B Work with a child focused approach
CHCFAM801B Develop an understanding of child inclusive practice
CHCFAM802B Work within a child inclusive framework (Note pre-requisite: CHCFAM801B)
CHCFAM806B Assist clients to develop parenting arrangements
CHCFIN501A Identify and apply technical information to assist clients with financial issues
CHCFIN502A Facilitate the financial counselling process
CHCFIN503A Develop and use financial counselling tools and techniques
CHCYTH511B Work effectively with young people and their families

Domestic and family violence electives
CHCDFV402C Manage own professional development in responding to domestic and family violence
NOTE: CHCDFV402C Manage own professional development in responding to domestic and family violence, must be completed prior to or in conjunction any of the following listed domestic and family violence units selected as electives.
CHCDFV408C Provide support to children affected by domestic and family violence
CHCDFV509D Work with users of violence to effect change
CHCDFV510D Facilitate workplace debriefing and support processes
CHCDFV817B Manage domestic and family violence and abuse screening and risk assessment processes

Leadership practitioner electives
CHCORG428A Reflect on and improve own professional practice
CHCORG529B Provide coaching and motivation
CHCORG611C Lead and develop others in a community sector workplace
CHCPOL505B Manage research activities

Diversity and cultural context electives
CHCCD413E Work within specific communities
CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV407C Provide domestic and family violence support in non-English speaking background communities
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
AHCCCF411A Develop approaches to include cultural and human diversity

The following electives are intended for use by Aboriginal and/or Torres Strait Islander workers currently working in the area of social and emotional well being:
HLTAHW507B Work effectively in social and emotional well being
HLTAHW508B Develop a healing framework for social and emotional well being work
HLTAHW509B Respond to loss, grief and trauma

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CHCSS00001 Alcohol and other drugs skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Alcohol and other drugs skill set	Alcohol and other drugs skill set	Updated in V4. ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCAOD402B Work effectively in the alcohol and other drugs sector

CHCAOD406E Work with clients who are intoxicated

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

CHCMH401A Work effectively in mental health settings

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides the knowledge and skills required for work with clients with alcohol and other drugs issues.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work in the area of alcohol and other drugs.

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CHCSS00002 Assessment, Carer Support and Respite Coordination skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
N/A	Assessment, carer support and respite coordination skill set (community services)	New skill set in V4 Includes the following units: • CHCRCP401A Use telephone communication skills to assess caller's needs • CHCRCP402A Conduct assessment of carer's needs • CHCRCP403A Support carers to access information and services

Description

Not applicable.

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level, in particular towards CHC42508 Certificate IV in Community Services (Information, advice and referral)

Licensing/Regulatory Information

Not applicable.

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Skill Set Requirements

Units

CHCRCP401A Use telephone communication skills to assess caller's needs

CHCRCP402A Conduct assessment of carer's needs

CHCRCP403A Support carers to access information and services

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge required to facilitate and coordinate respite and other supports for carers

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work that involves facilitating and coordinating respite and other supports for carers

Custom Content Section

Not applicable.

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CHCSS00003 Basic foot care skill set - community services focus

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Basic foot care skill set – community services focus	Basic foot care skill set – community services focus	Updated in V4. ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCICS301B Provide support to meet personal care needs

CHCICS306B Provide basic foot skin and nail care

CHCWHS312A Follow WHS safety procedures for direct care work

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or higher in an area involving provision of direct client care or support or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for supporting people who require basic foot skin and nail care. Application of this skill set is appropriate only when assessment of the client's feet by a relevant health professional has identified basic foot skin and nail care services as appropriate.

This skill set provides a pathway for workers holding a community services qualification as it includes CHCWHS312A.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work in providing basic foot care after assessment by a relevant health professional has identified basic foot skin and nail care services as appropriate.

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CHCSS00004 Basic foot care skill set - health focus

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Basic foot care skill set – health focus	Basic foot care skill set – health focus	Updated in V4. ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCICS301B Provide support to meet personal care needs

CHCICS306B Provide basic foot skin and nail care

HLTIN301C Comply with infection control policies and procedures

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or higher in an area involving provision of direct client care or support or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for supporting people who require basic foot skin and nail care. Application of this skill set is appropriate only when assessment of the client's feet by a relevant health professional has identified basic foot skin and nail care services as appropriate.

This skill set provides a pathway for workers holding a health qualification as it includes HLTIN301C.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work in providing basic foot care after assessment by a relevant health professional has identified basic foot skin and nail care services as appropriate.

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CHCSS00005 Career development practice skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
Career development practice skill set	Career development practice skill set	Updated in V4. ISC upgrade changes. Update unit code. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards Certificate IV in Career Development.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units CHCCOM403A Use targeted communication skills to build relationships

CHCCAR501C Conduct career guidance interview

CHCCDP401B Deliver service consistent with a career development framework

CHCCDP402B Assist clients to plan and access career pathways

CHCCDP403B Analyse and apply education and training information

CHCCS400C Work within a relevant legal and ethical framework

CHCES411A Collect, analyse and apply labour market information

Target Group

Target group This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge in career development practice for application in areas such as: school career advice and VET in Schools work; or in human resources, education and training and industry specialisation.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work in career development practice.

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CHCSS00006 Case management skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Case management skill set	Case management skill set	Updated in V4. ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCCM503C Develop, facilitate and monitor all aspects of case management

CHCCM504D Promote high quality case management

CHCNET404B Facilitate links with other services

CHCORG428A Reflect on and improve own professional practice

CHCORG506E Coordinate the work environment

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a professional or vocational qualification relevant to work in the community sector or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge required for work in case management where the primary role of the worker is ***not*** case management.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work involving case management, but where the primary role of the worker is ***not*** case management.

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CHCSS00007 Chronic disease self management skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Chronic disease self management skill set	Chronic disease self management skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units provide credit towards a range of qualifications in the community sector.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCICS406B Support client self management

CHCICS407B Support positive lifestyle

CHCICS408B Provide support to people with chronic disease

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services or health qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills required to assist clients with self management of chronic disease.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package (CHC08) for work with clients in the community sector to provide support for their self management of chronic disease.

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CHCSS00008 Community sector team leadership skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
Community sector team leadership skill set	Community sector team leadership skill set	Updated in V4. ISC upgrade changes. Update unit code. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of qualifications at Certificate IV level

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCCOM403A Use targeted communication skills to build relationships

CHCORG406C Supervise work

CHCORG423C Maintain quality service delivery

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for team leadership and service coordination.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work involving team leadership and coordination of client services.

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CHCSS00009 Dementia support skill set - planning and coordination

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Dementia support skill set – planning and coordination	Dementia support skill set – planning and coordination	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS401C Facilitate responsible behaviour

CHCICS404B Plan and provide advanced behaviour support

HLTCSD306D Respond effectively to difficult or challenging behaviour

CHCAC416A Facilitate support responsive to the specific nature of dementia

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge required to plan and coordinate support to people with dementia.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work that involves coordinating support to people with dementia.

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CHCSS00010 Dementia support skill set - service delivery

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Dementia support skill set – service delivery	Dementia support skill set – service delivery	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS401C Facilitate responsible behaviour

CHCICS404B Plan and provide advanced behaviour support

HLTCSD306D Respond effectively to difficult or challenging behaviour

CHCAC319A Provide support to people living with dementia

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge required to support people with dementia.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work that involves provision of support to people with dementia.

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CHCSS00011 Development and Humanitarian Assistance skill set - development assistance

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Development and Humanitarian Assistance skill set – development assistance	Development and Humanitarian Assistance skill set – development assistance	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of qualifications.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units	CHCDHA401B Work effectively the development and/or humanitarian assistance sector
	CHCDHA402B Maintain well being in a field environment
	CHCDHA404A Develop and maintain positive relationships with key stakeholders
	CHCDHA405B Apply knowledge of development program work
	CHCDHA410B Adapt and apply technical knowledge in a development context

Target Group

Target group	This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. It provides knowledge and skills which support the application of existing skills and knowledge to work in the development assistance sector.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	These units from the Community Services Training Package provide knowledge and skills required to work in a range of work roles in development assistance.

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CHCSS00012 Development and Humanitarian Assistance skill set - humanitarian assistance

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Development and Humanitarian Assistance skill set – humanitarian assistance	Development and Humanitarian Assistance skill set – humanitarian assistance	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of qualifications.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units	CHCDHA401B Work effectively the development and/or humanitarian assistance sector
	CHCDHA402B Maintain well being in a field environment
	CHCDHA404A Develop and maintain positive relationships with key stakeholders
	CHCDHA403B Apply knowledge of humanitarian assistance project work
	CHCDHA410B Adapt and apply technical knowledge in a development context

Target Group

Target group	This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.
	It provides knowledge and skills which support the application of existing skills and knowledge to work in the humanitarian assistance sector.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	These units from the Community Services Training Package provide knowledge and skills required to work in a range of work roles in humanitarian assistance.

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CHCSS00013 Disability work skill set - active support of clients with a disability

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Disability work skill set – active support of clients with a disability	Disability work skill set – active support of clients with a disability	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCDIS220B Prepare for disability work

CHCDIS302A Maintain an environment to empower people with disabilities

CHCDIS410A Facilitate community participation and inclusion

CHCDIS509E Maximise participation in work by people with disabilities

CHCICS406B Support client self management

CHCICS407B Support positive lifestyle

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills required for work in active support.

In particular this skill set is appropriate for those holding a Certificate IV in Disability.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for working in a service delivery program which practises active support of people with disbilities.

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CHCSS00014 Disability work skill set - behaviour support

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Disability work skill set – behaviour support	Disability work skill set – behaviour support	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS400C Work within a relevant legal and ethical framework

CHCDIS409B Provide services to people with disabilities with complex needs

CHCDIS411A Communicate using augmentative and alternative communication strategies

CHCICS404B Plan and provide advanced behaviour support

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate III level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills required for programs to support people with a disability who have behaviours of concern.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package to manage a service delivery program which supports people with a disability who have behaviours of concern.

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CHCSS00015 Disability work skill set - disability advocacy

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Disability work skill set – disability advocacy	Disability work skill set – disability advocacy	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCAD401D Advocate for clients

CHCCS400C Work within a relevant legal and ethical framework

CHCCS411C Work effectively in the community sector

CHCDIS411A Communicate using augmentative and alternative communication strategies

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for advocacy work with people with a disability.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for advocacy work with people with a disability.

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CHCSS00016 Disability work skill set - disability support in employment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Disability work skill set – disability support in employment	Disability work skill set – disability support in employment	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCDIS408D Support people with disabilities as workers

CHCDIS409B Provide services to people with disabilities with complex needs

CHCDIS509E Maximise participation in work by people with disabilities

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for supporting people with a disability in an employment context.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for supporting people with a disability in an employment context.

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CHCSS00017 Disability work skill set - people with a disability who are older

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Disability work skill set – people with a disability who are older	Disability work skill set – people with a disability who are older	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCAC412B Provide services to older people with complex needs

CHCAC416A Facilitate support responsive to the specific nature of dementia

CHCAC417A Implement interventions with older people at risk of falls

CHCCS426B Provide support and care relating to loss and grief

CHCDIS313A Support people with disabilities who are ageing

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for workers responsible for working with older people with a disability.

Please note that pre-requisite requirements included in these units of competency MUST be addressed.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for working in a service delivery program which supports older people with a disability.

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CHCSS00018 Education support work skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Education support work skill set	Education support work skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway

These units may provide credit towards qualifications at Certificate III, IV and Diploma levels in Children's services and/or Education support.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCEDS301B Comply with legislative, policy and industrial requirements in the education environment

CHCEDS312A Work with diversity in the education environment

CHCEDS410A Assist in facilitation of student learning

CHCEDS415A Supervise students outside the classroom

CHCFC515A Foster cognitive development in middle childhood

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or higher in Children's Services or Outside School Hours Care or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for work in an education support context.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work in an education support context.

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CHCSS00019 Employment services skill set - service coordination

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards Certificates III or IV in Employment Services.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCES311B Work effectively in employment services

CHCES415A Monitor and improve contracted employment services

CHCES411A Collect, analyse and apply labour market information

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge in coordinating work with clients to gain and retain suitable employment.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for coordinating employment services to assist clients to gain and retain suitable employment.

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CHCSS00020 Employment services skill set - service delivery

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
Employment services skill set - service delivery	Employment services skill set - service delivery	Updated in V4. ISC upgrade changes. Update unit code. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards Certificates III or IV in Employment Services.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units	CHCES311B Work effectively in employment services
	CHCES312A Deliver contracted employment services
	CHCES303C Use labour market information

Target Group

Target group	This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. It provides skills and knowledge in working with clients to gain and retain suitable employment.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for delivering employment services to assist clients to gain and retain suitable employment.

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CHCSS00021 Family support services work (Qld) skill set - coordination

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Family support services work (Qld) skill set – coordination	Family support services work (Qld) skill set – coordination	Updated in Version 4 ISC upgrade changes. Update of unit code. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway

These units may provide credit towards Diploma of Children's Contact Services Work, Certificate IV in Child, Youth and Family Intervention (Family Support), Diploma of Family Intake and Support Work or Certificate IV in Relationship Education.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCOM403A Use targeted communication skills to build relationships

CHCCS404B Facilitate family intervention strategies

CHCCS414A Provide education and support on parenting, health and well being

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification in children's services at diploma level or higher or commensurate industry skills as evaluated through recognition of prior learning processes; current recognised first aid skills; and a positive notice issued for a CCY&CG 'Working with Children' check as legislated in Queensland.

It provides a set of skills for coordinating family support services.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements in Queensland as specified in the CHC08 Community Services Training Package for coordination of family support services delivery.

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CHCSS00022 Family support services work (Qld) skill set - provide support

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Family support services work (Qld) skill set – provide support	Family support services work (Qld) skill set – provide support	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway

These units may provide credit towards Diploma of Children's Contact Services Work, Certificate IV in Child, Youth and Family Intervention (Family Support), Diploma of Family Intake and Support Work or Certificate IV in Relationship Education.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCOM403A Use targeted communication skills to build relationships

CHCRF402B Provide intervention support to children and families

CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification in children's services at diploma level or higher or commensurate industry skills as evaluated through recognition of prior learning processes; current recognised first aid skills; and a positive notice issued for a CCY&CG 'Working with Children' check as legislated in Queensland.

It provides a set of skills for delivery of family support services.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements in Queensland as specified in the CHC08 Community Services Training Package for implementation of family support services.

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CHCSS00023 Financial literacy education skill set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards a range of community sector qualifications at Certificate III or IV level.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCFLE301A Work with clients needing financial literacy education

CHCFLE302A Educate clients in fundamental financial literacy skills

CHCFLE303A Educate clients to understand debt and consumer credit

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate III level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for provision of basic financial literacy education for clients.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package to provide clients with basic financial literacy education.

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CHCSS00024 Foster care skill set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards Certificate IV in Child, Youth and Family Intervention, Certificate III in Children's Services or Certificate IV in Children's Services (Outside school hours care).

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCFOS401A Provide foster care as part of a team

CHCFOS402A Promote positive development of children and young people in out of home care

CHCFC301A Support the development of children

Target Group

Target group

This skill set has been endorsed by industry for people wishing to gain a set of skills for undertaking foster care of children.

Note that state and territory statutory regulations determine specific foster care competency requirements.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	These units from the Community Services Training Package (CHC08) provide relevant skills and knowledge for those undertaking foster care of children in line with relevant regulations.

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CHCSS00025 Governance skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Governance skill set	Governance skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway

These units may provide credit towards community sector management qualifications at advanced diploma level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

BSBRSK501A Manage risk

CHCADMIN604B Manage the finances, accounts and resources of an organisation

CHCMGT601B Contribute to effective governance in the community sector

CHCORG605B Manage human resources in a community sector organisation

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Target Group

Target group This skill set has been endorsed by industry for individuals participating as members of a Board or other governing body of a community sector organisation.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	These units from the Community Services Training Package (CHC08) are recommended for participating in the governance of a community sector organisation.

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CHCSS00026 High support and complex care skill set - aged care

Modification History

CHC08 Version 3	CHC08 Version 4	Description
High Support and Complex Care – Aged Care	High Support and Complex Care – Aged Care	Updated in V4. Amended unit of competency HLTFA311A

Description

Not Applicable

Pathways Information

Pathway	These units provide credit towards a number of community services qualifications at Certificate IV and Diploma levels.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CHCCS400C Work within a relevant legal and ethical framework CHCCS424B Administer and monitor medications CHCAC412B Provide services to older people with complex needs HLTFA311A Apply first aid

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Target Group

Target group	This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate IV level or higher in an area involving provision of direct client care or support or who have commensurate industry skills as evaluated through recognition of prior learning processes. It provides a set of skills for work supporting people with complex care needs requiring high levels of support in an aged care context. Please note that pre-requisite requirements included in these units of competency MUST be addressed.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work with aged care clients who have health and high support needs.

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CHCSS00027 High support and complex care skill set - disability work

Modification History

CHC08 Version 3	CHC08 Version 4	Description
High Support and Complex Care – Disability Work	High Support and Complex Care – Disability Work	Updated in V4. Amended unit of competency HLTFA311A

Description

Not Applicable

Pathways Information

Pathway	These units provide credit towards a number of community services qualifications at Certificate IV and Diploma levels.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CHCCS400C Work within a relevant legal and ethical framework CHCCS424B Administer and monitor medications CHCDIS409B Provide services to people with disabilities with complex needs HLTFA311A Apply first aid

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Target Group

Target group	This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate IV level or higher in an area involving provision of direct client care or support or who have commensurate industry skills as evaluated through recognition of prior learning processes. It provides a set of skills for work supporting people with complex care needs requiring high levels of support in a disability work context. Please note that pre-requisite requirements included in these units of competency MUST be addressed.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work with clients with disabilities who have health and high support needs.

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CHCSS00028 Homelessness support work skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Homelessness support work skill set	Homelessness support work skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units provide credit towards the Certificate IV in Social Housing.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCH301C Work effectively in social housing

CHCCS504B Provide services to clients with complex needs

CHCCH427B Work effectively with people experiencing or at risk of homelessness

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for working with clients who are experiencing or are at risk of homelessness.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for entry level work with clients experiencing homelessness or at risk of homelessness.

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CHCSS00029 Leisure and recreation skill set - planning and delivery

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Leisure and recreation skill set – planning and delivery	Leisure and recreation skill set – planning and delivery	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate III or IV level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCRH401C Work effectively in the leisure and health industry

CHCRH402B Undertake leisure and health programming

CHCGROUP403D Plan and conduct group activities

CHCWHS312A Follow WHS safety procedures for direct care work

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for planning and delivery of programs to support people to meet their leisure and recreational needs.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work contributing to the planning and delivery of a program which addresses leisure and recreation needs.

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CHCSS00030 Leisure and recreation skill set - program support

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Leisure and recreation skill set – program support	Leisure and recreation skill set – program support	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate III or IV level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCRH401C Work effectively in the leisure and health industry

CHCRH402B Undertake leisure and health programming

CHCGROUP302D Support group activities

HLTWHS200A Participate in WHS processes

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for work supporting people to meet their leisure and recreational needs.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work contributing to the delivery of a program which addresses leisure and recreation needs.

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CHCSS00031 Literacy and numeracy tutor skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Literacy and numeracy tutor skill set	Literacy and numeracy tutor skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community or health sector qualifications at Certificate IV level or above

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS427B Facilitate adult learning and development

CHCLLN401A Support adult language and literacy learning and development

CHCLLN402A Support adult numeracy learning and development

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Target Group

Target group This skill set has been endorsed by industry for volunteers to gain skills as tutors in literacy and numeracy

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set as specified in the CHC08 Community Services Training Package provides relevant skills and knowledge for those undertaking tutoring of others in literacy and numeracy

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CHCSS00032 Literacy tutor skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Literacy tutor skill set	Literacy tutor skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community or health sector qualifications at Certificate IV level or above

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCCS427B Facilitate adult learning and development

CHCLLN401A Support adult language and literacy learning and development

Target Group

Target group This skill set has been endorsed by industry for volunteers to gain skills as tutors in literacy

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Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set as specified in the CHC08 Community Services Training Package provides relevant skills and knowledge for those undertaking tutoring of others in literacy

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CHCSS00034 Mediation skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
N/A	Mediation skill set	New Skill Set in V4

Description

Not applicable.

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units

CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation

CHCMED412B Gather and clarify information for the mediation process

CHCMED413B Manage communication processes to define the dispute

CHCMED414A Facilitate mediation processes

CHCMED415A Facilitate interaction between parties in mediation

CHCMED416C Consolidate and conclude the mediation process

CHCMED417B Reflect and improve upon professional mediation practice

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge to facilitate a mediation process.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for individuals employed in an area that may require mediation skills

Custom Content Section

Not applicable.

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CHCSS00035 Medication assistance skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Medication assistance skill set	Medication assistance skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of qualifications at Certificate III and IV levels.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCCS305C Assist clients with medication

HLTAP301B Recognise healthy body systems in a health care context

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services or health qualification at Certificate III level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for assisting with medication administration and must be applied strictly in accordance with legislation, regulations, government policy and industry guidelines.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work involving assistance with medication administration in the community sector.

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CHCSS00037 Mental health skill set - including recognise individuals at risk

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Mental health skill set – including recognise individuals at risk	Mental health skill set – including recognise individuals at risk	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS514B Recognise and respond to individuals at risk

CHCMH401A Work effectively in mental health settings

CHCMH402B Apply understanding of mental health issues and recovery processes

CHCMH403A Establish and maintain communication and relationships to support the recovery process

CHCMH404B Conduct assessment and planning as part of the recovery process

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge in working with clients with mental health issues.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work with clients with mental health issues.

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CHCSS00038 Mental health skill set - including respond to risk of suicide

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Mental health skill set – including respond to risk of suicide	Mental health skill set – including respond to risk of suicide	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCCS521B Assess and respond to individuals at risk of suicide

CHCMH401A Work effectively in mental health settings

CHCMH402B Apply understanding of mental health issues and recovery processes

CHCMH403A Establish and maintain communication and relationships to support the recovery process

CHCMH404B Conduct assessment and planning as part of the recovery process

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge in working with clients with mental health issues, including potential risk of suicide.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work with clients with mental health issues, including responding to potential risk of suicide.

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CHCSS00039 Middle childhood development skill set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units provide credit towards the Diploma of Children's Services (Outside school hours care).

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCFC512A Foster physical development in middle childhood

CHCFC513A Foster social development in middle childhood

CHCFC514A Support emotional and psychological development in middle childhood

CHCFC515A Foster cognitive development in middle childhood

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold or are working towards the Diploma of Children's Services (Early childhood education and care).

It provides skills for fostering development of children in middle childhood (i.e. 6-12 years of age).

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package to complement the Diploma of Children's Services (Early childhood education and care) for work with children from 6-12 years of age.

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CHCSS00040 Numeracy tutor skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Numeracy tutor skill set	Numeracy tutor skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community or health sector qualifications at Certificate IV level or above

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCCS427B Facilitate adult learning and development

CHCLLN402A Support adult numeracy learning and development

Target Group

Target group This skill set has been endorsed by industry for volunteers to gain skills as tutors in numeracy

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Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set as specified in the CHC08 Community Services Training Package provides relevant skills and knowledge for those undertaking tutoring of others in numeracy

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CHCSS00041 Oral health care skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Oral health care skill set	Oral health care skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway This unit may provide credit towards a number of community sector or health qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCOHC406B Provide or assist with oral hygiene care

Target Group

Target group This skill set has been endorsed by industry for carers and volunteer care workers wishing to gain skills to benefit people in their care by providing oral health support and assistance with oral hygiene.

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Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set as specified in the CHC08 Community Services Training Package or HLT07 Health Training Package provides relevant skills and knowledge for those undertaking care of others

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CHCSS00042 Oral health care skill set - personal client support (community services)

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Oral health care skill set – personal client support (community services)	Oral health care skill set – personal client support (community services)	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector or health qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC406B Provide or assist with oral hygiene care

CHCICS301B Provide support to meet personal care needs

CHCWHS312A Follow safety procedures for direct care work

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or higher in an area involving provision of direct client support or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for providing clients with information about basic oral hygiene and care and assisting in the implementation of associated oral health care practices.

Application of this skill set is intended to support clients to maintain an appropriate level of oral health care as identified by a relevant oral health practitioner and to identify oral health issues for referral to an appropriate oral health practitioner.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package or HLT07 Health Training Package for work in providing oral health support as part of a role in providing direct client support

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CHCSS00043 Oral health care skill set - to work with Aboriginal and/or Torres Strait Islander people

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Oral health care skill set – to work with Aboriginal and/or Torres Strait Islander people	Oral health care skill set – to work with Aboriginal and/or Torres Strait Islander people	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway

These units may provide credit towards a number of community sector or health qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC303B Use basic oral health screening tools

CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

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

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or higher or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for providing Aboriginal and/or Torres Strait people with information about basic oral hygiene and care through the provision of educational and motivational information including the demonstration of oral hygiene practices and techniques where appropriate.

Application of this skill set is intended to support clients to maintain an appropriate level of oral health care as identified by a relevant oral health professional and to identify potential oral health issues for referral to an appropriate oral health professional.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package or HLT07 Health Training Package for work in providing oral health support as part of a role in providing direct client services

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CHCSS00044 Oral health care skill set - to work with aged care clients

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Oral health care skill set – to work with aged care clients	Oral health care skill set – to work with aged care clients	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway

These units may provide credit towards a number of community sector or health qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCAC318B Work effectively with older people

CHCAC319A Provide support to people living with dementia

CHCOHC303B Use basic oral health screening tools

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC406B Provide or assist with oral hygiene care

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or higher or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for providing clients accessing aged care services with information about basic oral hygiene and care through the provision of educational and motivational information including the demonstration of oral hygiene practices and techniques where appropriate and assisting in the implementation of associated oral health care practices.

Application of this skill set is intended to support clients to maintain an appropriate level of oral health care as identified by a relevant oral health practitioner and to identify potential oral health issues for referral to an appropriate oral health practitioner.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package or HLT07 Health Training Package for work in providing oral health support as part of a role in providing direct client care services

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CHCSS00045 Oral health care skill set - to work with children's services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Oral health care skill set – to work with children's services	Oral health care skill set – to work with children's services	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector or health qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCIC301E Interact effectively with children

CHCOHC303B Use basic oral health screening tools

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or higher or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for providing children with information about basic oral hygiene and care through the provision of educational and motivational information including the demonstration of oral hygiene practices and techniques where appropriate.

Application of this skill set is intended to support clients to maintain an appropriate level of oral health care and to identify potential oral health issues for referral to an appropriate oral health practitioner.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package or HLT07 Health Training Package for work in providing oral health information, instruction and screening as part of a role in providing direct client services

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CHCSS00046 Oral health care skill set - to work with people with disability

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Oral health care skill set – to work with people with disability	Oral health care skill set – to work with people with disability	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector or health qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCDIS301C Work effectively with people with a disability

CHCOHC303B Use basic oral health screening tools

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC406B Provide or assist with oral hygiene care

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or higher or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for providing clients with disability with information about basic oral hygiene and care through the provision of educational and motivational information including the demonstration of oral hygiene practices and techniques where appropriate and assisting in the implementation of associated oral health care practices

Application of this skill set is intended to support clients to maintain an appropriate level of oral health care as identified by a relevant oral health practitioner and to identify potential oral health issues for referral to an appropriate oral health practitioner.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package or HLT07 Health Training Package for work in providing oral health support as part of a role in providing direct client support

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CHCSS00047 Oral health information skill set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards a number of community sector or health qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCGROUP403D Plan and conduct group activities

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a qualification at Certificate III level or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for promoting good oral health to clients through the provision of educational and motivational information including the demonstration of oral hygiene practices and techniques where appropriate.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package or HLT07 Health Training Package for work in providing oral health information

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CHCSS00048 Orientation skill set for managers new to the community sector

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
Orientation skill set for managers new to the community sector	Orientation skill set for managers new to the community sector	Updated in V4. ISC upgrade changes. Update unit code. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units	CHCCD516B Work within organisation and government structures to enable community development outcomes
	CHCCS502C Maintain legal and ethical work practices
	CHCCS513C Maintain an effective community sector work environment
	CHCORG423C Maintain quality service delivery
	HLTHIR403C Work effectively with culturally diverse clients and co-workers

Target Group

Target group	This skill set has been endorsed by industry as appropriate for people who hold a management qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes. It provides a set of skills to support their transfer to work in a management role in the community sector.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for qualified managers to transfer into the community sector.

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CHCSS00049 Palliative approach skill set - plan and provide care

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Palliative approach skill set – plan and provide care	Palliative approach skill set – plan and provide care	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCS426B Provide support and care relating to loss and grief

CHCPA402B Plan for and provide care services using a palliative approach

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge to contribute to planning and support of people assessed by a relevant health professional as requiring palliative care.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work that involves planning and provision of support to people assessed as requiring palliative care.

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CHCSS00050 Palliative approach skill set - provide support

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Palliative approach skill set – provide support	Palliative approach skill set – provide support	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCS426B Provide support and care relating to loss and grief

CHCPA301B Deliver care services using a palliative approach

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge to contribute to support of people assessed by a relevant health professional as requiring palliative care.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work that involves provision of support to people assessed as requiring palliative care.

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CHCSS00051 Pastoral care skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Pastoral care skill set	Pastoral care skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units provide credit towards the Certificate IV in Pastoral Care.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCVOL201B Be an effective volunteer

CHCCS411C Work effectively in the community sector

CHCPAS401B Undertake pastoral care work

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCOM403A Use targeted communication skills to build relationships

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a recognised qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills to prepare people to undertake voluntary work in pastoral care.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for undertaking voluntary work in pastoral care.

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CHCSS00052 Problem gambling skill set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units provide credit towards a number of Community services qualifications at Certificate IV and Diploma levels.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCGMB501A Work effectively in the problem gambling sector

CHCGMB502A Assess the needs of clients with problem gambling issues

CHCGMB503A Provide counselling for clients with problem gambling issues

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for working with clients who have gambling problems

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work with clients who have gambling problems.

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CHCSS00053 Quality systems skill set for aged and community care sector

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Quality systems skill set for aged and community care sector	Quality systems skill set for aged and community care sector	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a range of qualifications at Certificate IV level.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCCOM403A Use targeted communication skills to build relationships

CHCINF403E Coordinate information systems

CHCINF408C Comply with information requirements of the aged care and community care sectors

CHCORG423C Maintain quality service delivery

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Target Group

Target group

This skill set has been endorsed by industry as appropriate or people who hold a community services qualification at Certificate III level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for applying quality improvement and accreditation systems in the aged care sector.

In particular this skill set would be appropriate for those holding a Certificate III in Aged Care or Home and Community Care.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for addressing quality improvement and accreditation requirements in aged care and home and community care work contexts.

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CHCSS00054 Social housing work skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Social housing work skill set	Social housing work skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units provide credit towards the Certificate IV in Social Housing.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCH301C Work effectively in social housing

CHCCS504B Provide services to clients with complex needs

CHCCH410B Manage and maintain tenancy agreements and services

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a community services qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for assisting clients in social housing.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for entry level work with clients in social housing.

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CHCSS00055 Suicide bereavement support skill set

Modification History

CHC08 Version 3	CHC08 Version 4	Description
Suicide bereavement support skill set	Suicide bereavement support skill set	Updated in Version 4 ISC upgrade changes. Update of unit codes. No change to competency outcome.

Description

Not Applicable

Pathways Information

Pathway These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units

CHCCS426B Provide support and care relating to loss and grief

CHCCS417B Provide support and care relating to suicide bereavement

CHCCOM403A Use targeted communication skills to build relationships

CHCICS405B Facilitate groups for individual outcomes

CHCCS521B Assess and respond to individuals at risk of suicide

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Target Group

Target group This skill set has been endorsed by industry for professional people and volunteers who facilitate suicide bereavement support groups.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	These units from the Community Services Training Package (CHC08) are recommended for facilitation of suicide bereavement support groups

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CHCSS00056 Workforce Planning Skill Set

Modification History

CHC08 Version 4	CHC08 Version 4.1	Description
	Workforce planning skill set	New Skill set in Version 4.1

Description

Not applicable.

Pathways Information

Pathway These units may provide credit towards a number of qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units CHCCDP403B Analyse and apply education and training information

BSBHRM504A Manage workforce planning

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Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides a set of skills for undertaking workforce planning across a range of community services and health settings.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for undertaking workforce planning activities.

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CHCSS00057 Working with families skill set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Not Applicable

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Skill Set Requirements

Units

CHCCOM403A Use targeted communication skills to build relationships

CHCORG428A Reflect on and improve own professional practice

CHCYTH511B Work effectively with young people and their families

Target Group

Target group

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification which enables them to work in a specific area of community services or who have commensurate industry skills as evaluated through recognition of prior learning processes.

It provides skills and knowledge required for working with families.

Suggested words for Statement of Attainment

Required form of words for Statement of Attainment	This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for working with families within a specific area of community services practice.

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CHCAC316D Provide food services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAC316C Provide food services	CHCAC316D Provide food services	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to apply basic food safety practices including personal hygiene and conduct when working in a food service environment in a residential setting

Application of the Unit

Application

This unit supports the implementation of national and state food safety legislation and regulations and is based on the national *Food Safety Guideline Units of competency*

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain food safety while carrying out food handling activities	1.1 Carry out food handling according to the food safety program 1.2 Identify and report processes or practices which are not consistent with the food safety program 1.3 Take corrective action within the level of responsibility, according to the food safety program 1.4 Maintain the workplace in a clean and tidy order to meet workplace standards
2. Comply with hygienic work practices and appropriate WHS guidelines	2.1 Ensure personal hygiene meets the requirements of the food safety program 2.2 Report health conditions and/or illness as required by the food safety program 2.3 Wear clothing and footwear appropriate for food handling task and to meet requirements of the food safety program 2.4 Ensure storage area is kept free from contaminants

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ELEMENT	PERFORMANCE CRITERIA
3. Distribute meals and refreshment to clients	3.1 Receive and check food deliveries against organisation records 3.2 Transport food safely and hygienically 3.3 Ensure selected food storage environments are appropriate to specific food type 3.4 Maintain appropriate environmental conditions for specific food types 3.5 Prior to meal delivery, check each meal against appropriate documentation 3.6 Reheat meals, if required, according to food regulations 3.7 Complete meal tray assembly and check for accuracy according to established routines and procedures 3.8 Prepare beverage utensils for use 3.9 Deliver meals and/or beverages and leave in the appropriate place for client within the designated timeframe 3.10 Replace missing or incorrect meals and/or beverages with appropriate meals and/or beverages 3.11 Refill water jugs to address specific client requirements according to established policy and procedure 3.12 Check room numbers, bed numbers and client name against appropriate documentation 3.13 Assist client to sit up if required, in accordance with organisation policy and under the direction of an appropriate health professional

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ELEMENT	PERFORMANCE CRITERIA
4. Collect utensils and meal trays	4.1 Collect trays and all utensils after client has finished eating 4.2 Check tray for foreign objects and stack safely on trolley 4.3 Return dirty beverage utensils for cleaning 4.4 Maintain stock of clean beverage utensils 4.5 Collect empty water jugs 4.6 Depending upon the scope of the work role, report insufficient food or fluid intake to the appropriate personnel according to enterprise procedures 4.7 Seek client feedback on general acceptance/ satisfaction with meals and report to appropriate personnel according to enterprise procedures
5. Prepare foods as required	5.1 Identify a range of foods to meet the nutritional needs of the client groups 5.2 Accurately follow standard recipes to ensure product consistency, nutritional integrity and to minimise wastage 5.3 Prepare appropriate meals for specific client groups in an appetising and attractive manner 5.4 Modify food texture to meet the needs of client groups and to meet enterprise standards 5.5 Serve/plate meals appropriate to the setting, using appropriate portion control equipment as required 5.6 Evaluate meals against organisation standards

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Appropriate bandages and dressings to be used when undertaking food handling
- Clothing and footwear requirements for working in and/or moving between food handling areas
- Legal responsibilities relating to personal hygiene practices and the reporting of illness as required by the food safety program
  At a minimum this must meet the requirements of Food Safety Standard 3.2.2 and/or state legislation/regulations
  It may also include restrictions on wearing of jewellery and other adornments such as nail polish
- Personal clothing maintenance, laundering and storage requirements
- Possible consequences of not following these procedures
- Responsibilities for maintaining the work area in a clean and tidy state
- Suitable standard for materials, equipment and utensils used in the food handling area
- The food safety requirements and procedures related to own work. These depend on the nature of food handled and food handling responsibilities
- Use and storage of cleaning equipment as required to carry out own work responsibility
- Waste collection, recycling and handling procedures relevant to own work responsibilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Carry out work responsibilities to meet the requirements of the food safety program relating to own work
- Handle and dispose of recalled or contaminated food, waste and recyclable material according to food safety program where this is part of work responsibility
- Handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program
- Identify and correct or report situations or procedures that do not meet the requirements

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REQUIRED SKILLS AND KNOWLEDGE

of the food safety program

- Identify and report signs of pest infestation according to the food safety program
- Locate and follow workplace information relating to food safety responsibilities
- Maintain personal hygiene consistent with the food safety program
- Maintain the work area in a clean and tidy state
- Monitor own work and implement any controls as required by the food safety program
- Report health conditions and illness as appropriate according to the food safety program
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety
- Wear and maintain appropriate clothing / footwear as required by work tasks and consistent with the requirements of the food safety program

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment of this unit must occur in a real or simulated workplace
- Such an environment must provide a typical range of food handling and related food safety requirements that would normally be found in a food handling business
- The assessment process must provide the opportunity for the person being assessed to demonstrate basic food safety practices consistent with those required by the food safety program and/or procedures and consistent with food safety legislation/regulations
- The specific assessment context will be defined by the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- The competencies described need to be assessed over time and events, under normal workplace conditions
- Assessment should not require a higher level of communication competency than that required by work responsibilities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

This Range Statement provides further advice to interpret the scope and context of this unit of competency
It assumes:

- A food safety program systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business
  It identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded
  The food safety program must comply with relevant national, state and industry legislation/regulations
  For the purpose of applying this guideline unit of competency in circumstances where formal food safety programs are not a legal requirement; the term can be understood to cover the same detail as would be covered by a food safety program
  Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline unit of competency would not apply
- Procedures outlining food safety responsibilities may be provided in formats to suit the workplace such as written, verbal, diagrams and electronic advice
- Food handling refers to basic handling and inspection, preparation, cooking, cooling, processing, display, packaging, storage and transportation
- Responsibility for maintaining food safety relates to own tasks and responsibilities and is based on implementing the food safety program as established for the workplace
- Products/materials handled and stored can include raw materials, ingredients, consumables, part-processed product, finished product and cleaning materials

continued ...

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RANGE STATEMENT

Further advice to interpret the scope and context of this unit of competency (*contd*):

- Minimum personal hygiene requirements are specified by the food safety program
  At a minimum this must meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state legislation/regulations
- Appropriate clothing and footwear depends on work requirements
  It should be designed to ensure that the body and clothing itself, does not contaminate food or surfaces likely to come into contact with food
  Examples of clothing designed to prevent contamination by the body include hair nets, beard snoods and gloves

Unit Sector(s)

Not Applicable

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CHCAC317A Support older people to maintain their independence

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to support the older person to maintain their independence with activities of living

Application of the Unit

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the older person with their *activities of living*	1.1 Encourage *older people* to utilise support services where appropriate
	1.2 Clearly explain the scope of the service to be provided to the older person and/or their advocate
	1.3 Identify the needs of the older person from the service delivery plan and from consultation with a supervisor
	1.4 Ensure visits and service delivery accommodate the older person's established routines and customs where possible
	1.5 Perform work in a manner that acknowledges that the services are being provided in the client's own home
	1.6 Provide services in a manner that enables the older person to direct the processes where appropriate
	1.7 Provide support/assistance in accordance with organisation policy, protocols and procedures
	1.8 Demonstrate appropriate use of equipment to support/assist the older person with *activities of living* within work role and responsibility

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ELEMENT	PERFORMANCE CRITERIA
2. Recognise and *report* changes in an older person's ability to undertake *activities of living*	2.1 Monitor the older person's activities and environment to identify increased need for support/assistance with *activities of living* 2.2 *Report* to a supervisor the older person's inability to undertake *activities of living* independently 2.3 Support/assist the older person to modify or adapt the environment or activity to facilitate independence 2.4 Seek *aids and/or equipment* to support/assist the older person undertake *activities of living* independently
3. Support the older person to maintain an environment that maximises independence, safety and security	3.1 Encourage and support/assist the older person to maintain their environment 3.2 Provide support to promote security of the older person's environment 3.3 Adapt or modify the environment, in consultation with the older person, to maximise safety and comfort 3.4 Recognise *hazards* and address in accordance with organisation policy and protocols
4. Support the older person who is experiencing loss and grief	4.1 Recognise signs that older person is experiencing grief and *report* to appropriate person 4.2 Use appropriate communication strategies when older person is expressing their fears and other emotions associated with loss and grief 4.3 Provide older person and/or their support network with information regarding relevant support services as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- The importance of community engagement and the ability to undertake instrumental activities of living for older people
- Principles and practices of confidentiality and privacy
- Principles and practices associated with providing services in a client's own living environment
- Strategies for supporting/assisting an older person to undertake instrumental activities of living independently
- Services and aids available to support independence with instrumental activities of living
- Referral mechanisms
- Safety and security risks associated with ageing
- Hazards in an older person's environment
- Strategies for minimising hazards in older person's environments
- Stages of loss and grief and impact of ageing on person's experiences of loss and grief

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply demonstrated understanding of own work role and responsibilities
- Follow organisation policies and protocols
- Liaise and report appropriately to supervisor
- Adhere to own work role and responsibilities
- Monitor older people's ability to undertake instrumental activities of living and providing support/assistance in accordance with service delivery plans

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Accommodate older people's established routines and customs and right to direct service delivery processes
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, social networks, colleagues and supervisors

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Older people may include:

- Individuals living in residential aged care environments
- Individuals living in the community

Contexts may include:

- The older person's own dwelling
- Independent living accommodation
- Residential aged care facilities

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RANGE STATEMENT

Activities of living may include:

- Home maintenance
- Garden maintenance
- Transport and attendance at appointments and social and recreational activities
- Domestic cleaning
- Domestic laundry
- Meal preparation
- Shopping
- Attendance to financial matters and personal correspondence
- Pet care

Report may be and include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

Aids and/or equipment may include:

- Domestic appliances utilised for cleaning, laundering and meal preparation
- Gardening equipment
- Personal and security alarms
- Mobility devices

Hazards may include:

- Poor or inappropriate lighting
- Slippery or uneven floor surfaces
- Physical obstructions (e.g. furniture and equipment)
- Poor home and domestic appliance maintenance
- Inadequate heating and cooling devices
- Inappropriate footwear and clothing

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Unit Sector(s)

Not Applicable

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CHCAC318B Work effectively with older people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required by the worker to perform work that reflects understanding of the structure and profile of the residential aged care sector, the home and community sector and key issues facing older people in the community

Application of the Unit

Application	This unit is an orientation to all workers in the aged care sector, or those working with older people

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of the structure and profile of the residential aged care sector	1.1 Conduct work that reflects an understanding of the key *issues facing older people* and their carer/s 1.2 Conduct work that reflects an understanding of the *current philosophies of service delivery* in the sector 1.3 Recognise the impact of ageing demographics on funding and service delivery models 1.4 Conduct work that reflects an understanding of current legislation
2. Apply understanding of the home and community care sector	2.1 Demonstrate broad knowledge of policy and programs such as HACC, DVA and Government community care directions 2.2 Comply with duty of care implementation in home and community settings and worker roles 2.3 Demonstrate broad knowledge of 'ageing in place'

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate commitment to the philosophy of 'positive ageing'	3.1 Take into account personal values and attitudes when planning and implementing work activities 3.2 Recognise and manage ageist attitudes through the support of the *appropriate person* 3.3 Recognise the impact of changing expectations of clients, their family and the wider community in relation to service delivery 3.4 Conduct work that reflects an understanding of the individuality of ageing 3.5 Conduct work that minimises the effects of stereotypical attitudes and myths on the older person
4. Apply understanding of the physical and psychosocial aspects of ageing	4.1 Outline strategies that the older person may adopt to promote healthy lifestyle practices 4.2 Take into account physical changes associated with ageing when delivering services 4.3 Recognise and accommodate the older person's interests and life activities when delivering services 4.4 Assist the older person to recognise the impact physical changes associated with ageing may have on their activities of living
5. Apply understanding of changes associated with ageing	5.1 Take into account physical changes associated with ageing when delivering services 5.2 Apply knowledge of common problems associated with ageing when delivering services 5.3 Assist the older person to recognise the impact that changes associated with ageing may have on their activities of living 5.4 Communicate situations of risk or potential risk associated with ageing to the older person

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ELEMENT	PERFORMANCE CRITERIA
6. Support the *rights* and interests of the older person	6.1 Encourage and support the older person and/or their advocate/s to be aware of their *rights* and responsibilities 6.2 Conduct work that demonstrates a commitment to *access and equity principles* 6.3 Adopt strategies to empower the older person and/or their advocate/s in regard to their service requirements 6.4 Provide information to the older person and/or their advocate/s to facilitate choice in their decision-making 6.5 Recognise and *report* to an *appropriate person* when an older person's rights are not being upheld 6.6 Provide services regardless of diversity of race or cultural, spiritual, or sexual preferences 6.7 Provide information to the older person and/or their advocate/s regarding mechanisms for lodging complaints 6.8 Identify indicators of elder abuse and respond appropriately in line with organisation guidelines
7. Support the older person who is experiencing loss and grief	7.1 Recognise signs that older person is experiencing grief and *report* to *appropriate person* 7.2 Use appropriate communication strategies when older person is expressing their fears and other emotions associated with loss and grief 7.3 Provide older person and/or their support network with information regarding relevant support services as required

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ELEMENT	PERFORMANCE CRITERIA
8. Deliver services within a quality framework	8.1 Identify key aspects of the quality framework and how they link together 8.2 Demonstrate understanding of regulatory/ accreditation quality standards in relation to delivery of services 8.3 Ensure work practices reflect the organisation's policies and procedures 8.4 Complete documentation that feeds into the quality system 8.5 Participate in quality improvement activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Ageing demographics
- Basic knowledge and application of quality principles and accreditation standards in aged care and home and community care
- Competency and image enhancement as a means of addressing devaluation
- Contemporary issues facing older people in the community
- Current service delivery models
- Factors influencing service delivery models in the sector
- Foundation knowledge of common physiological, chronic and age-related conditions such as:
  - arthritis and other musculoskeletal problems
  - depression
  - diabetes
  - frailty and deconditioning
  - heart and lung disease
  - incontinence
  - neurological disorders
  - skin disorders including skin cancers
  - stroke
  - vascular disease
- Impact of 'normal' ageing on the older person
- Knowledge of quality monitoring activities such as audits, collection of data, visits by external bodies
- Legislation, regulations and policies relevant to work in the aged care sector, including:
  - settings such as residential and home and community care
  - issues such as elder abuse, drug administration and access and equity

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REQUIRED SKILLS AND KNOWLEDGE

- Impact of personal values and attitudes on service delivery
- Overview of applicable accreditation or quality standards required by an external regulatory, accreditation or funding body
- Overview of the manifestations and presentation of common problems associated with ageing
- Own work role and responsibilities
- Philosophy of various service delivery models
- Physical and psychosocial aspects of ageing in supporting older people to maintain their quality of life

continued ...

Essential knowledge (*contd*):

- Principles and practices of confidentiality and privacy
- Principles of access, equity and client rights when working in the aged care sector
- Principles of empowerment and disempowerment
- Relevant policies, protocols of the organisation re unit content and work role
- Rights and responsibilities of older people and those working in the aged care sector
- Relevant care needs and strategies related to common problems associated with ageing
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role of carers
- Stages of loss and grief and impact of ageing on person's experiences of loss and grief
- Strategies for managing complaints
- Strategies for supporting an older person and/or their advocate/s to exercise their rights
- Structure and profile of the aged care sector
- The impact of social devaluation on an individual's quality of life
- The social model of disability
- Understanding attitude, stereotypes and false beliefs associated with ageing
- Understanding of basic quality management principles such as: people, paper and processes, 'Plan Do Check Act cycle'
- Understanding of the ageing process and related physiological/psychological changes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities
- Adopt a non-ageist and accepting attitude when working with older people
- Apply the principles of access, equity and client rights when working in the aged care sector

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REQUIRED SKILLS AND KNOWLEDGE

- Follow organisation policies and protocols
- Identify and respond to opportunities for improvement within the organisation's quality system
- Liaise and report to appropriate person/s
- Make informed observations and report appropriately in line with work role
- Recognise signs of deteriorating health and function and refer to supervisor and appropriate health professional
- Record information and complete documentation accurately and in an timely manner

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply knowledge of physical and psychosocial aspects of ageing in supporting older people
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation
  Industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
  This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  Industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service
  This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  Industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in client records and complete workplace forms and records
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work effectively with clients, colleagues, supervisors and other services/agencies

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment
  - relevant organisation policy, protocols and procedures

Method of assessment

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Older people may include:

- Individuals living in residential aged care environments
- Individuals living in the community
- Prospective individuals to the service or services

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RANGE STATEMENT

Contexts may include:

- Older person's own dwelling
- Independent living accommodation
- Residential aged care facilities
- Community centres
- Community/government agencies

Issues facing older people may include:

- Changes that ageing may bring to:
  - physical processes
  - cognitive function (including dementia)
  - social interaction
  - role and family relationships
  - living arrangements
  - level of independence (financial, community access, self care)
- Loss and grief
- Family carer issues
- Societal attitudes and expectations

Current philosophies of service delivery may include:

- Changing societal expectations (consumerism)
- Changing political context (polices and initiatives)
- Changing economic context
- Impact of ageing demographics

Rights may include:

- Privacy
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- To lodge a complaint
- Right to express ideas and opinions
- To an agreed standard of care

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RANGE STATEMENT

Rights are detailed in:

- Legislation
  - Residential Care Manual
  - Aged Care Act
- Industry and organisation service standards
- Industry and organisation codes of practice and ethics
- Accreditation standards
- International and national charters
- Organisation policy and procedure

Access and equity principles may include:

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

Appropriate person/s may include:

- Supervisor
- Member of senior management
- Colleagues
- Carers
- Health professionals
- External agencies (complaints and advocacy services and professional registering authorities)
- Law enforcement officer

Report may be:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

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Unit Sector(s)

Not Applicable

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CHCAC319A Provide support to people living with dementia

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide support to clients with dementia in a variety of settings including family homes, community day settings and residential care

Application of the Unit

Application	This unit applies to workers in a range of aged and community services contexts working with people with dementia

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide support to those affected by dementia	1.1 Work with a basic *understanding of dementia* 1.2 Support individual needs of people with dementia using a person-centred approach to care and address individual needs for a stable familiar environment 1.3 Work with awareness of the impact of physical, social and emotional aspects of the environment on the person with dementia 1.4 Work with awareness of the *impacts that dementia may have on family, carers and significant others* 1.5 Recognise witnessed signs consistent with financial, physical or emotional abuse or neglect of the client and report to an appropriate person

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ELEMENT	PERFORMANCE CRITERIA
2. Use communication strategies which take account of the progressive and variable nature of dementia	2.1 Use a range of communication strategies to maximise engagement of the person with dementia such as eye contact, gentle touch (where appropriate), short simple statements 2.2 Gain cooperation and provide reassurance as appropriate to individual clients by using reality orientation including: • reminders of the day, the time, relationships, occasions • reassuring words, phrases and body language 2.3 Use a range of validation strategies to relieve distress and agitation in clients such as: • Empathy • Acceptance of the person's reality • Acknowledgment • Allowing expressions of distress • Providing verbal and/or physical reassurance • Use reminiscences frequently to connect with clients

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ELEMENT	PERFORMANCE CRITERIA
3. Provide appropriate *activities* to maintain dignity, skills and health of client at optimum level	3.1 Provide *activities* which aim to maintain independence, using familiar routines and existing skills 3.2 Provide activities that are appropriate to the individual, reflecting their cultural likes and dislikes, in order to bring back pleasurable memories 3.3 Ensure all activities provided focus on *ensuring the safety and comfort* of the client balanced with autonomy and risk taking 3.4 Use purposeful and meaningful activity to enhance self-esteem and pleasure in life, to minimise boredom and to distract from or eliminate behavioural and psychological symptoms of dementia 3.5 Use family carers and *significant others* as a resource, where appropriate, to assist in developing appropriate activities by accessing information about client reminiscences and routines 3.6 Provide support and guidance to family carers and significant others where appropriate to assist them to understand the disease, its impact on the person and some approaches to providing care
4. Implement strategies which minimise the impact of behaviours of concern	4.1 Identify *behaviours of concern* 4.2 Identify potential triggers for behaviours of concern for specific individuals 4.3 Contribute to team discussion on care planning and care plan review to minimise behaviours 4.4 Implement strategies to minimise the likelihood of and reduce the impact of behaviours on the person and others 4.5 Regularly review strategies that are implemented to ensure maximum effectiveness and reflect changes in the care plan

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ELEMENT	PERFORMANCE CRITERIA
5. Implement self care strategies	5.6 Monitor own stress level in relation to working with people with dementia
	5.7 Use appropriate self care strategies and seek support if required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include foundation knowledge of:

- Dementia as a progressive neurological condition
- Common indicators and symptoms of dementia
- Progression of dementia and potential impact on the person with dementia, their family and significant others
- Relationship between brain changes and behaviour in people with dementia
- Specific impacts of dementia related to cultural, personal and historical background
- Indications of neglect or abuse
- Current research on dementia
- Principles of person-centred approach to care
- Support services available
- Plan of care for the clients
- Organisation protocols and policies related to own area of work
- The importance of the physical, social and emotional environment for people with dementia
- Importance of relevant activities and communication when working with people with dementia
- Limitations and legal ramifications of physical, chemical and psychological restraint
- The range of appropriate strategies to be implemented when working with people with dementia
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with clients with dementia
- Utilise creative, least restrictive approaches to behaviours of clients with dementia

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate a broad range of communication approaches e.g. reminiscences
- Establish and maintain a relationship that takes into account client and family individual differences (e.g. cognitive abilities, cultural background, language skills)
- Apply verbal communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, gestures) necessary to develop a trusting relationship with a person who has dementia and their family
- Use communication techniques to enhance communication and facilitate client's interaction within their environment
- Adapt activities to meet individual needs
- Provide opportunities for enjoyment
- Demonstrate cultural sensitivity
- Undertake observation and analysis of client needs
- Respond appropriately to indications of neglect or abuse
- Facilitate self-monitoring and self care
- Facilitate cooperative behaviour

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions but partial assessment could be undertaken under simulated conditions
- Assessment may include observations, questioning and evidence gathered from the workplace on more than one occasion
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Understanding of dementia may include:

- Knowledge of different manifestations of dementia, including:
  - Alzheimer's disease
  - Huntington's disease
  - Pick's disease
  - Vascular dementia
- Basic understanding of pathological features, including:
  - Amyloid plaques
  - Neurofibrillary tangles
  - Loss of connection between cells and cell death

Impacts that dementia may have on family carers and significant others may include:

- Depression
- Loss and grieving
- Anger
- Despair
- Social embarrassment a family member might feel
- Isolation
- Financial burden on the family

Impacts of dementia on the wider community may include:

- Inappropriate behaviour
- Anxiety
- Dependence on others
- Disorientation

Significant others may include:

- Spouse
- Family
- Friends

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RANGE STATEMENT

Strategies to respond to behaviours of concern include:

- Distraction
- Current events
- Reminiscences
- Music, dancing
- Walking
- Talking reassuringly about familiar and favourite topics
- Behaviour modification (if appropriate)
- Addressing physical triggers to behaviour including pain
- Alternative therapies

Activities include:

- Daily living activities such as:
  - maintaining personal safety
  - communication (speech, writing, non-verbal communication)
  - eating and drinking
  - mobilising and transferring (moving from place to place and position to position)
  - attending to personal hygiene (bathing, laundering personal linen)
  - dressing and undressing
  - attending own spiritual needs
  - grooming
  - expressing sexuality

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RANGE STATEMENT

Instrumental activities such as:

- Accessing financial resources and allowances
- Paying bills and regular outgoings
- Shopping
- Preparing meals
- Climbing stairs
- Maintaining household (cleaning, laundry, décor, repairs)
- Travelling by private and public transport
- Interacting with others and socialising
- Accessing leisure, recreational and sporting activities
- Recreational and sporting activities
- Craft and creative activities
- Socialising
- Reminiscing activities
- Spiritual activities

Ensuring the safety and comfort of client while addressing the risks associated with:

- Ability to find their own way
- Ability to negotiate traffic
- Wandering or other behaviours relating to agitation
- Behaviours relating to psychotic experiences or mood disorders
- Ability to safely prepare, cook and store food and drink
- Ability to control temperature of water
- Ability to use home appliances
- Ability to maintain personal and home security
- Ability to manage own finances
- Ability to recognise dangers in their environment
- Ability to recognise the safety of others

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RANGE STATEMENT

Environmental strategies may include:

- Orientation to day, date, time of day, place, person, carer, family relationships, weather
- Adequate lighting to decrease risk of misinterpreting their environment
- Manipulate stimuli such as activity, noise, music, lighting, decor
- Provision of space (to pace, wander)
- Provision of individual's own belongings such as photos, books, clothes
- Security
- Safe storage of toxic chemicals

Behaviours of concern:

Refer to:

- Changed behaviour or BPSD (Behavioural and Psychological Symptoms of Dementia)

And may include but are not limited to:

- Physical aggression
- Social withdrawal
- Verbal disruption
- Repetitive actions or questions
- Resistance to personal care
- Sexually inappropriate behaviour
- Refusal to accept services
- Problems associated with eating
- Socially inappropriate behaviour
- Wandering or intrusiveness
- Sleep disturbances

Unit Sector(s)

Not Applicable

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CHCAC410B Collect technical data to support client health care plan

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAC410A Collect technical data to support client health care plan	CHCAC410B Collect technical data to support client health care plan	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to collect information to support a client's health care plan using basic technical skills under *delegation* and *supervision* of a health professional

Application of the Unit

Application

The worker operates within the scope of their defined roles and responsibilities and under supervision of a health professional

Competency requires an awareness of and practice consistent with health legislative requirements and codes of practice and enterprise safe workplace practices

The unit must be applied strictly in accordance with relevant state/territory legislation and industry *guidelines*

For training and assessment pathways, experience in workplace application of the skills and knowledge identified in this unit of competency should be provided as required to support health professionals

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of:

- HLTAP301B Recognise healthy body systems in a health care setting

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to collect technical data according to individualised plan	1.1 Apply understanding of organisation's policies, protocols and procedures in relation to the individualised planning process 1.2 Check and confirm details of the client's individualised plan in relation to the technical data to be collected 1.3 Obtain and confirm understanding of *instructions* from delegating *health professional* about collection of required technical data 1.4 Prepare and check safety and efficiency of equipment and materials required to collect technical data 1.5 Clarify and confirm own role in implementing individualised plan and seek appropriate support for any aspects outside scope of own knowledge/skills or job role

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ELEMENT	PERFORMANCE CRITERIA
2. Undertake and monitor technical *data collection* according to individualised plan	2.1 Discuss with the client the technical *data collection* to be undertaken and ascertain their readiness to proceed 2.2 Use relevant equipment efficiently and in accordance with specified safety and operating instructions 2.3 Undertake specific technical *data collection* according to the individualised plan and instructions from delegating *health professional*, with consideration for client's preferences 2.4 Maintain interaction with client and ensure support is provided to promote the client's participation and independence 2.5 Ensure support provided promotes client safety, involvement and confidence and adheres to their cultural and spiritual beliefs and preference 2.6 Provide ongoing constructive feedback to client about their involvement in the collection processes 2.7 Seek immediate support from *delegating health professional* if client becomes distressed, is in pain and/or communicates their desire to stop 2.8 Monitor client response in line with *delegation by supervising health professional* and seek immediate support if client shows any adverse response
3. Comply with organisation's procedures for handling the range of contingencies which may arise	3.1 Notify *delegating health professional* of any difficulty with *data collection* according to organisation procedures and protocols 3.2 Identify and address any inconsistencies observed during *data collection* processes in line with *delegation by supervising health professional* 3.3 *Document all inconsistencies* in line with *delegation by supervising health professional*

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ELEMENT	PERFORMANCE CRITERIA
4. Clean and store materials and equipment	4.1 Clean and store any equipment according to manufacturer's requirements, infection control requirements and organisation protocols 4.2 Report equipment faults to appropriate person
5. Document client information	5.1 Use accepted protocols to record data and document information relating to collection processes in line with organisation requirements 5.2 Provide prompt feedback to the client's care team in line with *delegation by supervising health professional* 5.3 Use appropriate terminology to document any identified problems related to the *data collection* processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include:

- Codes of practice for delegated work
- Legal and organisation requirements on equity, diversity, discrimination, rights, confidentiality and sharing information when providing technical support to clients
- Specific health issues associated with delegated work, including:
  - chronic health problems
  - acute health problems with older people
  - acute health problems relevant to specific disabilities
- Confidentiality and privacy requirements
- Pain management principles
- Infection control principles
- Knowledge of anatomy and physiology to underpin delegated work
- A range of data collection processes (as listed in the Range Statement)
- Legal frameworks/requirements associated with delegated work
- Work health and safety (WHS) policies and procedures that relate to delegated data collection processes
- Infection control policies and procedures that relate to delegated data collection processes
- Delegation, supervisory and reporting protocols of the organisation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Read and accurately interpret delegated responsibilities from the health care plan or other written instructions
- Ensure all work is in accordance with supervising health professional's instructions
- Follow instructions for delegated data collection processes
- Observe and record changes in the client's condition during and after delegated data collection processes and report to delegating/supervising health professional

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REQUIRED SKILLS AND KNOWLEDGE

- Identify requirements outside scope of role, responsibility, knowledge and skill
- Communicate effectively with clients, supervisors and co-workers
- Work within a multi-disciplinary team
- Establish priorities, manage time effectively and demonstrate well-developed personal organisation skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment must be completed in the workplace and reflect specific delegation by supervising health professional
- Resources essential for assessment include:
  - equipment and materials for undertaking data collection
  - infection control procedures
  - workplace health and safety guidelines
  - relevant organisation and legislative guidelines, standards and procedures

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Delegation by supervising health professional refers to:

- Conferring of authority to provide specific health technical support to a worker who has been determined as competent and appropriate for the task by the delegating health professional
- Delegation is within the context of a health care plan or other written instruction
- Where delegation is provided verbally it must be confirmed as soon as practicable according to organisation procedures in writing and incorporated in the care plan
- The authority is specific to an individual client within a specific care context and is not transferable
- Delegation instructions must include:
  - specific instruction relating to the data collection requirements for particular client
  - any other relevant instructions or information, especially information specific to the client

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RANGE STATEMENT

Supervision refers to:

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- Supervision may be conducted by various means including:
  - in person
  - through use of electronic communications media such as telephone or video conferencing, where necessary
- Frequency of supervision will be determined by factors such as:
  - the task maturity of the person being supervised
  - the need to review and assess client conditions and progress in order to establish or alter treatment plans
- The need to correct and develop non-clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of health care and working within a team

Health professional may include:

- Registered nurse
- General practitioner
- Community nurse
- Allied health professional (relevant to allied health aspects of client health care plan)

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RANGE STATEMENT

Data collection processes may include:	Data collection processes delegated by a health professional, and in which the worker has had training specific to the needs of each client, including: • Taking and recording a temperature • Taking and recording a pulse rate • Taking and recording a respiratory rate • Taking and recording blood pressure • Taking and recording a blood sugar level • Measuring and recording weight • Collecting a urine, sputum or faecal specimen • Monitoring and recognising changes in cognitive ability • Urinalysis • Monitoring pain and sleep
Document all inconsistencies may include:	• Incident reports • Medical charts • Progress notes • Health care plans
Environment may include:	• Home • Hospital • Mental health services • Other community setting • Palliative care units • Rehabilitation setting • Residential settings
Checks include:	• Checking client details • Checking the chart • Checking for authorisation • Checking the health plan
Relevant guidelines may include:	• Organisation policies and procedures • WHS policies and procedures • Manufacturer specifications

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Unit Sector(s)

Not Applicable

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CHCAC412B Provide services to older people with complex needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCAC412A Provide services to older people with complex needs	CHCAC412B Provide services to older people with complex needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers to provide services to the older person with complex or special care needs under supervision of a relevant professional

Application of the Unit

Application

This unit applies to workers in the aged care sector, or those working with *older people* when providing services to clients with complex needs that affect their personal care or support service requirements

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit of competency must be assessed after successful achievement of related unit: • CHCAC318B Work effectively with older people

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate and prioritise the needs of an older person with complex care issues	1.1 Demonstrate understanding of the impact of dual/multiple diagnosis can have on identifying and prioritising needs 1.2 In collaboration with a health professional, determine whether this person requires high level assessment prior to undertaking any evaluation activities 1.3 Utilise purpose designed tools to assess specific problems of the older person according to job role and responsibilities 1.4 Seek advice from health professionals as required to analyse and interpret assessment data 1.5 Seek advice from *appropriate personnel* as required to determine service issues associated with assessment information 1.6 Recognise the impact of complex care issues on the carer/s 1.7 Identify indicators of elder abuse or neglect and respond appropriately in line with organisation guidelines
2. Liaise and negotiate with *appropriate personnel* in the development of a service delivery plan	2.1 Utilise best practice guidelines when choosing strategies to address complex and/or special needs 2.2 Liaise with relevant experts when developing service delivery plans 2.3 Negotiate and establish goals with the older person, their advocate/s and/or their significant other/s, aiming to achieve maximum quality of life 2.4 Access and/or negotiate resources in order to deliver identified services 2.5 Access community support agencies to facilitate the achievement of established goals

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ELEMENT	PERFORMANCE CRITERIA
3. Coordinate the delivery of the service delivery plan	3.1 Delegate services and care activities to appropriately skilled workers 3.2 Recognise when a service and/or care worker is no longer able to provide the level of service required 3.3 Provide support and respite for the carer/s 3.4 Determine all service providers' understanding of the service delivery plan and their roles and responsibilities within that plan
4. Coordinate the monitoring, evaluation and review of the service delivery plan	4.1 Determine all service providers' understanding of the mechanism/s for providing feedback on the effectiveness of the service delivery plan 4.2 Seek feedback from all service providers when evaluating effectiveness of the service delivery plan and re-prioritising care needs 4.3 Seek feedback from the older person and/or their advocate when evaluating effectiveness of the service delivery plan 4.4 Seek advice and assistance from relevant health professionals when the older person's goals are not being reached

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Own work role and responsibilities
- Basic physiology and psychology of ageing and principles of assessment in determining, monitoring and evaluating the service needs of the older person with complex or special needs as it relates to the work role
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Aspects of elder abuse, including:
  - indications of neglect or abuse
  - emotional impact of abuse
  - appropriate management of abuse
- Manifestations and presentation of common health problems associated with ageing, appropriate actions in response to these problems and when to refer
- Impact of cultural and individual differences on service plan development and delivery
- Role and function of various health professionals
- Types of community services and the services each provides
- Role of carers
- Principles and practices of assessment of individuals with complex and/or special needs
- Strategies for conducting assessment of older people with complex and/or special needs
- Assessment tools used in the assessment of complex and/or special needs
- Strategies for analysing and interpreting data in accordance with requirements of work role
- Processes and practices in developing and managing service delivery plans
- Principles of delegation and supervision
- Strategies for conducting effective case conferences
- Principles and practices of case management

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Liaise and report to appropriately persons/agencies
- Adhere to own work role and responsibilities, and recognise own limitations and the need for assistance
- Work collaboratively with colleagues, health professionals and other services
- Apply basic knowledge of physiology and psychology of ageing and principles of assessment in determining, monitoring and evaluating the service needs of the older person with complex or special needs as it relates to the work role
- Prioritise and manage the changing service needs of clients with complex and special care needs
- Respond appropriately to indications of neglect or abuse

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation
  - industry work roles will require workers to be able to perform mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

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REQUIRED SKILLS AND KNOWLEDGE

- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders to achieve service objectives
- Safely use and coordinate the use of relevant technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - resources normally used in the workplace

Method of assessment may include:

- Observation of work activities
- Observation of simulation and/or role play
- Written tasks
- relevant formal and informal education/training courses
- Case studies and scenarios
- Interviews/Questioning
- Role plays

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Older people may include:

- Individuals living in residential aged care environments
- Individuals living in the community
- Prospective individuals to the service or services
- Veterans/war widows

Contexts may include:

- Older person's own dwelling
- Independent living accommodation
- Residential aged care facilities
- Community or government agency

Complex and special needs may include an older person with one or more of the following;

- Mental health problem
- Dementia
- Terminal illness
- Chronic pain
- Developmental or acquired disability
- Dysphagia
- Acquired brain injury
- Alcohol and other drug misuse/abuse problem
- Chronic health problem

Data collection methods may include:

- Use of industry specific assessment tools
- Use of best practice focus assessment tools
- Interviews
- Observation
- Review of previous health records
- Consultation with the older person, their advocate/s, informal carer/s and/or significant other/s

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RANGE STATEMENT

Health records may include:

- Assessments
- Plans of care
- Case histories
- Progress notes
- Test results
- Referral records
- Observation charts
- Medication charts

Appropriate resources may include:

- Financial
- Aids and equipment
- Qualified health specialists (wound consultants, continence advisors, palliative care consultants)

Reporting may be, and include:

- Verbal:
  - telephone
  - face-to-face
  - case conferences
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

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RANGE STATEMENT

Appropriate personnel may include:

- Aboriginal and Torres Strait Islander Health Worker
- Carer
- Dietician
- Diversional therapist
- Drug and alcohol worker
- Geriatrician
- Neuropsychologist and behaviour consultant for people with an acquired brain injury
- Occupational therapist
- Pain specialist
- Palliative care specialist
- Pharmacist
- Physiotherapist
- Psychiatrist
- Psychologist
- Registered nurse
- Respiratory technician
- Social worker
- Speech Pathologist
- Wound consultant

Consultation/collaboration may include:

- Liaison
- Asking and clarifying
- Seeking feedback
- Providing information and reports
- Identifying and exploring perceptions and expectations
- Negotiation

Unit Sector(s)

Not Applicable

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CHCAC416A Facilitate support responsive to the specific nature of dementia

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to develop and implement support plans for clients with dementia in a variety of settings including family homes, community day settings and residential care

Application of the Unit

Application	This unit applies to workers in a range of community service contexts working with people with dementia

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to plan support requirements for people impacted by dementia	1.1 Demonstrate an *understanding of dementia* 1.2 Identify current best practice in the support of people with *dementia* 1.3 Assess physical, social and emotional aspects of the person's environment to determine how well it supports the person with dementia 1.4 Review *the impact* that the dementia has on family carers and significant others 1.5 Identify signs consistent with financial, physical or emotional abuse or neglect of the client and appropriate response in line with organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Plan support requirements	2.1 Plan for and facilitate *activities* which aim to maintain independence and use familiar and existing skills and activities
	2.2 Plan for and facilitate activities that are appropriate to the individual, reflecting their likes and dislikes to maximise their enjoyment
	2.3 Plan for and facilitate activities that provide focus on *ensuring the safety and comfort of the client* balanced with autonomy and risk taking
	2.4 Plan for and facilitate activities that ensure *the safety and comfort of the person*
	2.5 Involve family carers and significant others, team members and volunteers appropriately as resources to assist in developing appropriate activities by accessing information about client reminiscences and routines
	2.6 Identify and implement appropriate adaptations to the environment to support the person
	2.7 Provide guidance and support to family carers and significant others, where appropriate, to assist their understanding of the disease, its impact on the person and some approaches to providing care

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ELEMENT	PERFORMANCE CRITERIA
3. Develop and implement strategies which minimise the impact of behavioural and psychological symptoms of dementia	3.1 Observe and document behaviours to determine triggers which may be related: • Physical and emotional health • Environmental • Tasks • Communication • Past history 3.2 Consider the potential impact of the behaviours on the person or other clients in determining an appropriate response 3.3 Consider a range of options when developing effective responses for inclusion in the client's care plan 3.4 Implement best practice strategies which minimise the impact of behaviours 3.5 Regularly review strategies that are implemented to ensure maximum effectiveness

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ELEMENT	PERFORMANCE CRITERIA
4. Provide guidance and support workers and carers to implement plan	4.1 Assist workers and/or carers to understand the purpose of an individual's care plan and supports identified in it 4.2 Guide workers and/or carers to provide the support identified in the plan according to duty of care, ethical and legal requirements and in a manner that respects the person's self-esteem and dignity and maximises their participation 4.3 Guide workers and/or carers to provide the support identified in the plan in a manner that respects the person's preferences and history 4.4 Guide workers and/or carers, where appropriate to monitor progress against the plan 4.5 Evaluate ability of worker and/or carers to implement requirements of the individualised plan, including processes, procedures and the use of equipment 4.6 Monitor implementation of the plan and provide feedback and/or make revisions to care plan as required 4.7 Monitor self care ability of workers and carers and provide support and guidance where appropriate
5. Complete documentation	5.1 Comply with the organisation's reporting requirements 5.2 Complete documentation according to organisation policy and protocols 5.3 Maintain documentation in a manner consistent with reporting requirements 5.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Nature of dementia as a neurological condition which is progressive
- Common indicators and symptoms of dementia
- Progression of dementia and potential impact on the person with dementia, their family and significant others
- Current research or dementia including relevant statistics
- Aspects of elder abuse, including:
  - indications of neglect or abuse
  - emotional impact of abuse
  - appropriate management of abuse
- Support services available
- Plan of care for the clients
- Understanding of the principles of person-centred approach to care
- Organisation protocols and policies related to own area of work
- The importance of the physical, social and emotional environment for people with dementia
- Importance of relevant activities and communication in working with people with dementia
- Limitations and legal ramifications of physical, chemical and psychological restraint
- The range of appropriate strategies to be implemented when working with people with dementia
- Organisation reporting and record-keeping policy and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Communicate effectively with clients with dementia
- Utilise creative, least restrictive approaches to behaviours of clients with dementia
- Assess environment and make changes that support the person

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate a broad range of communication approaches e.g. reminiscences
- Establish and maintain a relationship that takes into account client and family individual differences (e.g. cognitive abilities, cultural background, language skills)
- Apply oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, gestures) necessary to develop a trusting relationship with a person who has dementia and their family
- Use communication techniques to enhance communication and facilitate client's interaction within their environment
- Adapt activities to meet individual needs
- Demonstrate cultural sensitivity
- Undertake observation and analysis of client needs
- Respond appropriately to indications of neglect or abuse
- Provide training to staff and family members
- Maintain records according to organisation policy and procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions but partial assessment could be undertaken under simulated conditions
- Assessment may include observations, questioning and evidence gathered from the workplace on more than one occasion
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Understanding of dementia may include:	• Knowledge of different manifestations of dementia, including:
	  • Alzheimer's disease
	  • Huntington's disease
	  • Pick's disease
	  • Vascular dementia
	• Basic understanding of pathological features, including
	  • Amyloid plaques
	  • Neurofibrillary tangles
	  • Loss of connection between cells and cell death
	• Advances in research

Impacts of dementia on family carers and significant others may include	• Depression • Loss and grieving • Anger • Despair • Social embarrassment a family member might feel • Isolation • Financial burden on the family
Significant others may include	• Spouse • Family • Friends
Strategies to respond to behaviours of concern may include:	• Distraction • Current events • Reminiscences • Music, dancing • Walking • Talking reassuringly about familiar and favourite topics • Behaviour modification (if appropriate) • Addressing physical triggers to behaviour including pain and constipation, urinary tract infections • Alternative therapies

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RANGE STATEMENT

Activities include:

- Daily living activities such as:
  - Maintaining personal safety
  - Communication (speech, writing, non-verbal communication)
  - Eating and drinking
  - Mobilising and transferring (moving from place to place and position to position)
  - Attending to personal hygiene (bathing, laundering personal linen)
  - Dressing and undressing
  - Attending own spiritual needs
  - Grooming
  - Expressing sexuality

Instrumental activities such as:

- Accessing financial resources and allowances
- Paying bills and regular outgoings
- Shopping
- Preparing meals
- Climbing stairs
- Maintaining household (cleaning, laundry, décor, repairs)
- Travelling by private and public transport
- Interacting with others and socialising
- Accessing leisure, recreational and sporting activities
- Recreational and sporting activities
- Craft and creative activities
- Socialising
- Reminiscing activities
- Spiritual activities

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RANGE STATEMENT

Ensuring the safety and comfort of client while addressing the risks associated with:	• Ability to find their own way • Ability to negotiate traffic • Wandering or other behaviours relating to agitation • Behaviours relating to psychotic experiences or mood disorders • Ability to safely prepare, cook and store food and drink • Ability to control temperature of water • Ability to use home appliances • Ability to maintain personal and home security • Ability to manage own finances • Ability to recognise dangers in their environment • Ability to recognise the safety of others
Environmental strategies may include:	• Orientation to day, date, time of day, place, person, carer, family relationships, weather • Adequate lighting to decrease risk of misinterpreting their environment • Manipulate stimuli such as activity, noise, music, lighting, decor • Provision of space (to pace, wander) • Security • Safe storage of toxic chemicals

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RANGE STATEMENT

Behaviours of concern: Refer to:

- Changed behaviour or
- BPSD (Behavioural and Psychological Symptoms of Dementia)

And may include but are not limited to:

- Physical aggression
- Social withdrawal
- Verbal disruption
- Repetitive actions or questions
- Resistance to personal care
- Sexually inappropriate behaviour
- Refusal to accept services
- Problems associated with eating
- Socially inappropriate behaviour
- Wandering or intrusiveness
- Sleep disturbances

Unit Sector(s)

Not Applicable

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CHCAC417A Implement interventions with older people at risk of falls

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to work in partnership with older people and their carers to implement interventions in the context of an individualised plan to reduce the risk of falls

Application of the Unit

Application	Work performed requires a range of well developed skills where some discretion and judgement is required and individual workers will take responsibility for their own outputs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for an *assessment* of the risk of falls	1.1 Confirm *assessment* requirements with supervisor or relevant health professional
	1.2 Identify *assessment* requirements outside scope of roles and responsibilities and report to supervisor or relevant health professional
	1.3 Work with the older person and their carer to establish their involvement in *the assessment* and further actions
	1.4 Provide information to clarify own role, responsibilities and accountability
	1.5 Provide information to clarify *the assessment* process, information that will be obtained and stored
	1.6 Provide information to clarify *relevant others* who might see *the assessment* results
	1.7 Communicate in a supportive and encouraging manner that is respectful of the older person and their carer's level of understanding and cultural background
	1.8 Obtain the older person's informed consent to the *assessment process*

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ELEMENT	PERFORMANCE CRITERIA
2. Conduct an assessment of the risk of falls	2.1 Conduct assessment in a manner respectful of the older person's privacy, dignity, *wishes* and beliefs 2.2 Determine the older person's concerns about falling 2.3 Determine how the older person has coped with any previous fall/s 2.4 Identify and explore factors in the older person's *lifestyle* that might affect their level of risk 2.5 Determine the older person's physical indicators of risk of falls using appropriate tools and methodologies 2.6 Conduct the assessment in a manner that minimises unnecessary discomfort to the older person 2.7 Conduct the assessment in a manner that maximises the participation of the older person 2.8 In collaboration with supervisor and/or or relevant health professional, determine any condition/s that the older person has that might affect their level of risk 2.9 Where appropriate, use the support of carers during the assessment process 2.10 In collaboration with supervisor and/or or relevant health professional, determine the older person's *risk factors* based on measurements and findings 2.11 Identify the older person's needs, issues and concerns outside scope of practice and refer to appropriate supervisor and health professional

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ELEMENT	PERFORMANCE CRITERIA
3. Implement *fall minimisation strategies*	3.1 Identify and explain options to minimise the risk of falls 3.2 Work with the older person and their carers to identify strategies that are consistent with their safety needs, *priorities* and *specific requirements* 3.3 Implement strategies in a safe and effective manner 3.4 Implement strategies in a manner that minimises the older person's discomfort 3.5 Where appropriate, provide support to the carer to contribute to the strategy
4. Monitor fall minimisation strategies	4.1 Monitor the effects of the strategies on the older person 4.2 Identify *indicators of increased risk* 4.3 Identify when strategies are not having the desired result and identify possible reasons for this 4.4 Reassess and identify more appropriate strategies 4.5 Work with the older person and their carers to assess the outcomes of falls minimisation strategies and discuss with supervisor and/or or relevant health professional
5. Complete documentation	5.1 Comply with the organisation's reporting requirements 5.2 Complete documentation according to organisation policy and protocols 5.3 Maintain documentation in a manner consistent with reporting requirements 5.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Own work role and responsibilities
- The ethics concerning consent and confidentiality, and the tensions which may exist between an individual's rights and the organisation's responsibility to individuals
- The major issues, trends and policies relating to the health and well being of older people
- The ageing process and how it might affect the risk of falls for older people
- The physical and psychological effects of falls on older people and their carers
- Factors contributing to the risk of falls and their impact on older people and their carers
- Normal posture, gait and balance and how to recognise deviations
- Medical causes of falls and how to recognise them
- The importance of explaining the significance of medical causes of falls to older people and their carers and the actions they should take in response to indicators of medical causes
- How to interpret physical indicators of risk of falls
- How to interpret the results of tests and measurements in relation to the risk of falls
- How to evaluate the older person's level of risk of falls
- Range of strategies that reduce the risk of falls
- Indicators that a strategy should be halted
- When to make referral and seek advice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Access supervision, advice and support
- Interpret physical indicators of risk of falls

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REQUIRED SKILLS AND KNOWLEDGE

- Identify indicators of a medical cause for falls
- Interpret the results of tests and measurements in relation to the risk of falls
- Evaluate the older person's level of risk of falls
- Referral to appropriate other in an appropriate and timely manner
- Encourage the older person and their carers to participate in strategies and monitor their effectiveness
- Implement a range of strategies in a manner that is respectful of the older person's dignity and privacy

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use communication strategies to:
  - develop a trusting relationships
  - provide appropriate information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures

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EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The assessment is:

- A structured needs assessment using recognised assessment tools, which enables health professionals to systematically identify, record and promote the health and well being of individuals

Relevant others may include:

- Health professionals
- Supervisor

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RANGE STATEMENT

Assessment process includes:

- Worker role
- The purpose of the assessment
- The approximate duration of the assessment
- The type of information required for the assessment
- Any specific assessment tools that will be used
- The role of others in the assessment
- What will happen after the assessment
- The records associated with the assessment
- Referrals
- Role of client's GP

Wishes of the older person may include:

- Who conducts the assessment
- Who else might need to be present
- Preparation for assessment activities

Lifestyle may include:

- Physical activity
- Diet
- Alcohol
- Psychological concerns, e.g fear of falling and loss of confidence in being able to move about safely
- Environmental hazards

Risk factors may include:

- Falls history
- The ageing process
- Balance, gait or mobility problems, including those due to degenerative joint disease and motor disorders such as stroke or Parkinson's disease
- Medications, particularly sedating or blood pressure lowering medications
- Postural hypotension
- Visual impairment
- Impaired cognition
- Confusion
- Depression
- In continence
- Environmental hazards

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RANGE STATEMENT

Fall minimisation strategies may include:	• Diagnostic • Therapeutic • Preventative • Rehabilitative • Social support

Indicators of increased risk may include:	• Adverse reactions, including:
	  • physical
	  • psychological
	  • emotional
	• Contra-indicators
	• Withdrawal of consent
	• Non-compliance

Unit Sector(s)

Not Applicable

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CHCAC507E Plan and monitor service delivery plans

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAC507D Plan and monitor service delivery plans	CHCAC507E Plan and monitor service delivery plans	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to identify the service needs of the older person and to develop and monitor the service delivery plan

Application of the Unit

Application

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the service *needs of the older person*	1.1 Select assessment tools approved for use in the workplace and utilise appropriately 1.2 Instigate the collection of client data in order to determine service needs 1.3 Utilise a variety of appropriate *data collection methods* 1.4 Seek assistance from carer, other service providers and health professionals when gathering data and interpreting findings
2. Consult with the older person and/or their carer when determining the service delivery plan	2.1 Encourage the older person and/or their *significant other/s* to participate in the data collection process 2.2 Facilitate case conferences to determine service delivery strategy/s 2.3 Acknowledge the older person's and/or their advocate's right to determine service options to be chosen 2.4 Demonstrate respect for the older person's and/or their advocate's right to refuse the proposed interventions

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ELEMENT	PERFORMANCE CRITERIA
3. Develop and implement the service delivery plan	3.1 Develop the service delivery plan in collaboration with key stakeholders to ensure it reflects the needs, identified goals and determined interventions 3.2 Determine service delivery priorities in conjunction with all stakeholders 3.3 Document the service delivery plan in accordance with organisation's protocols 3.4 Assign activities to appropriate services and/ or workers 3.5 Access *appropriate resources* and allocate in accordance with organisation protocols
4. Monitor and review the service delivery plan	4.1 Seek feedback from the older person, other service providers and/or workers as to the effectiveness of the plan 4.2 Adapt the plan to reflect any changes required 4.3 Identify potential risks to the older person and/or the service provider in the provision of determined care 4.4 Recognise and *report* to supervisor when service provider is no longer able to meet the *needs of the older person*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Own work role and responsibilities
- Physiology and psychology of ageing and principles of assessment in determining, monitoring and evaluating the service needs of the older person
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Overview of the physiology and psychology of ageing
- Impact of 'normal' ageing on an older person's ability to meet their personal care and health needs
- Overview of the manifestations and presentation of common health problems associated with ageing
- Relevant care needs and strategies related to common health problems associated with ageing
- Impact of cultural and individual differences of service plan development and delivery
- Role and function of various health professionals
- Role of carer in case conferencing and in the development and monitoring of service plans
- Types of community services and the services and each provides
- Eligibility requirements in accessing services
- Service provision guidelines for all local, State and Commonwealth Programs
- Principles and practices of assessment
- Processes and practices in developing and managing service delivery plans
- Principles of delegation and supervision
- Strategies for conducting effective case conferences
- Principles and practices of case management

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Follow organisation policies and protocols
- Liaise and report to appropriately persons/agencies
- Adhere to own work role and responsibilities
- Recognise own limitations and the need for assistance
- Work collaboratively with colleagues, health professionals and other services
- Apply knowledge of physiology and psychology of ageing and principles of assessment in determining, monitoring and evaluating the service needs of the older person

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply problem solving skills that require negotiation and medication skills to resolve problems of a difficult nature within organisation's protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives
- Safely use and coordinate the use of relevant technology effectively in line with work health and safety (WHS) guidelines

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Evidence Guide

EVIDENCE GUIDE

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Older people may include:

- Individuals living in residential aged care environments
- Individuals living in the community
- Prospective individuals to the service or services

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RANGE STATEMENT

Contexts may include:

- Older person's own dwelling
- Independent living accommodation
- Residential aged care facilities
- Community or government agency

Needs of the older person may include:

- Physical
- Emotional
- Psychological
- Social
- Cultural
- Spiritual
- Sexual
- Educational
- Safety and security

Data collection methods may include:

- Use of industry specific assessment tools
- Use of best practice focus assessment tools
- Interviews
- Observation
- Review of previous health records
- Consultation with the older person, their advocate/s, informal carer/s and/or significant other/s

Health records may include:

- Assessments
- Plans of care
- Case histories
- Progress notes
- Test results
- Referral records
- Observation charts
- Medication charts

Appropriate resources may include:

- Financial
- Aids and equipment
- Qualified health specialists (wound consultants, continence advisors, palliative care consultants)

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RANGE STATEMENT

Report may be, and include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

Consultation/collaboration may include:

- Liaison
- Asking and clarifying
- Seeking feedback
- Providing information and reports
- Identifying and exploring perceptions and expectations
- Negotiation

Significant other/s include:

- Family
- Carers

Unit Sector(s)

Not Applicable

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CHCAD401D Advocate for clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to support clients to voice their opinions or needs and to ensure their rights are upheld

Application of the Unit

Application	This unit may apply to work undertaken across a range of sectors in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist clients to identify their rights and represent their own needs	1.1 Assist client to identify their own needs and rights and to determine if their rights are being infringed or are not being met 1.2 Undertake an assessment with the client, and if necessary with significant others and colleagues to identify client's ability to advocate for self 1.3 Provide client with information about available options for meeting their needs and assist them to identify their preferred option, and to make contact and negotiate with relevant people and agencies where appropriate 1.4 Ensure information provided to clients about client rights and responsibilities is researched, relevant and timely

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ELEMENT	PERFORMANCE CRITERIA
2. *Advocate on behalf* of *clients* on request	2.1 Initiate, negotiate and implement relevant strategies for addressing client needs 2.2 On request from the client and in on-going consultation with the client, identify and contact the most appropriate individuals or organisations and represent the client's point of view clearly to optimise outcomes for the client 2.3 Ensure information is kept in confidence unless authorisation is given to release it 2.4 Discuss progress and outcomes with the client and take further action as necessary
3. Advocate for clients	3.1 Where assessment indicates the client requires *advocacy* support: • raise issues with the most appropriate person/ people in a way that upholds the rights and supports reasonable expectations of the client • initiate and implement strategies for addressing client needs in consultation with appropriate personnel • identify and redress potential conflict of interest

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Organisations and services relevant to the nature of client service
- Referral options and resources available to community
- Organisation policies and procedures
- Relevant legal and other rights/limitations

The candidate must also be able to demonstrate relevant knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria, such as knowledge of:

- Social justice principles
- Differences between negotiation, advocacy, mediation and conciliation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Negotiate
- Advocate on behalf of clients
- Use a client-centred approach
- Demonstrate a non-judgemental approach to clients
- Maintain documentation as required

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in:
  - mediation

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REQUIRED SKILLS AND KNOWLEDGE

- representation
- dealing with cross cultural issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place, or
  - simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Rights and needs include:

- Freedom of choice
- Access to services
- Personal safety and security
- Access to rights protection and legal remedies
- Access to right protections and legal remedies

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RANGE STATEMENT

Advocate on behalf of clients may be to:	• Other workers • Management • Other agencies/organisations • Family/friends/community • Employers • Other health services/professionals • Police • Legal organisations/persons • Government departments • Schools • Credit providers, financial institutions, utility companies
Advocacy may include:	• Meeting client needs in the context of organisation requirements • Awareness of potential conflict between client needs and organisation requirements
Review of strategies may be informal or formal and may include:	• Discussions with key people in the community • Discussions with friends/family of the client • Discussions with colleagues and/or clients
Formal strategies may include:	• Public meetings • Interviews • Questionnaires • Court appearances

Unit Sector(s)

Not Applicable

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CHCAD402D Support the interests, rights and needs of clients within duty of care requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to uphold the interests and rights of clients within the organisation

Application of the Unit

Application	This unit may apply to work undertaken across a range of sectors in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide support to client for the realisation of their *interests*, *rights* and needs within job roles and *responsibilities*	1.1 Support and encourage client to exercise their *rights* and personal preferences without compromising their safety and that of others 1.2 Appropriately inform one's supervisor, other health workers and the service about *interests*, *rights* and *needs of the client* 1.3 Identify situations of risk or potential risk and refer appropriately
2. Support and safeguard the *interests* and *rights* of clients	2.1 Make decisions and take action within the scope of *responsibilities* as specified in the job description 2.2 Properly maintain knowledge and skill required for daily activities of work 2.3 Apply work practices to minimise potential for harm to clients, self and others 2.4 Take care to behave in a lawful, reasonable and careful manner at all times

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Duty of care requirements
- Common health problems and their effects
- Statements of rights, e.g. UN Charter, relevant outcomes standards documents
- Common risks to client safety
- Organisation guidelines
- Rights and responsibilities of client
- Awareness of discriminatory actions

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of duty of care requirements
- Perform work within duty of care requirements
- Uphold and support the rights and interests of client groups in the workplace, except where contradicted by the clients' functioning and mental state

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication competence in order to represent the interests, rights and needs of the client to supervisor:
  - language used may be English or community language depending on the organisation
- Apply written communication skills if organisation policies and procedures require client

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REQUIRED SKILLS AND KNOWLEDGE

needs to be represented in written form

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment may be conducted on one or more occasions but must include the normal range of workplace situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • appropriate workplace where assessment can take place
	  • simulation of realistic workplace setting for assessment

Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment • Workplace evidence can include testimonials from colleagues or clients
Related units:	This unit of competency may be (but is not required to be) assessed in conjunction with units on communication and/or with the following related unit if they are included in qualification packaging: • CHCCS400A Work within a relevant legal and ethical framework

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Appropriate representation may include:	• Meeting client needs in the context of organisation requirements • Awareness of potential conflict between client needs and organisation requirements
Interests may include:	• Possessions • Bank accounts • Accommodation • Facilities • Services available and desired • Recreational pursuits
Rights include principles expressed in:	• Charters of rights • Outcomes standards documents • General human rights and freedom from discrimination
Interests, rights and needs of the client may be made known by:	• Verbal representation • Written representation
Social rights of the client may include:	• Freedom of association • Friendship
Rights may be detailed in:	• In mission statements and philosophies of service provider organisations
Rights may include:	• The right of participation or non participation to the degree desired • The right to receive quality service • The right to refuse services

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RANGE STATEMENT

The needs of the client may include:	• Physical and emotional security • Support and care • Economic support • Household assistance and maintenance
Worker's responsibilities may include working within:	• Care/case plan • Job description and job role • Training received • Relevant legislation such as Poisons Act, State Nursing Acts, Podiatrists Acts, etc
Factors affecting client exercising rights may include:	• Person's culture • Another language • Gender relationships • Different emphasis on time and work • Different views of personal space and touch • Different beliefs on the community and family • Individual religious beliefs
Legal rights of the client may include:	• Rights of common law • Rights outlined under relevant outcomes standards • Rights under the constitution • Rights under legislation

Unit Sector(s)

Not Applicable

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CHCAD504B Provide advocacy and representation services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAD504A Provide advocacy and representation services	CHCAD504B Provide advocacy and representation services	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Significant addition to Essential Skills. Equivalent competency outcome

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to represent the interests of service users, the community and/or the community services and health industries

Representation will include the development of community representative and industry participative roles and positions in influencing policy processes and decision-making forums

Application of the Unit

Application

This unit may apply to work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the *representative role* and process	1.1 Identify role, processes and *conditions of representation* in consultation with individuals and key groups 1.2 Seek the *support* of *key people* 1.3 Determine and implement requirements for reporting and accountability
2. Participate in decision-making forums	2.1 Identify relevant interests and concerns to be pursued in accordance with organisation positions and priorities 2.2 Undertake work to provide a framework for pursuing promotion of relevant interests 2.3 Create and respond routinely within work role to *opportunities* to reflect, promote and represent relevant interests 2.4 Calculate and assess the potential impact of *developments* and decisions in terms of objectives and priorities 2.5 Provide progress and other reports and feedback to *key people* according to organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Negotiate outcomes and liaise with *key people*	3.1 Identify and develop appropriate strategic alliances 3.2 Promote and support collaborative planning and action 3.3 Identify potential areas of conflict and implement strategies to address them 3.4 Clearly determine and promote purpose and objectives 3.5 Undertake appropriate work with organising committees and board of management to maximise effectiveness
4. Evaluate effectiveness of strategies	4.1 Analyse actual work outcomes and report against agreed objectives 4.2 Implement adjustments to strategy according to the evaluation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Community consultation and decision-making processes
- Complex cultural awareness
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - Aboriginal and Torres Strait Islander people
  - ageing
  - alcohol and other drugs (AOD)
  - chronic illness
  - community education
  - cultural and linguistic diversity
  - disability
  - men
  - mental health
  - people under 18 years of age
  - risk of self-harm
  - women
- Government legislation, regulations, policies and standards
- Industry and government processes
- Industry culture
- Legal processes regarding Power of Attorney and Guardianship
- Models of management/leadership
- Models of negotiation
- Nature and structure of the community services and health industries
- Power structures and relationships in the community
- Processes and structures relevant to organisation goals and objectives or work role
- Processes and systems to support advocacy, including electronic campaigning
- Research methods
- Understanding that representation and advocacy are not decision-making on behalf of a

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REQUIRED SKILLS AND KNOWLEDGE

client or on behalf of a service provider

- Understanding the legal status of parents and guardians of people under the age of 18
- Understanding the processes of both individual advocacy and group advocacy
- Working within an ethical framework

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Advocate for client-oriented solutions to identified needs at the service delivery level and at policy level
- Demonstrate effective representation of individual and group concerns and interests within the organisation, the community and the community services industry
- Develop client decision-making abilities and independence and foster personal growth
- Educate and assist clients to access appropriate services, supports and resources
- Establish working relationship with clients, providers and funders
- Participate in a range of influencing, decision forming and/or decision-making forums, including electronic options
- Promote development/extension of services where service gaps are identified
- Support clients to be involved in advocacy and decision forming/making forums, including electronic options

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate skills in:
  - complex communication
  - consultation
  - information gathering and situation analysis
  - leadership/management
  - negotiation
  - presentation
  - strategic planning and outcomes measurement

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the workplace, in the community or in a relevant simulation
- Consistency in performance should consider the range of situations under which workers will provide advocacy and representation

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace or community where assessment can take place
  - an environment where an accurate simulation can be undertaken for assessment purposes (e.g. case studies and role plays)

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Representative role may include:

- Action taken to influence decision-making processes
- Advancing the interests of the community through decision forming/making forums
- Developing and promoting the interests of the community services industry in a wide range of public forums where industry may include:
  - consumers
  - industrial representatives
  - organisations
  - programs
  - researchers
  - services
  - training/education

Conditions of representation may include:

- Authorisation, accountability and protocol
- Consultation and delegations
- Development of an industry position
- Existing community structures, systems, networks and processes
- Requirements of industry mechanisms, including:
  - advisory/steering/reference committees
  - conferences/seminars
  - electronic advocacy
  - electronic campaigning
  - education
  - formal and informal networks
  - formal representative positions
  - peak industry and professional organisations
  - publications
  - submissions
  - training
- Resources
- Role of key people
- Scope, scale and parameters
- Terms of reference

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RANGE STATEMENT

Support may be sought for:

- Development of consultation and accountability structures
- Development of industry positions

Key people may include:

- Community leaders
- Experts
- Media
- Policy/decision-makers
- Resource managers
- Researchers
- Service user peak bodies/ groups
- Teachers
- Trainers

Developments may include:

- Social/political/economic/industrial changes
- Within and outside the organisation structures
- Government policy
- Ideology
- Education
- Research findings
- Community change

Opportunities may include:

- Events
- Publicity
- Committee membership
- Public presentations
- Media
- Policy development
- Special meetings/delegations

Unit Sector(s)

Not Applicable

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CHCAD505A Represent clients in court

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to undertake work as an advocate of a client in court

Application of the Unit

Application	This unit may apply to work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit must be assessed after achievement of related unit: • CHCLEG411A Use relevant legislation in response to client needs

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake adequate preparation to represent the client in *court*	1.1 Demonstrate correct knowledge of the different *court* types and relevant procedures and etiquette 1.2 Follow appropriate court preparation procedures and format in line with organisation requirements 1.3 Ensure negotiations with the client have occurred prior to court appearance 1.4 Ensure liaison with, and appropriate briefing of, solicitor occurs prior to court appearance where appropriate 1.5 Check appropriate files and *relevant paperwork* and update for accuracy prior to court appearance 1.6 Deliver relevant and appropriate legal notice/s with adequate time allowed prior to court appearance

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ELEMENT	PERFORMANCE CRITERIA
2. Follow appropriate processes and organisation policies for successful representation of the client in court	2.1 Observe appropriate court dress and grooming codes 2.2 Demonstrate knowledge of and observe appropriate court etiquette 2.3 Allocate adequate time for court appearance 2.4 Undertake additional briefing with solicitor where appropriate 2.5 Maintain personal composure and professional attitude 2.6 Ensure *relevant paperwork*, files and documentation are up to date, errors corrected and well organised 2.7 Answer questions and present facts clearly, concisely, confidently and accurately
3. Carry out appropriate procedures for reporting, debriefing and *follow up action/s* from court appearance	3.1 Prepare accurate records, reporting and file updates, as required and resulting from the court appearance 3.2 Undertake appropriate debriefing with colleagues, supervisor and/or solicitor 3.3 Establish with solicitor and/or supervisor / colleagues, a process for monitoring the action, during the period of adjustment following the court appearance

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- The relevance of the legal system to the work area
- Relevant organisation policies and guidelines
- Court / tribunal processes
- Relevant legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively represent client in court including appropriate application of organisation procedures and relevant legislation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Provide examples of application of legislation in service/program delivery
- Adapt organisation policy to ensure application of legislation
- Provide relevant and regularly updated information to workers and service users about relevant legislation

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is to be assessed in the workplace • Consistency in performance should consider requirements of the workplace for effective representation of the client in court
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to appropriate workplace where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Courts may include:

- Local, District and Supreme Court
- Residential Tenancies Tribunals

Court requirements may include current details such as:

- Accounts, occupancy, property maintenance, cleaning undertaken, fraud details in relation to tenancy details
- Client records

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RANGE STATEMENT

Relevant paperwork may include:	• Preparation of set questions • Briefs of evidence • Court reports • Affidavit • Police statements • Relevant organisation files
Follow up action/s and procedures from court appearance may include:	• Organisation requirements and regulations • Changing status of account • Monitoring a bench order • Follow up costs/follow up debt recovery • Payment of application fees from advance account will be arranged and voucher prepared • Relevant agencies advised and coordinated as required
Relevant legislation may include, where it exists:	• Residential Tenancies Act or equivalent • Access and equity legislation • Anti-discrimination legislation • Consumer affairs legislation
Information about legislation will include:	• Copies of actual legislation documentation • Information brochures • Analysis discussion material prepared by relevant community organisations, advocacy groups, policy groups, peak bodies or academics • Internally generated documents

Unit Sector(s)

Not Applicable

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CHCAD506A Represent the organisation in a court or tribunal

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to undertake work as an advocate of a service in a court or tribunal

Application of the Unit

Application	This unit may apply to work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake adequate preparation to represent the organisation in *court or tribunal*	1.1 Demonstrate correct knowledge of the different types of *court or tribunal* and relevant procedures and etiquette 1.2 Follow appropriate court or tribunal preparation procedures and format in line with organisation requirements 1.3 Ensure negotiations with the client occur prior to court or tribunal appearance 1.4 Ensure liaison with, and appropriate briefing of, solicitor occurs prior to court or tribunal appearance where appropriate 1.5 Where appropriate, ensure appropriate briefing is provided by legal team of the organisation 1.6 Access and organise appropriate files and *relevant paper work* prior to court or tribunal appearance 1.7 Check appropriate files and relevant paper work and update for accuracy prior to court or tribunal appearance 1.8 Deliver relevant and appropriate legal notice/s with adequate time allowed prior to court or tribunal appearance

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ELEMENT	PERFORMANCE CRITERIA
2. Follow appropriate processes and organisation policies for successful representation of the organisation in court or tribunal	2.1 Observe appropriate dress and grooming codes 2.2 Demonstrate knowledge of and observe appropriate court or tribunal etiquette 2.3 Allocate adequate time for court or tribunal appearance 2.4 Undertake additional briefing with solicitor if necessary and appropriate 2.5 Maintain personal composure and professional attitude 2.6 Ensure relevant paperwork, files and documentation are up to date, errors corrected and well organised 2.7 Answer questions and present facts clearly, concisely, confidently and accurately 2.8 Maintain effective negotiations and briefing with the client and the solicitor throughout the court or tribunal process, if appropriate
3. Carry out appropriate procedures for reporting, debriefing and *follow up actions* from court appearance or tribunal hearing	3.1 Prepare accurate records, reporting and file updates, as required and resulting from the court appearance or tribunal hearing 3.2 Undertake appropriate debriefing with colleagues, supervisor and solicitor 3.3 Follow procedures for ensuring *follow up action/s* arising from court or tribunal appearance 3.4 Establish a process for monitoring the action following the court or tribunal appearance
4. Determine whether the organisation can lodge an application for a hearing	4.1 Understand and act upon circumstances under which the organisation can lodge an application for a hearing 4.2 Assess each case to determine if an application can be lodged

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ELEMENT	PERFORMANCE CRITERIA
5. Follow procedures and protocol of the hearing	5.1 Understand and follow processes, procedures and protocols required in order to lodge an application 5.2 Prepare recommendation to proceed to a hearing 5.3 Complete necessary administrative duties and lodge an application 5.4 Notify appropriate persons/organisations of any intention to withdraw/adjourn/relist case 5.5 Carry out procedures within time limits, if applicable 5.6 Prepare submission seeking to evict 5.7 Lodge application for Warrant of Possession with Sheriff; arrange officer's attendance at eviction and organise removalist van if necessary 5.8 Understand and follow eviction proceedings 5.9 Follow appropriate steps after a legal order has been given
6. Prepare case for presentation at hearing	6.1 Prepare relevant documentation and make it available for presentation of case 6.2 Prepare action sheet
7. Use the procedure for resolving specific issues	7.1 Investigate and document nuisance and annoyance claims 7.2 Negotiate with client to attempt a resolution, prior to a hearing 7.3 Ensure all required *reports* are completed accurately after a hearing and record *follow up action/s* 7.4 Make appropriate referrals to agencies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Relevance of legal system to service delivery policy
- Theories of delivery for the specific sector of work
- Relevant organisation policies and guidelines as they relate to application of legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively represent the organisation in court including appropriate application of organisation procedures and relevant legislation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Provide examples of application of legislation in service/program delivery
- Adapt organisation policy to ensure application of legislation
- Provide relevant and regularly updated information to workers and service users about relevant legislation

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is to be assessed in the workplace
- Consistency in performance should consider requirements of the workplace for effective representation of the organisation in court or tribunal

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate workplace where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Court or tribunal may include:

- Local, District and Supreme Court
- Tenancy tribunals

Court requirements may include current details such as:

- Accounts, occupancy, property maintenance, cleaning undertaken, fraud details related to tenancy

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RANGE STATEMENT

Relevant paper work may include:	• Preparation of set questions • Briefs of evidence • Court reports • Affidavit • Police statements • Relevant organisation files
Reports completed after a hearing may include:	• File notes
Follow up action/s and procedures from court or tribunal appearance may include:	• Organisation requirements and regulations • Changing status of account • Monitoring a bench order • Follow up costs/follow up debt recovery • Payment of application fees from advance account will be arranged and voucher prepared • Relevant agencies are advised and coordinated as required
Relevant legislation may include, where it exists:	• Residential tenancies act or equivalent • Access and equity legislation • Anti-discrimination legislation • Consumer affairs legislation
Information about legislation will include:	• Copies of actual legislation documentation • Information brochures • Analysis/discussion material prepared by relevant community organisations, advocacy groups, policy groups, peak bodies or academics • Internally generated documents

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Unit Sector(s)

Not Applicable

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CHCAD603B Provide systems advocacy services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAD603A Provide systems advocacy services	CHCAD603B Provide systems advocacy services	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.Formatting and grammatical corrections. Changes to Essential Knowledge, Essential Skills and Range Statement.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to advocate to ensure that the rights and needs of consumers and clients issues are maintained within the broader rights and needs of the general community

Application of the Unit

Application

This unit may apply to work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain, analyse and document information relevant to the needs of clients as a community of interest within the general community	1.1 Obtain and analyse relevant documented information about particular issues 1.2 Obtain and analyse relevant statistical and research data 1.3 Conduct consultations with consumers, carers, and other stakeholders to identify and describe *issues of concern* 1.4 Conduct other research as appropriate 1.5 Synthesise relevant information into forms appropriate for communicating with, and providing to, *relevant agencies and stakeholders*

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ELEMENT	PERFORMANCE CRITERIA
2. Work with consumers, service users, services and other stakeholders to develop *strategies* to address identified needs	2.1 Develop and maintain close working relationships/ networks with relevant stakeholders 2.2 Organise formal meetings, working groups and other *activities* to develop policy statements, action plans, projects, and programs to address identified needs 2.3 Participate in meetings, working groups and other activities aimed at developing relevant *strategies* 2.4 Prepare strategic/action/project plans in forms that are appropriate to the needs and roles of relevant stakeholder organisations
3. Advocate for, and facilitate the implementation of, *strategies* developed to address the needs of clients with specific needs	3.1 Identify and pursue relevant opportunities for communicating formally and informally about the needs of clients 3.2 Prepare submissions for resources to implement identified projects and action plans 3.3 Where appropriate, contribute to relevant government policy development 3.4 Work with consumers and other stakeholders to implement relevant projects and action plans 3.5 Pursue opportunities and provide comments on policy documents, legislation, project plans and other relevant documents regarding the needs of clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- An understanding of the context and relationship of client issues to community, society and government policy
- Broad knowledge of relevant range of issues affecting the client group
- Key stakeholders and how to access them
- Knowledge specific to the client/consumer group
- Knowledge specific to working with people from culturally and linguistically diverse (CALD) backgrounds
- Political lobbying processes, including electronic campaigning
- Relevant agencies and services which may assist in promoting and advocating
- Relevant regulatory, legislative and legal requirements
- Social policies relevant to the service delivery at national, state/territory and local level
- Structural, political and other social factors which operate to maintain discrimination against clients, consumers and service users
- Structural, political and other social factors which can be addressed to improve promotion activities, such as:
  - age and
  - culture
  - ethnicity
  - gender
  - language
  - socioeconomic status
- Understanding of the balance between the rights of the general community and the rights of people with specific issues
- Use of media for advocacy purposes

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Apply high level-skills when advocating or representing client issues within broad social, political and community structures

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

These include the ability to:

- Apply skills in written and oral communication
- Undertake research and analysis
- Apply skills in:
  - consultation
  - electronic campaigning
  - policy development
  - networking
  - strategic planning
  - negotiation
  - lobbying
- Undertake representation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider specific workplace and advocacy practices and requirements

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant agencies and stakeholders include:

- Consumers and consumer organisations
- General health and welfare services
- Government departments and agencies
- Non-government organisations
- Media
- Politicians
- Commercial enterprises

Activities may be:

- Informal
- Formal

Strategies may include:

- Public meetings
- Electronic campaigning
- Interviews
- Questionnaires
- Monitoring trends in the general community/media towards clients
- Development of policy/issues papers
- Media management
- Public relations

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RANGE STATEMENT

Issues of concern may include, but are not limited to:

- Mental illness
- Alcohol and/or other drugs (AOD)
- Housing
- Child protection
- Domestic violence
- Disability issues
- Gambling

Unit Sector(s)

Not Applicable

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CHCADMIN201D Undertake basic administrative duties

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers to undertake the range of basic administrative duties required in community services organisations

Application of the Unit

Application	This unit may apply to administrative work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow organisation reporting procedures	1.1 Report information in accordance with organisation requirements
	1.2 Report details clearly, and accurately
	1.3 Distribute *reports* according to organisation policy and procedures
	1.4 Keep *records* secured according to organisation policy and procedures
	1.5 Replenish materials and supplies according to organisation policy and procedures
2. Use *workplace equipment*	2.1 Use equipment relevant to the work role according to instructions and guidelines
	2.2 Seek assistance and guidance from other staff and obtain as appropriate
	2.3 Report malfunctions to the appropriate person

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Organisation policies and procedures for recording information and keeping records
- Organisation policies and procedures for maintaining supplies
- Appropriate practices to enhance sustainability in the work context, in particular through efficient use of resources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow relevant policies, guidelines and procedures of the organisation relating to administrative duties
- Complete documentation, if required by organisation/service

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply language, literacy and numeracy competence appropriate to the requirements of the organisation and client group:
  - this may range from oral communication skills if reporting verbally, to writing skills if filling in work forms
  - organisation forms may also vary in complexity
  - language used may be English or a community language
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources

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REQUIRED SKILLS AND KNOWLEDGE

- Use workplace equipment appropriate to job role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment must include the normal range of workplace situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include: • access to appropriate workplace where assessment can take place, or simulation of realistic workplace setting
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace environment • Workplace evidence can include testimonials, portfolios or completed workplace records/ documentation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Reporting procedures may include those for:	• Written records supplies
Reports may be:	• Verbal or written • In English or community language as required by the organisation/service

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RANGE STATEMENT

Records may include those relating to:

- Administrative tasks
- Staff e.g. Job sheets, time sheets, rosters
- Users of the service e.g. referral sheets, meal charts
- Nursing reports
- Specialised charts e.g. bowel charts
- Other services

Workplace equipment may include:

- Photocopiers
- Telephones
- Answering machines
- Computers
- Fax machines
- E mail
- Two way radios
- Vacuum cleaners
- Microwave ovens

Unit Sector(s)

Not Applicable

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CHCADMIN302D Provide administrative support

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers to provide administrative support to a small or medium sized organisation/service area

Application of the Unit

Application	This unit may apply to administrative work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use and maintain *equipment* and machines	1.1 Select *equipment* appropriate to the task and use according to organisation procedures and manufacturer's instructions
	1.2 Deal with issues/problems arising from operation of equipment in accordance with organisation procedures
	1.3 Undertake training to use particular systems and equipment as needed
	1.4 Take appropriate action to ensure the physical security of property and assets
	1.5 Store and dispose of equipment and materials according to organisation procedures
	1.6 Maintain equipment according to manufacturer's specifications
	1.7 Maintain accuracy of all *relevant documentation and records*
	1.8 Keep documentation and records according to organisation procedures
	1.9 Monitor supplies and stores
	1.10 Order additional supplies and stores according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Meet administrative requirements	2.1 Maintain accurate *administrative records* as required by the organisation 2.2 Prepare *reports* as required, and to the standard required by the organisation 2.3 Make documentation and reports available to relevant personnel as required 2.4 Use finance resources according to organisation guidelines 2.5 Store records in a secure place 2.6 Maintain security, privacy and confidentiality policies of the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Appropriate practices to enhance sustainability in the work context, in particular through efficient use of resources
- Manufacturers guidelines for particular equipment
- Organisation equipment, ordering and recording systems
- Organisation financial policies and procedures
- Organisation occupational health and safety policies
- Organisation reporting procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Complete documentation as required by organisation/service
- Demonstrate competency across the full range of equipment that the worker would be expected to use
- Follow relevant policies, guidelines and procedures of the organisation relating to administrative duties

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply language competence required to fulfil the procedures of the organisation/ service, and according to the support available in the workplace:
  - oral communication skills range from listening to instructions or short presentations on workplace equipment, asking questions to clarify points or issues, to providing

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REQUIRED SKILLS AND KNOWLEDGE

information to others
  - language used may be English or a community language
- Apply literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace:
  - writing skills may range from the need to fill out a simple form to completion of a short client report
  - reading skills may range from understanding safety signs to reading instructions on how to use equipment
- Apply numeracy competence required to fulfil the procedures of the organisation/ service, and according to support available:
  - numeracy tasks may range from the need to count supplies to recording information on an organisation's form
    Note: support may be provided from within the organisation e.g. supervisor or outside the organisation e.g. consultant
- Communicate with team members and management
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • Assessment must include the normal range of workplace situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include: • access to appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace environment • Workplace evidence can include testimonials, portfolios or completed workplace records/ documentation

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Equipment may include:

- Appliances
- Machinery
- Maintenance equipment
- Office equipment
- Vehicles

Relevant documentation and records may include:

- Purpose designed report forms
- Sign on/sign off sheets

Administrative records may include:

- Accounting records e.g. Account for payments, petty cash payments, purchases
- Assessment and referral records
- Client records e.g. client statistics, client details, contact numbers etc.
- Records of jobs/clients attended

Reports may be:

- Chart reports
- Letters
- Memos
- Notes
- Records

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Unit Sector(s)

Not Applicable

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CHCADMIN305F Work within the administration protocols of the organisation

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCADMIN305E Work within the administration protocols of the organisation	CHCADMIN305F Work within the administration protocols of the organisation	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work within an organisation's administration protocols in both community and government settings

Application of the Unit

Application

This unit may apply to administrative work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Complete *workplace forms and documents*	1.1 Select appropriate form for purpose 1.2 Complete *workplace forms and documents* in accordance with *organisation* protocols and procedures 1.3 Follow organisation protocols and procedures for the submission of personal documents
2. *Store and maintain organisation information*	2.1 Keep information in accordance with organisation guidelines 2.2 Provide access to information to appropriate individuals 2.3 Maintain confidentiality and security of information 2.4 Report breaches of confidentiality to appropriate person

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ELEMENT	PERFORMANCE CRITERIA
3. Use and maintain *equipment and machines*	3.1 Select equipment appropriate to the task and use according to *organisation procedures* and manufacturer's instructions 3.2 Store and dispose equipment and materials in accordance with *organisation procedures* 3.3 Deal with issues and problems arising from the operation of equipment in accordance with organisation protocols 3.4 Undertake training to use particular equipment as needed
4. Manage *inquiries* in accordance with organisation policy and protocol	4.1 Respond to *inquiries* promptly according to established procedures 4.2 Take and distribute verbal and written messages in accordance with organisation protocols 4.3 Utilise communication equipment in accordance with organisation protocols 4.4 Utilise appropriate telephone techniques

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Australia Post specifications for mail
- Confidentiality requirements
- Locations and titles of personnel
- WHS requirements applying to use of basic workplace technology and equipment
- Organisation policies and procedures for incoming and outgoing mail
- Organisation policies and procedures for maintaining supplies and using practices to enhance sustainability, in particular through efficient use of resources
- Organisation policies and procedures for recording information and keeping records
- Organisation policies and procedures for security and circulation
- Recording mechanisms

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Complete documentation, if required by organisation/service
- Demonstrate competency over the full range of equipment that the worker would be expected to use
- Identify and follow relevant policies, guidelines and procedures of the organisation relating to administrative duties

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply language, literacy and numeracy competence appropriate to the requirements of the organisation and client group:
  - this may range from oral communication skills if reporting verbally, to writing skills

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REQUIRED SKILLS AND KNOWLEDGE

if filling in work forms
  - organisation's forms may also vary in complexity
  - language used may be English or a community language
- Apply oral communication skills required to fulfil the job role in the organisation/ service:
  - oral skills may include listening to enquiries to providing simple factual information relevant to the workplace and client group
  - language used may be English or community language depending on the client group
- Apply literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace:
  - writing skills may range from the need to fill out a simple form to completion of a short report
  - reading skills may range from understanding the names on envelopes/ correspondence to reading pamphlets to determine their relevance to an enquiry
- Apply numeracy competence required to fulfil the procedures of the organisation/ service, and according to the support available in the workplace:
  - numeracy tasks may range from the need to count supplies to recording information on organisation forms
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use workplace equipment appropriate to job role
- Use information systems and technology

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Workplace forms and documents include:

- Client contact registers including telephone calls
- Job sheets, time sheets, rosters
- Meeting registers and records
- Organisation's standard forms
- Organisations policies and procedures
- Promotional materials
- Purchase orders and invoices
- Relevant legislation
- SOP's

Records may be:

- Accounting records e.g. account for payments, petty cash payments, purchases
- Assessment and referral records
- Client records e.g. client statistics, client details, contact numbers etc.
- Purpose designed report forms
- Records of jobs/clients attended
- Sign on/sign off sheets

Store and maintain organisation information includes:

- Data base
- Management of computer directories
- Manual and computer filing

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RANGE STATEMENT

Equipment and machines include:

- Answering machines
- Appliances
- Cleaning equipment
- Computers
- Email
- Fax machines
- Machinery
- Maintenance equipment
- Microwave ovens
- Photocopiers
- Telephones
- Two-way radios
- Vehicles

Maintenance of equipment is:

- According to routine maintenance instructions and responsibilities of the job role

Inquiries may be internal and external via:

- Email
- Facsimiles
- Internal office memos
- Letters
- Personal visits
- Telephone calls

Reports may be in English or community language as required by the organisation/service:

- Chart reports
- Letters
- Memos
- Notes
- Records
- Verbal or written

Organisation procedures and policies include those relating to:

- Circulation
- Confidentiality
- Filing and indexing
- Security

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RANGE STATEMENT

Organisation may refer to:

- Government departments
- Public or private companies
- Small businesses
- Sole trader businesses

Unit Sector(s)

Not Applicable

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CHCADMIN403D Undertake administrative work

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers to undertake a range of administrative functions in the workplace

Application of the Unit

Application	This unit may apply to administrative work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accounts	1.1 Prepare and present accounts in accordance with organisation procedures and timeframes, as required
	1.2 Implement purchasing procedures in accordance with organisation procedures
	1.3 Provide receipts to account for any expenditure
	1.4 Routinely monitor expenditure and income against budgets where applicable
	1.5 Maintain accurate records and provide to relevant people as required
	1.6 Report any discrepancies in *accounting records* in accordance with organisation procedures
2. Participate in budgeting processes	2.1 Where required, assemble and provide information and advice to facilitate budget and resource planning
	2.2 Ensure all required record-keeping is accurate and up to date to maintain the integrity of budget and resource planning procedures
	2.3 Develop any suggested variations to the budget and provide to relevant people

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ELEMENT	PERFORMANCE CRITERIA
3. Operate *equipment*	3.1 Select *equipment* appropriate to the task and utilise according to organisation procedures and manufacturer's guidelines 3.2 Deal with *equipment* faults in accordance with organisation procedures 3.3 Seek and undertake training to use *equipment* as necessary
4. Maintain *equipment*	4.1 Follow manufacturer's guidelines and supplier's instructions when maintaining *equipment* 4.2 Identify necessary maintenance action and take appropriate action 4.3 identify, report and address security and safety implications of *equipment* faults 4.4 Ensure repairs are undertaken within authorised procedures
5. Monitor *equipment* use and needs	5.1 Ensure record maintenance and storage is up to date and accurate and enables ready access by appropriate personnel 5.2 Use information on *equipment* needs for resource planning 5.3 Monitor the use of stores and *equipment*, and where appropriate, arrange for replacements 5.4 Ensure purchases made reflect consideration of economical and effective choices of *equipment* and *suppliers* 5.5 Ensure purchasing and replacement procedures are consistent with relevant budgetary and organisation guidelines 5.6 Maintain all records as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Appropriate practices to enhance sustainability in the work context, in particular through efficient use of resources
- Manufacturers guidelines for particular equipment
- Organisation equipment ordering and recording systems
- Organisation occupational health and safety policies
- Organisation reporting procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate competency across the full range of equipment that the worker would be expected to use in the workplace, including equipment modified for use by people with disabilities or other special needs
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment must include the normal range of workplace situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Equipment may include:

- Computers
- Domestic appliances
- Machinery
- Maintenance equipment
- Office equipment
- Vehicles

Accounting records and requirements may include:

- Account for payments
- Petty cash payments
- Purchases

Suppliers may be:

- Donors
- Internal government
- Private commercial

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Unit Sector(s)

Not Applicable

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CHCADMIN508B Manage limited budgets and financial accountabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required for the effective administration, daily financial management and accountabilities within a specific area of work, project or department of an organisation

Application of the Unit

Application	This unit may apply across a range of organisation contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan approach to financial management of specific work area	1.1 Access *financial requirements*, *organisation requirements*, mandatory reporting formats and requirements
	1.2 Clarify financial requirements with *relevant personnel* to ensure mandatory and organisation outcomes are achievable
	1.3 Negotiate with relevant personnel any changes to be made to proposed approaches and plans

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare and document budgets for specific work	2.1 Define expenditure and revenue items relevant to objectives 2.2 Link budget elements to goals, objectives and strategic directions of the organisation 2.3 Conduct discussions and negotiations with stakeholders where required in a respectful manner that promotes goodwill and ongoing cooperation 2.4 Provide *support* to team members to ensure performance of *required roles* associated with management of budgets and finances 2.5 Identify performance indicators and include in budget documents 2.6 Break down annual budgets into reporting periods in line with organisation's operating approach 2.7 Present data in formats that are easily understood and appropriate to budget *reporting*
3. Analyse project, program or operational plans	3.1 Conduct discussions and negotiations with stakeholders to identify elements to be addressed in the *planning documents* 3.2 Identify project work or work programs required to achieve identified project and/or operational objectives 3.3 Identify budget requirements to achieve identified objectives 3.4 Identify and analyse financial issues related to achievement of identified objectives 3.5 Identify objectives, process timelines, resources and mandatory reports

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor and control finances	4.1 Develop processes for monitoring actual expenditure and income for project, program or work area 4.2 Implement *reporting of expenditure*, income, assets, stock, consumables and equipment for project, program or work area 4.3 Monitor expenditure on a cyclical basis to identify cost variations and expenditure overruns 4.4 Develop *contingency plans* for endorsement if required 4.5 Prepare processes, reports and documents to support mandatory audit processes where required
5. Review and evaluate financial management processes for project, program or work area	5.1 Collect, collate and analyse *data on the effectiveness of financial management processes* and review with the appropriate person 5.2 Identify potential improvements and make recommendations to relevant authority 5.3 Implement and monitor endorsed improvements in line with the organisation's goals, objectives and mandatory reporting requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Basic accounting principles
- Consultative methods and processes
- Ethical practices
- Financial management requirements
- Organisation objectives and plans at both systemic and unit levels
- Organisation requirements related to financial and asset management
- Organisation roles in respect to financial delegations, accountabilities and responsibilities
- Principles and techniques involved in
  - accrual accounting concepts
  - advanced numerical calculations
  - budgeting
  - integrated management systems utilising software
  - journals, ledgers and financial statements (paper or digital-electronic)
  - revenue flow
  - software applications used in financial management
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant legislation, policies and procedures
- Requirements for organisation record-keeping, compliancy activity audit requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult with colleagues

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REQUIRED SKILLS AND KNOWLEDGE

- Integrate all elements of competency
- Link budget with organisation and/or project aims/strategic directions
- Monitor and manage finances for a project, program or work area within an organisation and legislative requirements
- Prepare, monitor, review and report financial management processes
- Report and record information in accordance with organisation policies

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate
- Lead and manage personnel
- Manage contingencies for project, program or work area
- Manage finances, including budgeting for project, program or work area
- Monitor and review skills
- Problem solve
- Support colleagues and develop skills where required
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Financial requirements, organisation requirements may include:	• Award and enterprise agreements and relevant industrial instruments • Financial reporting to government bodies and /or relevant funding agency • Relevant legislation from all levels of government that affects operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record-keeping legislation
Relevant personnel may include:	• Auditors, financial officers • Client service workers managing a specific project, program or work area • Management team members • Supervisors, registrars, administration officers

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RANGE STATEMENT

Support may include:

- Access to specialist advice
- Documentation of procedures
- Help desk or identified experts within the organisation employed at support areas, e.g. regional/ district offices
- Information briefings or training sessions
- Internet access to information
- Intranet-based information
- Training including, mentoring coaching and shadowing

Required roles may include:

- Annual and operational budgets/plans
- Annual reports
- Arranging for and administering the use of corporate credit cards
- Banking
- Cash and revenue flow projections
- Debt collection
- Ensuring security, accuracy and currency of financial operations
- Invoicing clients, students and consumers
- Maintaining journals, ledgers and other record-keeping systems using technology where necessary
- Maintaining petty cash system
- Managing assets and stock
- Organisation targets or goals
- Purchasing and procurement
- School reviews spreadsheet-based financial projections
- Strategic plans
- Targets or performance indicators (PIs)
- Wages and salaries, payments and record-keeping

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RANGE STATEMENT

Reporting may include:

- Audit reports
- Bank statements
- Credit card statements
- Financial reports - constructed and standardised
- Invoices and receipts
- Ledgers and journals
- Logs, e.g. motor vehicle use
- Mandatory system reports
- Ongoing cumulative records for end of year reporting
- Petty cash records
- Spreadsheet-based records
- Standardised reports for management

Contingency plans may include:

- Alternative means of procurements of required materials, equipment and stock
- Differing models of managing staff working hours/ roles
- Employment of casual/temporary staff
- Recycling and re-use
- Risk identification, assessment and management processes
- Seeking further funding
- Strategies for reducing costs. Wastage, stock or consumables
- Use of short-term contractors

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RANGE STATEMENT

Data on the effectiveness of financial management processes may include records (*digital, electronic and/or paper-based*) *related to*:	• Bank account records • Cash flow and revenue • Contracts • Credit card receipts • Employee timesheets • Files of paid purchase and service invoices • Income and expenditure • Invoices • Job costs • Quotations • Special grants • Taxation records • Wages/salaries records

Unit Sector(s)

Not Applicable

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CHCADMIN604B Manage the finances, accounts and resources of an organisation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers to manage the financial, accounting and resourcing systems of the workplace to uphold accountability and efficiency requirements

Application of the Unit

Application	This unit may apply to administrative work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor budget processes	1.1 Oversee the preparation of budgets in light of desired program performance outcomes and forward planning priorities
	1.2 Ensure budget planning process is participatory and formats are clear and standardised
	1.3 Ensure budgets are submitted for approval on time and in an appropriate format
	1.4 Develop and prepare requirements and contracts with funding bodies in accordance with organisation procedures
	1.5 Interpret and communicate the approved budget to other staff

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ELEMENT	PERFORMANCE CRITERIA
2. Oversee implementation of systems for financial management and reporting	2.1 Adhere to legal and organisation requirements in relation to financial management and reporting 2.2 Ensure that appropriate financial reports are prepared as required by the organisation and/or funding body 2.3 Oversee the development and implementation of book keeping, accounting systems and asset management to ensure that accurate and comprehensive records of income and expenditure are appropriately maintained 2.4 Undertake regular reconciliation against operational budgets and act upon any deviations as appropriate
3. Manage the use of funds	3.1 Check actual income and expenditure against budgets at regular, identified intervals 3.2 Ensure expenditure is within agreed limits, does not compromise future spending requirements and conforms to organisation policy and procedures 3.3 Where there are actual or potential deviations from budget, notify the appropriate people and develop and implement proposals for corrective action 3.4 Where appropriate, ensure funds are invested in accordance with organisation procedures 3.5 Follow guidelines for the management of unspent funds
4. Develop and recommend funding options	4.1 Undertake research to acquire funding and *resources* and report the results appropriately 4.2 Where appropriate, prepare funding submissions in accordance with relevant guidelines, maintain liaison with funding body to monitor progress of the submission, undertake negotiations and make revisions as necessary 4.3 Develop contingency plans to accommodate possible shortfalls in funding and resourcing

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ELEMENT	PERFORMANCE CRITERIA
5. Develop and implement resourcing proposals to meet operational needs	5.1 Develop resource proposals, taking account of client and stakeholder needs, organisation objectives and operational plans 5.2 Negotiate recommendations to vary operational plans to fit resource availability, with relevant personnel 5.3 Develop plans to maximise value gained from the organisation's *resources* 5.4 Develop and implement strategies to ensure the organisation's resource needs are met within the constraints of budget allocations, existing resources, contingencies and available resource providers
6. Monitor resource usage and performance	6.1 Monitor resource usage against organisation targets, and investigate and rectify any deviations in accordance with organisation procedures 6.2 Ensure appropriate support and training is provided to individuals and teams who have difficulties in using *resources* to the required standard 6.3 Oversee systems, procedures and records associated with documenting resource acquisition and usage in accordance with organisation requirements 6.4 Analyse and interpret budget and financial information to monitor productivity and performance
7. Manage property and equipment	7.1 Follow organisation procedures when assessing suitability and safety of buildings and equipment 7.2 Ensure the organisation's asset register is maintained as required 7.3 Ensure upgrade plans for building and equipment maintenance are established and implemented as required 7.4 Adhere to all relevant occupational health and safety and other legislation 7.5 Ensure procedures are in place to achieve the most competitive pricing for goods and services

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Auditing procedures and requirements
- Awards and agreements
- Budgeting and planning processes and practices
- Financial management models and practices
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Incorporation requirements
- Insurance requirements
- Organisation guidelines
- Organisation's procedures and practices
- Principles and practices of effective resource management
- Principles of continuous improvement
- Quality assurance mechanisms
- Taxation office requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate competency across the full range of the organisation's financial, accounting and resourcing systems

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Analyse financial reports against budgets and contract obligations
- Demonstrate competency within the working environment in managing finances, accounts and resources
- Manage workplace application of:
  - computerised and/or manual accounting and book keeping systems
  - budgeting processes
  - reconciliation
  - investment planning
  - financial management
  - information technology
- Read and accurately interpret financial information and reports

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
- Assessment must include the normal range of management tasks used in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment

- Assessment may include observation, questioning and evidence gathered from the workplace environment e.g. completed budgets, portfolios etc
- Realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any workplace documentation produced by the candidate related to managing finances, accounts and resources

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Budgeting and financial obligations may include:

- Auditing
- Awards and other staffing requirements
- Balance sheets
- Insurance requirements
- Monthly or other reports
- Tax office requirements

Appropriate parties may include:

- Board of management
- Clients
- Funding providers
- Government
- Other staff
- Treasurer

Legal requirements may include those relating to:

- Acquittal of funds
- Annual and other reports
- Audit processes
- Incorporation laws
- Insurance
- Relevant awards
- Taxation and superannuation

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RANGE STATEMENT

Resources may include:

- Buildings/facilities
- Equipment, supplies and stores
- Finance
- Information systems
- Staffing levels
- Time
- Transport

Unit Sector(s)

Not Applicable

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CHCAL307A Comply with family day care administration requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to comply with the additional administrative tasks specifically required by care providers within family day care

Application of the Unit

Application	This unit applies to workers involved in family day care

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of Commonwealth and jurisdiction administrative requirements	1.1 Identify administration practices and requirements of the coordination unit
	1.2 Identify practices required to update coordination unit regarding changes to families' contact details and care requirements
	1.3 Identify implementation plan to advise parents and the coordination unit when leave is required
	1.4 Explain how the number of children in care is to be monitored at all times to ensure the number is within legislative limits
	1.5 Use effective practices to keep records up to date in a secure and confidential manner
	1.6 Outline requirements and implementation plans to manage all records for audit according to guidelines

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ELEMENT	PERFORMANCE CRITERIA
2. *Use appropriate forms* to record required information	3.1 Demonstrate correct use of receipts and time sheets 3.2 Apply accurate understanding of legislative guidelines for charging fees 3.3 Demonstrate correct use of attendance records and practices for arrival and departure of a child 3.4 Demonstrate accurate understanding of standard forms required for recording all contact details, parent/carer consent, emergency information, child health and individual needs
3. Apply accurate understanding of taxation and insurance requirements	3.1 Outline requirements and implementation plans to keep receipts and other details for taxation purpose for the required period 3.2 Outline requirements and implementation plans for recording details to meet taxation requirements 3.3 Outline requirements and implementation plans to ensure timely taxation payments 3.4 Provide details of *insurance coverage* required for the home based child care business as defined by legislation
4. Identify requirements for promoting family day care services	4.1 Provide accurate details on the guidelines for advertising family day care services 4.2 Clearly and accurately communicate service costs, availability and care arrangements for families
5. Design and distribute *information to parents*	5.1 Provide a clear statement about the philosophy of care, as required 5.2 Provide *information to parents* about the child care services, routines, practices and expectations 5.3 Communicate leave arrangements to parents, including alternative care

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Relevant jurisdiction regulations and requirements e.g. number of children in care
- Family Day Care National Standards
- Family Day Care Quality Assurance Principles
- Taxation requirements
- Audit and compliance requirements
- Insurance requirements
- Policies and guidelines of the coordination unit
- Commonwealth requirements, including Child Care Benefit rules
- Administrative formats of service

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan for specific requirements of working in the family day care system

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in:
  - book keeping
  - computer literacy
  - working with child care benefit rules
  - records management

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - a workplace or to an accurately simulated work environment where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Resources may include:

- Calculators
- Computer software
- Local information on tax agents
- Insurance brochures
- Stationary items
- Standard forms

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RANGE STATEMENT

Information to parents may include:	• Philosophy of care provided • Outline of program requirements and routines • Particular cost structures and additional costs e.g. for food or travel • Child care benefit brochures • Standard forms • Promotional brochures
Insurance coverage may include:	• Income protection insurance • Extra insurance arrangements e.g. home, car
Legislative standards and/or requirements may include:	• State/territory legislation and regulations • National standards • Child care accreditation systems • Federal government acts and regulations

Unit Sector(s)

Not Applicable

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CHCAL523D Manage home based care administration requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to manage home based care administration requirements

Application of the Unit

Application	This unit applies to workers involved in family day care

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage administration responsibilities	1.1 Investigate prospective care providers according to criteria of the scheme 1.2 Grant approval according to procedures of the scheme and to maintain quality of care provided 1.3 Facilitate *contract process* within legislative *requirements* 1.4 Deal with breaches of approval conditions according to guidelines of the scheme
2. Coordinate service provision in the scheme	2.1 Record positions for care and times and hours available and keep up to date 2.2 Inform parents of places available and carers that suit parental criteria and the child's needs
3. Monitor to ensure *requirements* are being met	3.1 Monitor the number of children in care at any one time is and develop strategies as needed 3.2 Monitor workers to ensure they comply with legislative and service *requirements*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Quality care outcomes
- State/territory legislative requirements
- Guidelines of scheme
- Procedures for supplementary payments
- Approval and re approval processes
- Relevant accreditation principles (e.g. QIAS) and service standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Monitor workers to ensure compliance with legislative and service requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • an appropriate workplace or to an accurately simulated workplace environment where assessment can take place
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observations • Questioning • Evidence gathered from the workplace environment • Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Criteria for approval may include:

- Safety of home
- Health/medical condition of care providers
- Police checks

Contract process may be between:

- Care provider and parent/s
- Scheme and parent/s

Requirements may include:

- Regulations
- Guidelines and procedures of scheme
- Insurance requirements
- Legislation
- Participation agreements
- Codes of conduct in state regulations

Unit Sector(s)

Not Applicable

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CHCAOD201D Prepare for alcohol and other drugs work

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the introductory knowledge and skills required to prepare a worker for working with clients

Application of the Unit

Application	This unit applies to those working with clients with alcohol and other drugs (AOD) issues in the delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop knowledge of the alcohol and other drugs work	1.1 Demonstrate and apply knowledge of the current issues which impact on the work area/organisation and different *models of work* 1.2 In collecting information about the work role and the organisation's role, seek the views of key *stakeholders and representatives* from relevant target groups and use these views in accordance with organisation policies and procedures
2. Demonstrate commitment to the central philosophies of the alcohol and other drugs work	2.1 Demonstrate consideration and understanding of the *essential values and philosophies of the sector* in all work undertaken 2.2 Demonstrate a *commitment to access and equity* principles in work undertaken 2.3 Identify personal values and attitudes regarding alcohol and other drugs use and take these values and attitudes into account when implementing work activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Harm minimisation approach to work and a range of activities which support this
- Holistic and client-centred care
- Client needs and rights including duty of care
- Principles of access and equity
- Current issues facing clients
- Awareness of own biases and beliefs
- Limitations of work role and responsibilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a non-judgemental approach to alcohol and other drug use
- Work within the defined work role and responsibilities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Work as part of a team or as a sole worker

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed with all other specialisation units chosen as part of a package at a particular AQF level
- This unit may be assessed on the job or through simulation
- Assessment will primarily be by observation and questioning and evidence sought from the workplace environment
- Evidence may be gathered over one assessment period with a single target group

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Resources required for assessment include access to appropriate workplace where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Stakeholders and representatives may include:	• Clients • Friends, peers and target group • Families and care givers • Local community • Community organisations • Government representatives and service providers • Specialists/experts • Peak bodies and networks • Services • Management, colleagues, supervisor, team members
Different models of work may include:	• Community development and education • Case management • Working with families
The essential values and philosophies of the sector may include:	• A holistic and client-centred approach - i.e. promotion of health and well being; early identification of health problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client • A focus on harm minimisation including harm prevention; harm reduction; and harm management
A commitment to access and equity must be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

Unit Sector(s)

Not Applicable

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CHCAOD402B Work effectively in the alcohol and other drugs sector

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by all workers who may be working primarily with clients with alcohol and other drugs (AOD) issues and provides a basic introduction to values, services and approaches applied to work in this sector

Application of the Unit

Application	This unit applies to those working with clients with AOD issues in the delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of the AOD sector	1.1 Reflect consideration in all work in the sector of the *historical context of the sector* 1.2 Reflect consideration in all work of the changing *social, political and economic context* 1.3 Reflect *consideration of the interrelationship of issues affecting clients* in all work in the AOD sector
2. Develop knowledge of the AOD sector	2.1 Demonstrate consideration and basic understanding of the *essential values and philosophy of the sector* in work undertaken 2.2 Demonstrate in all work basic knowledge of the current issues which impact on the sector and different *models of work* 2.3 In collecting information about the AOD sector, collect and use the views of key *stakeholders and representatives* from relevant target groups 2.4 Apply understanding of risks related to personal safety when working in AOD sector

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ELEMENT	PERFORMANCE CRITERIA
3. Develop knowledge of work requirements across a range of *settings*	3.1 Demonstrate consideration and understanding of the range of *settings* supporting people with alcohol and other drug needs 3.2 Demonstrate the client variables that might indicate the most appropriate service delivery setting
4. Demonstrate commitment to the central philosophies of the AOD sector	4.1 Demonstrate consideration and understanding of the essential values and philosophy of the sector in all work undertaken 4.2 Demonstrate a *commitment to access and equity* principles in all work in the sector 4.3 Identify personal values and attitudes regarding AOD use and take these values and attitudes into account when planning and implementing all work activities
5. Communicate effectively in a community services setting	5.1 Develop, review and revise personal skills in communication as an ongoing priority to address organisation standards 5.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters 5.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received 5.4 Recognise individual and cultural differences and make any adjustments needed to facilitate the achievement of identified outcomes 5.5 Conduct interpersonal communication with clients and colleagues in a manner that enhances a client-centred approach consistent with organisation standards 5.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace

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ELEMENT	PERFORMANCE CRITERIA
6. Work ethically	6.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role 6.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken 6.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel 6.4 Maintain confidentiality of any client matter in line with organisation policy and procedure 6.5 Show respect for rights and responsibilities of others through considered application of work practices 6.6 Reflect current working knowledge and understanding of employee and employer rights and responsibilities in all work undertaken 6.7 Recognise, avoid and/or address any conflict of interest

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Awareness of risk and co-morbidity issues, including theoretical frameworks about motivation to change alcohol and/or other drug use
- Basic pharmacology relevant to the work being undertaken, including:
  - types of drugs
  - dose levels
  - effects of specific drugs
  - misuse and abuse of benzodiazepines and other pharmaceutical drugs
  - tolerance
  - treatment approaches broadly
- Client needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Harm minimisation approach to work in the sector and a range of support activities
- Historical and social context as listed in the Range Statement
- Holistic and client-centred care
- In depth knowledge of alcohol and other drug issues and their impact on individuals and the community
- Mental health issues and co-existing drug issues
- Political and economic context as listed in the Range Statement including early intervention and health promotion
- Principles and practices of community support
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client and community empowerment/disempowerment
- Principles of health promotion (as per Ottawa Charter)
- Range of different settings

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REQUIRED SKILLS AND KNOWLEDGE

- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Statutory and legislative framework within which work takes place, including legal issues facing workers in the AOD sector
- Understanding of risks related to personal safety when working in AOD sector

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply an in depth knowledge of alcohol and other drug issues and their impact on individuals and the community
- Apply an understanding of the appropriateness of a range of different settings

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Prepare reports so that the information and the organisation of this information is appropriate to its purposes and audience
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work individually or as part of a team

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed with other relevant specialisation units chosen as part of a qualification
- This unit may be assessed on the job or through simulation
- Assessment must be over a range of situations with more than one target group
  It will entail observations and other workplace assessment tools
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Resources required for assessment include access to appropriate workplace where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Historical, social, political and economic context includes:	• Changing social context of work e.g. changing government and societal views of AOD use and approaches to working with clients • Economic context e.g. the current economic situation as it relates to and affects AOD use and the subsequent impact on client needs • Historical context of work e.g. changing attitudes to AOD use; changing approaches to working with clients • Political context e.g. government policies and initiatives affecting AOD work including early intervention and health promotion • Statutory framework within which work takes place in the sector
Consideration of the interrelationship of issues affecting clients may include:	• Community development approach • Empowerment of the community
Essential values and philosophy of the sector may include:	• A focus on harm minimisation including harm prevention; harm reduction; health promotion and harm management • A holistic and client-centred approach - i.e. promotion of health and well being; early identification of health problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client
Models of work in the sector may include:	• Case management • Community development and education • Working with families

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RANGE STATEMENT

Stakeholders and representatives may include:	• Clients • Community organisations • Consumer workers • Families and care givers • Friends, peers and target group • Government representatives and service providers • Local community • Management, colleagues, supervisor, team members • Peak bodies and networks in the sector • Services • Specialists/experts
Settings may include:	• Any community setting • Day program • De-toxication unit • Home based withdrawal • Home via telephone/email/internet • Inpatient • Outreach • Residential rehabilitation
A commitment to access and equity must be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social etc

Unit Sector(s)

Not Applicable

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CHCAOD406E Work with clients who are intoxicated

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD406D Work with clients who are intoxicated	CHCAOD406E Work with clients who are intoxicated	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with alcohol and/or other drug affected clients in a range of settings including night patrols, detoxification/ withdrawal units and sobering up shelters

Application of the Unit

Application

This unit applies to those working with clients with alcohol and other drugs (AOD) issues in the delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills
Related units	Depending on jurisdiction and job role, assessment of this unit of competency may be required in conjunction with: • HLTFA311A Apply first aid or • HLTFA412A Apply advanced first aid

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide a service to intoxicated clients	1.1 *Assess* level of intoxication and nature and extent of drug use according to organisation policy and procedure 1.2 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance 1.3 Where necessary, provide first aid and seek assistance from a health professional 1.4 Provide client with a safe and secure environment in which to sober up 1.5 Monitor client's physical state regularly in accordance with organisation polices and procedures to ensure health and safety 1.6 Document services provided to client in accordance with organisation reporting requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Assist client with longer term needs	2.1 *Assist client with activities of daily living* 2.2 *Provide information* as appropriate on alcohol and other drugs issues including services available 2.3 Contact families and/or support networks upon request of the client and in accordance with organisation policies 2.4 *Assess* client in accordance with organisation policy and procedure to determine if they represent a risk to themselves or others by leaving the facility
3. Apply strategies to reduce harm or injury	3.1 Maintain calm and confident manner in contact with client 3.2 Conduct interactions with clients in a fair, just, humane and positive manner 3.3 Use strategies identified in *organisation response plan* 3.4 Maintain safety of self and others 3.5 Provide services to client in a manner consistent with organisation infection control guidelines 3.6 Seek emergency assistance as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Alcohol and other drug use and symptoms
- Drugs around in the local community
- Protective/risk management strategies
- Strategies for dealing with aggressive clients
- Statutory and organisation requirements for dealing with clients affected by alcohol and other drugs
- Strategies for dealing with aggressive and potentially violent clients
- Other agencies and services provided
- Recent and relevant information on alcohol and other drugs issues
- Use of breath analysis equipment
- Concurrent medical illnesses which may mimic/mask withdrawal

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Work with intoxicated clients in a manner that ensures personal safety and that of others
- Apply a non-judgemental approach to clients regardless of alcohol and/or other drug use

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - conflict resolution
  - negotiation
  - self-protection
- Communicate with intoxicated people
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Where work is undertaken with clients, assessment should include demonstration of competency on the job or in a workplace environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Resources required for assessment include access to:
  - resources required for first aid certification or equivalent skills
  - an appropriate workplace environment where assessment can take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assess may include:

- Immediate drug history
- Orientation to person, place, time
- Level of consciousness
- Breath analysis

Behaviour or physical state inconsistent with alcohol and other drugs use may include:

- Evidence of physical illness or injury
- Evidence of mental illness
- Behaviour inconsistent with drug use history obtained from client
- Assessment of personal risk to client

Assist client with activities of daily living may include:

- Helping the client with personal hygiene
- Providing the client with food and drink
- Assisting the client to travel home
- Transporting clients to a place of safety
- Discharge advice

Provide information may include:

- Contact information for other services e.g. other sobering-up services, withdrawal services
- Harm minimisation information

Unit Sector(s)

Not Applicable

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CHCAOD407E Provide needle and syringe services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD407D Work with clients who are intoxicated	CHCAOD407E Work with clients who are intoxicated	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work as a specialist alcohol and other drugs (AOD) worker who may be required to provide clean needle programs

Application of the Unit

Application

This unit applies to those undertaking specialist work with clients with AOD issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide clean needle programs	1.1 Provide clean needle programs in accordance with organisation and legislative requirements 1.2 Provide services to client in a manner consistent with organisation and legislative WHS and infection control guidelines 1.3 Document all clean needle programs in accordance with organisation and legislative requirements 1.4 Maintain confidentiality in accordance with organisation and legislative requirements 1.5 Maximise safety of self and others 1.6 Seek *emergency assistance* as required
2. Provide education on safer drug use	2.1 Provide information on safe needle and syringe handling and drug use to users of the service 2.2 Provide the client with *relevant and current information* on alcohol and other drugs and related issues and discuss the issues with them 2.3 Discuss *harm minimisation strategies* for alcohol and/or other drug use with client 2.4 Assist client to contact and use other services as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Legislative and organisation requirements for clean needle programs
- Legislative and organisation requirements for infection control
- Legislative and organisation requirements for dealing with clients affected by alcohol and other drugs
- Other agencies and services provided
- Emergency contacts
- Recent and relevant information on alcohol and other drugs issues
- Strategies for self-protection including universal precautions

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Correctly interpret legislative requirements in the provision of needle and syringe services
- Clearly communicate relevant information to clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - conflict resolution
  - self-protection
  - accurate record-keeping

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace under the normal range of workplace conditions • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Resources required for assessment include access to:
  - Resources required for first aid certification or equivalent skills

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Related units:

This unit of competency is recommended to be assessed in conjunction with a first aid unit

Depending on jurisdiction and job role, this may be:

- HLTFA311A Apply first aid
  or
- HLTFA412A Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant and current information on alcohol and other drugs issues includes:

- Drugs prevalent in the local community
- Information on meeting physical, emotional, financial and social needs
- Contacts for self-help groups
- Resources on dependency
- Resources on alcohol and other drugs issues for families or personal network
- Contacts for and information on advocacy groups
- Information regarding mental health and self-harm
- Crisis and emergency contacts

Harm minimisation strategies include:

- Abstinence
- Controlled drinking
- Safer sex
- Safer drug use

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RANGE STATEMENT

Emergency assistance may be from:	• Friends • Police • Other service providers

Unit Sector(s)

Not Applicable

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

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD408A Assess needs of clients with alcohol and/or other drugs issues	CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues	Unit descriptor updated. Significant changes to range statement. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to assess client needs in the context of identifying options for delivery of community services to support their needs

This unit includes applying standard processes and procedures to providing a comprehensive assessment of clients' alcohol and/or other drugs (AOD) and other needs, including referring clients to other services, as required

Application of the Unit

Application

The skills and knowledge of this unit of competency are used by workers to conduct an assessment and determine eligibility for service provision

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for *assessment*	1.1 Conduct discussions with the client to identify reasons for seeking help and *other related information* that may assist in establishing a basis for further work
	1.2 Explain to *client* organisation parameters of confidentiality and policy/procedures
	1.3 Inform the client of the purpose and process of the assessment
	1.4 Confirm the client's understanding of the purpose and process of assessment
2. Conduct assessment	2.1 Take *client's drug use history* in accordance with organisation policies and procedures
	2.2 Identify and clarify any previously identified co-morbidity / dual diagnosis in consultation with relevant health or community services professionals
	2.3 Assess the *current status of the client* using standardised AOD screens and from discussion with client
	2.4 Use established assessment procedures and protocols to identify issues related to client health in collaboration with relevant health professional as required
	2.5 Assess patterns of use with established assessment procedures and protocols
	2.6 Assess level of dependence with established assessment procedures and protocols
	2.7 Identify *indicators of other issues* that may affect work with the client through observation and questioning
	2.8 Provide a suitable and comfortable environment for the assessment
	2.9 Comply with the guidelines when conducting the assessment
	2.10 Conduct assessment in a fair manner
3. Identify and respond to need for referral	3.1 Identify client issues that are outside the scope of the service and/or the scope of the worker
	3.2 Identify *appropriate service and other support options*

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Inform the client of possible options
	3.4 Inform the client of the reasons for seeking other service and support options
	3.5 Confirm the client's understanding of options
	3.6 Work with the client to determine referral options and responsibilities
	3.7 Where appropriate, make referral with client consent and within organisation policy and procedures
4. Interpret and report on assessment results	4.1 Record assessment results according to defined guidelines
	4.2 Interpret assessment results according to defined guidelines
	4.3 Apply organisation criteria to determine entry or exclusion to services
	4.4 Prepare assessment report based on guidelines and organisation policy and procedures
5. Provide assessment feedback and information	5.1 Provide feedback to the person according to organisation policy and procedure
	5.2 Provide assessment information to others, including relevant health and/or community services professionals according to consent requirements and organisation policy and procedure

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Aspects of working with clients, including:
  - common relapse precipitants
  - a range of strategies for working with clients
  - case management principles
  - client empowerment/disempowerment
  - client-centred approach
  - different lifestyles
  - protocols around use of interpreters
  - range of cultural contexts (e.g. lifestyle, set of beliefs and customs)
  - rights of workers and clients
  - self-esteem, abuse issues, self-awareness, own biases, ethical obligations relating to helping relationships
  - strategies to promote participation in programs
  - types of counselling (e.g. motivational interviewing, brief and intensive intervention, and relapse prevention)
- Co-morbidity issues relating to assessment of people with AOD issues
- Effects of AOD use, including:
  - basic health issues relating to AOD use (e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others)
  - basic pharmacology (e.g. types of drugs, dose levels, effects of specific drugs, tolerance, and treatment approaches broadly)
  - consequences and effects of drug substitution/replacement
  - effects of prescribed drugs on the use of other drugs
  - patterns of drug use in Australia and the local community
  - range of use and use scenarios (e.g. lifestyle context of illegal drug use)
  - signs and symptoms of medical risk associated with AOD use

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REQUIRED SKILLS AND KNOWLEDGE

- stages and symptoms of AOD withdrawal
- the effects of alcohol-related brain injury

- Established processes and protocols for determining:
  - health status
  - length of dependence
  - level of dependence
  - patterns of use
- Legal and organisation knowledge, including:
  - legal and organisation requirements for client registration, allocation and referral
  - organisation policies and procedures for documenting work with clients
  - organisation policies on reporting and confidentiality
  - range of AOD specific treatment intervention options, including detoxification, inpatient treatment programs, outpatient treatment services and brief interventions
  - understanding agency role, agency target group and the impacts on the local community
- Legal issues, including:
  - legal issues surrounding AOD use
  - legal status of drugs
- Policy issues, including:
  - harm minimisation, including a range of approaches (e.g. prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use)
  - public health model (e.g. interaction of impact of drugs, individual and the environment)
- Risk management in relation to interventions for people with AOD and co-morbidity issues
- Theoretical frameworks about motivation to change AOD use
- Working with clients at risk of self-harm, including:
  - legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses
  - links between predisposing factors for self-harm, drug use and mental health problems
  - no-suicide contracts and other protective strategies
  - suicidal or self-harming behaviour, ideation or intention

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct assessments using established processes and protocols
- Work with clients:

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REQUIRED SKILLS AND KNOWLEDGE

- with a range of issues
- in a range of settings
- from different cultural backgrounds
- in a non-judgemental way
- in emergency situations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Establish rapport
- Use active listening including questioning
- Interpret verbal and non-verbal communication
- Work with a range of clients
- Contract with clients
- Demonstrate application of skills in:
  - conflict resolution
  - negotiation
  - crisis intervention
  - protective intervention
  - advocacy
  - networking and liaison with other agencies
  - identification of support structures
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines • In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
Method of assessment:	• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is

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EVIDENCE GUIDE

required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units: This unit of competency is recommended to be assessed in conjunction with a first aid unit

Depending on jurisdiction and job role, this may be:

- HLTFA311A Apply first aid
  or
- HLTFA412A Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients include:

- Families and personal network of the client

Assessment may take place:

- Face-to-face
- By telephone

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RANGE STATEMENT

Other related information may include:	• Co-morbidity (dual diagnosis) issues related to physical/sensory/intellectual/psychiatric disabilities • Developmental issues • Doctor's or other professional's reports • Information provided by family or support network • Information related to legal issues for persons under court/protective/statutory orders • That provided by other services via referral • Trauma issues, for example, for survivors of domestic violence, abuse, neglect or sexual assault
Current status of the client includes:	• Determining readiness to change • Physical, emotional, financial, legal and psychosocial state and immediate needs in these areas • Other drug use in the family • Level of risk of deliberate self-harm behaviours and/or harm to others • Levels of risk behaviour associated with AOD use including behaviours which expose clients to blood borne diseases
Indicators of other issues may include:	• A history of mental health issues • Indicators of abuse, neglect or harm including self-harm • Indicators of child abuse • Having no accommodation, employment or money
Options for meeting the range of client needs may include:	• Referral to other services • Community intervention

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RANGE STATEMENT

Client's drug use history refers to collection of relevant information on:	• Name, age, gender, and so on • Drug history • Social and legal history • Current status including housing status • Agency ability to cater for the client needs • Mental health issues • Other relevant related issues affecting clients
Early or short-term programs refers to:	• Less intensive, shorter term activities that are an alternative to longer and more intensive programs. These brief interventions carried out by a range of workers, often opportunistically, are usually offered to those individuals who are less severely drug dependent
Current information on related issues includes information on:	• Meeting physical, emotional, financial and social needs • Contacts for self-help groups • Resources on dependency • Resources on alcohol and other drugs issues for families or personal network • Advocacy groups • Information regarding mental health and self-harm • Crisis and emergency contacts
Goals and action plans may be short and long term and should include:	• Harm minimisation (including abstinence, controlled drinking, safer sex, safer drug use, safe injecting) • Strategies to target reducing at risk behaviours

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RANGE STATEMENT

Goals and action plans may include:

- Vocational goals (employment and training)
- Accommodation
- Meeting immediate physical needs
- Maintenance of stable social and emotional environment
- Reintegration within social context
- Ensuring personal safety
- Management of crisis
- Timelines and priorities

Relapse prevention strategies may include:

- Identification of drug use 'triggers' and working with the client to develop responses to deal with triggers
- Referral to self help groups
- Stress management advice
- Ongoing positive support
- Monitoring of the client's progress
- Facilitating use of community resources
- Encouraging client to develop a support network
- Role play
- Discussion of strategies for stress management, money management, goal setting, prioritising, problem solving, decision-making, disengagement

Client exit (*negotiation of with the client*) *will depend on the organisation policies and procedures and the individual clients needs and may include*:

- Negotiation of contract with client
- Providing information on what the client may expect when they leave
- Providing follow up
- Ending the client/worker relationship
- Ensuring personal safety of clients at risk of self-harm including availability of ongoing supports from appropriate agencies
- Access to harm reduction consumables e.g. Needles, syringes, and needle exchange programs

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RANGE STATEMENT

Client exit (*organisation requirements*) *may include*:	• Client questionnaire • Documentation including reason for exit and condition of client at exit • Organisation's documentation on treatment/ assessment progress
Supporting a client to make contact with other services may include:	• Making an appointment for the client • Accompanying client to first appointment • Organising for another appropriate person to accompany the client to an appointment • Organising interpreter services for the client
Appropriate services and other support options may include:	• Detoxification • Inpatient counselling • Outpatient counselling • Self-help groups • Proclaimed place, rehabilitation centres, residential etc • Sobering up units • Services which provide consumables (e.g. syringes, thiamine, needle exchange, methadone or other drug substitution/replacement services) • Therapeutic communities • Department of Social Security • Accommodation • Emergency services • Mental health services
Follow up will depend on the organisation's policies and procedures and the client needs and may include:	• Obtaining feedback and reports on outcomes of referrals from other agency in accordance with organisation policies and procedures including those referring to client confidentiality • Checking protective support for suicide risk is available if required • Making an appointment for follow up • Contact with client at referral agency • Liaison between alcohol and other drugs worker and other services

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RANGE STATEMENT

Outcomes may include:

- Measurement of harm minimisation
- Changes made during intervention and changes sustained over time
- Those negotiated with the client as part of a management plan
- Referral and acceptance to another treatment program or half-way house
- Both positive and negative outcomes
- Linkage with appropriate services
- Client being moved from institution or service
- Client changes - behaviour, attitudinal

Review against care plan may be:

- Within the organisation
- In consultation with other agencies

Unit Sector(s)

Not Applicable

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CHCAOD409E Provide alcohol and-or other drug withdrawal services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD409E Provide alcohol and/or other drug withdrawal services	CHCAOD409E Provide alcohol and-or other drug withdrawal services	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide support and assistance to people going through the process of withdrawing from alcohol, tobacco or other drugs, including combinations of these

Application of the Unit

Application

Withdrawal services may be non-medical or provide pharmacological relief under relevant legislative guidelines

Services may be residential or home-based

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check needs of clients	1.1 Question client to ascertain substance/s used, duration of use, average daily intake, time and amount of last dose and how the drug/s was administered
	1.2 Report behaviour or physical status inconsistent with alcohol and/or other drug (AOD) use to the appropriate person and/or seek assistance
	1.3 Provide or seek medical or emergency assistance as appropriate and in accordance with organisation policies and procedures
	1.4 Assess client to determine if they meet organisation mission criteria and have been referred appropriately

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ELEMENT	PERFORMANCE CRITERIA
2. Support management of withdrawal	2.1 Select/provide an *appropriate environment* within which AOD withdrawal is to take place in accordance with organisation policy and procedure 2.2 Monitor client's physical state regularly in accordance with policies and legislation to ensure health and safety 2.3 Monitor client's fluid and nutrition intake in accordance with organisation policies and procedures and under appropriate professional supervision 2.4 Provide client with *support services* in accordance with organisation policies and procedures 2.5 Document signs of concurrent illness and refer to the appropriate person or medical officer 2.6 Document services provided to client in accordance with organisation and legislative requirements 2.7 Undertake consultation with medical officer in accordance with organisation policies and procedures and relevant legislation
3. Evaluate client withdrawal	3.1 Discuss outcomes with client and appropriate persons in the organisation 3.2 Assess and document outcomes of client drug withdrawal in accordance with organisation policies and procedures
4. Assist clients with ongoing harm minimisation	4.1 Provide client with relevant and current information on AOD and related issues and discuss 4.2 Discuss *harm minimisation strategies* for AOD use with client 4.3 Assist client to contact and use self-help and other services 4.4 Provide follow up in accordance with organisation policies and available resources

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Organisation protocols for residential withdrawal and any restrictions on clients, such as contact with family and friends and curfews
- Organisation protocols for home-based withdrawal such as home environment supportive of withdrawal outcomes
- Signs and symptoms of AOD withdrawal
- Stages of withdrawal signs and symptoms
- Concurrent medical illnesses which may mimic/mask withdrawal
- Responses to the stages of withdrawal such as referral to hospital, massage and relaxation tapes
- Backup resources such as access to medical officer and access to hospital
- Strategies for self-protection
- Strategies for dealing with aggressive clients
- Other agencies and services provided
- Recent and relevant information on AOD issues

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones

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REQUIRED SKILLS AND KNOWLEDGE

- managing consciousness
- managing choking and knowledge of coma positions
- Apply relevant organisation and legislative protocols and procedures for the provision of withdrawal services
- Work with clients in a manner that ensures personal safety and that of others

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain a calm and reassuring manner
- Demonstrate application of skills in:
  - conflict resolution
  - self-protection
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
- Resources required for assessment include access to:
  - resources required for first aid certification or equivalent skills
  - an appropriate workplace environment where assessment can take place
- In cases where the learner does not have the opportunity to cover all relevant aspectsin the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Method of assessment:

- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Related units:

This unit of competency is recommended to be assessed in conjunction with a first aid unit

Depending on jurisdiction and job role, this may be:

- HLTFA311A Apply first aid
  or
- HLTFA412A Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Behaviour and physical symptoms inconsistent with drug use includes:

- Evidence of physical illness or injury
- Evidence of mental illness
- Behaviour inconsistent with drug use history obtained from client

An appropriate environment may be:

- Residential service
- Client's home

Support services may include:

- Herbal remedies
- Aromatherapy
- Appropriate physical exercise
- Provision of vitamin and mineral supplements
- Dietary management
- Therapeutic massage
- Spending time with the client
- Relaxation techniques

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RANGE STATEMENT

Harm minimisation strategies include:	• Abstinence • Controlled drinking • Safer sex • Safer drug use

Unit Sector(s)

Not Applicable

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CHCAOD411A Provide interventions for people with alcohol and other drug issues

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD411A Provide interventions for people with alcohol and other drug issues	CHCAOD411A Provide interventions for people with alcohol and other drug issues	Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome (no change to version identifier).

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide a range of intervention strategies to address alcohol and other drugs (AOD) issues within the scope of an individual's treatment plan

Application of the Unit

Application

This unit applies to work with people with AOD issues in a range of community services work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for intervention	1.1 Obtain *information* about the intervention from the treatment plan
	1.2 Determine *client* availability according to organisation protocols
	1.3 Determine availability of appropriate space and resources, if required
	1.4 Plan the intervention, in line with the needs of the person with AOD issues and specifications of the treatment plan

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ELEMENT	PERFORMANCE CRITERIA
2. Conduct intervention	2.1 Confirm the person's understanding of the intervention 2.2 Obtain informed consent from the person before commencing the intervention 2.3 Report any misunderstanding or confusion experienced by the person to a supervisor in a timely manner 2.5 Guide the person to complete the participate in the intervention as defined in the treatment plan 2.6 Identify and note any difficulties the person experiences completing intervention requirements and report to supervisor in a timely manner 2.7 Identify and manage compliance issues, including subjective and objective reporting of the person's response to the intervention, and report to supervisor in a timely manner 2.8 Provide feedback to the person to reinforce their understanding of intervention and progress 2.9 Seek assistance when the person presents with needs or signs outside limits of own authority, skills and/or knowledge 2.10 Report difficulties of the person with AOD issues to supervisor for advice before continuing the planned intervention
3. Report and document *information*	3.1 Provide progress feedback to supervisor 3.2 Report difficulties and concerns of the person to supervisor in a timely manner 3.3 Implement variations to the intervention according to the instructions of supervisor 3.4 Document *information* about the intervention according to the organisation's protocols 3.5 Use appropriate terminology to document consumer response, outcomes and identified problems related to the intervention

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Range of interventions and their use, including:
  - specialised communication strategies to support clients
  - relapse prevention
  - crisis intervention
  - brief interventions
- Current and relevant terminology
- Factors that may influence a person's ability to participate in an intervention
- Role of support networks and individuals
- Self help groups (relating to a range of interventions)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use specialist communication skills to seek positive resolution
- Undertake problem solving
- Provide advocacy
- Follow organisation policies and procedures
- Work effectively with clients, their supporters, colleagues and supervisors

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply a level of communication skills to fulfil the role, including
  - open ended questions
  - reflective listening

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REQUIRED SKILLS AND KNOWLEDGE

- clarifying
- summarising

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit of competency is recommended to be assessed in conjunction with a first aid unit

Depending on jurisdiction and job role, this may be:

- HLTFA311A Apply first aid
  or
- HLTFA412A Apply advanced first aid

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- Person with AOD issues, their families and personal network

Information may include:

- That provided by other services via referral
- Doctor's or other professional's reports
- Information provided by family or support network

Unit Sector(s)

Not Applicable

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

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD510A Work effectively with clients with complex alcohol and/or other drugs issues	CHCAOD510B Work effectively with clients with complex alcohol and-or other drugs issues	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide a range of community services to meet the needs of clients who may have alcohol and other drugs (AOD) issues, which may be combined with other issues

It also covers the review of client progress and evaluation of all work undertaken with clients

Application of the Unit

Application

This unit applies to those working with clients with AOD issues in the delivery of community services

Service delivery may take place in a range of settings

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide services to meet client needs	1.1 Establish *strategies to develop effective working relationships* with clients to enable the delivery of *targeted services* 1.2 Negotiate goals and action plans with the client and document in accordance with organisation procedures 1.3 Carry out early or short-term programs with clients as appropriate 1.4 Negotiate comprehensive and longer care programs with the client as appropriate 1.5 Put in place arrangements to meet the specific needs of clients 1.6 Provide client with relevant and current information on alcohol and other drugs and related issues and discuss 1.7 Provide assistance with daily living as appropriate and in accordance with organisation policies and procedures and service guidelines 1.8 Provide immediate help or referral for critical incidents arising from client's alcohol and other drugs use 1.9 Identify relevant work health and safety (WHS), legal, ethical and duty of care considerations and incorporate in service delivery. 1.10 Plan and implement *relapse prevention strategies* 1.11 Assist clients with strategies and actions to reduce drug related harm to themselves 1.12 Make referrals to relevant agencies that can assist clients to address other specific needs
2. Plan and implement harm minimisation and relapse prevention strategies	2.1 Plan and implement relapse prevention strategies 2.2 Assist clients with strategies and actions to prevent and/or reduce drug related harm to themselves and others 2.3 Assist client to identify indicators of possible relapse

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ELEMENT	PERFORMANCE CRITERIA
3. Provide support for additional needs	3.1 Determine *additional client issues* likely to have an influence on treatment and rehabilitation 3.2 Determine *additional service and support needs* 3.3 Identify client issues that are outside the scope of the service and/or the scope of the worker 3.4 Inform the client of possible options 3.5 Inform the client of the reasons for seeking other service and support options 3.6 Confirm the client's understanding of options 3.7 Work with the client to determine referral options and responsibilities 3.8 Where appropriate, make referral with client consent and within organisation policy and procedures 3.9 Work with the client to determine case management requirements
4. *Review* client progress	4.1 Implement processes to ensure client's progress is regularly reviewed against negotiated goals and action plans 4.2 Monitor, record and report progress against the plan of care according to organisation guidelines 4.3 Negotiate revised action plans and timelines and write into the plan of care as needed 4.4 Negotiate *client exit* from the program with the client and provide support in accordance with organisation policies and available resources 4.5 Review *outcomes* of client work with supervisor and /or colleagues in accordance with organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate work undertaken with clients	5.1 *Review outcomes of client work against care plan* goals and document in accordance with organisation policies and procedures 5.2 Discuss *outcomes* with clients and appropriate persons inside or outside the organisation and document in accordance with organisation policies and procedures 5.3 Put in place processes to ensure feedback from supervisors, clients and other workers and reflection on own practices are incorporated in work activities and services provided 5.4 Identify professional development needs and options and access to ensure ongoing competence

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Legal and organisation knowledge, including:
  - legal and organisation requirements for client registration, allocation and referral
  - organisation policies on reporting and confidentiality
  - organisation policies and procedures for documenting work with clients
  - understanding agency role, agency target group and the impacts on the local community
  - range of alcohol and other drugs specific treatment intervention options including detoxification, inpatient treatment programs, outpatient treatment services, and brief interventions
- Effects of alcohol and other drugs use, including:
  - signs and symptoms of medical risk associated with alcohol and other drugs use
  - stages and symptoms of alcohol and other drugs withdrawal
  - basic health issues relating to alcohol and/or other drugs use - e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others
  - basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly
  - the effects of alcohol related brain injury
  - consequences and effects of drug substitution/replacement
  - effects of prescribed drugs on the use of other drugs
  - patterns of drug use in Australia and the local community
  - range of use and use scenarios e.g. lifestyle context of illegal drug use
- Complexity of poly drug use, including:
  - medical
  - physiological
  - knowledge
- Indicators of other issues, including:
  - mental health issues

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REQUIRED SKILLS AND KNOWLEDGE

- homelessness
- financial issues
- domestic issues
- employment issues
- disability issues
- gender identification issues
- post traumatic stress disorder - Vietnam veteran
- children of Vietnam veteran

continued ...

Essential knowledge (*contd*):

- Legal issues, including:
  - legal status of drugs
  - legal issues surrounding alcohol and other drugs use
- Policy issues, including:
  - public health model - interaction of impact of drugs, individual and the environment
  - harm minimisation including a range of approaches: prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use
- Working with clients, including:
  - common relapse precipitants
  - a range of strategies for working with clients
  - strategies to promote participation in programs
  - range of cultural contexts - lifestyle, set of beliefs, customs
  - client empowerment/disempowerment
  - rights of workers and clients
  - different lifestyles
  - self-esteem, abuse issues, self-awareness, own biases, ethical obligations re: helping relationships
  - types of counselling e.g. motivational interviewing, brief and intensive intervention, relapse prevention
  - medical approaches to treatment for drug use
  - nature and approaches of therapeutic communities
  - protocols around use of interpreters
  - person-centred approach
  - case management principles
- Working with clients at risk of self-harm, including:
  - suicidal or self-harming behaviour, ideation or intention

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REQUIRED SKILLS AND KNOWLEDGE

- no-suicide contracts and other protective strategies
- links between predisposing factors for self-harm, drug use and mental health problems
- legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Where jurisdiction and job role mandate, demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Where jurisdiction and job role mandate, work with clients in a range of settings e.g. residential, in community settings and outreach work
- Work with clients with coexisting issues such as mental health, child abuse
- Work collaboratively with clients to address their issues
- Refer the client to health professionals immediately the client needs exceeds the responsibility and capacity of the worker or in an emergency situation
- Identify coexisting issues such as mental health issues and
- Identify and address child protection issues that will effect work with the client

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Establish rapport
- Apply active listening skills, including questioning
- Interpret verbal and non-verbal communication
- Work with a range of clients
- Contract with clients
- Demonstrate application of skills in:
  - conflict resolution
  - negotiation

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REQUIRED SKILLS AND KNOWLEDGE

- crisis intervention
- protective intervention
- advocacy
- networking and liaison with other agencies
- identification of support structures

- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills In addition, this competency should be assessed in the context of the particular workplace client group • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions Some theoretical knowledge may be assessed by formal testing e.g. suicide risk assessment • Assessment must include the normal range of workplace situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Related units:	Depending on jurisdiction and job role, assessment of this unit of competency ***may be*** required in conjunction with: • HLTFA311A Apply first aid or • HLTFA412A Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Targeted services (*i.e. specific to alcohol and/or other drugs use*) *may include*:	• Detoxification • Inpatient counselling • Outpatient counselling • Self-help groups • Proclaimed place, rehabilitation centres, residential • Sobering up units • Services which provide consumables e.g. syringes, thiamine, needle exchange, • Drug substitution/replacement services e.g. methadone, bupranorphine, naltrexone • Therapeutic communities

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RANGE STATEMENT

Other services include:	• Accommodation • Emergency services • Mental health services • Financial assistance • Health professionals • Counselling • Employment support
Strategies to develop effective working relationships	• Verbal communication styles • Plan areas to be addressed, approaches to be taken and special considerations • Planning to address contingencies • Implementing appropriate cultural approaches
Relapse prevention strategies may include:	• Identification of drug use 'triggers' and working with the client to develop responses to deal with triggers • Referral to self help groups • Stress management advice • Ongoing positive support • Monitoring of the client's progress • Facilitating use of community resources • Encouraging client to develop a support network • Role play • Discussion of strategies for stress management, money management, goal setting, prioritising, problem solving, decision-making, disengagement
Review refers to:	• A short term formative analysis of client progress • Reviewing strategies • Standards against which a review can occur

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RANGE STATEMENT

Client exit (*negotiation of with the client*) *will depend on the organisation policies and procedures and the individual clients needs and may include*:	• Negotiation of contract with client • Providing information on what the client may expect when they leave • Providing follow up • Ending the client/worker relationship • Ensuring personal safety of clients at risk of self-harm including availability of ongoing supports from appropriate agencies • Access to harm reduction consumables e.g. Needles, syringes, and needle exchange programs
Client exit (*organisation requirements*) *may include*:	• Client questionnaire • Documentation including reason for exit and condition of client at exit • Organisation's documentation on treatment/ assessment progress
Supporting a client to make contact with other services may include:	• Making an appointment for the client • Accompanying client to first appointment • Organising for another appropriate person to accompany the client to an appointment • Organising interpreter services for the client
Other services include:	• Centrelink • Accommodation • Emergency services • Mental health services

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RANGE STATEMENT

Follow up will depend on the organisation's policies and procedures and the client needs and may include:	• Obtaining feedback and reports on outcomes of referrals from other agency in accordance with organisation policies and procedures including those referring to client confidentiality • Checking protective support for suicide risk is available if required • Making an appointment for follow up • Contact with client at referral agency • Liaison between alcohol and other drugs worker and other services
Outcomes may include:	• Measurement of harm minimisation • Changes made during intervention and changes sustained over time • Those negotiated with the client as part of a management plan • Referral and acceptance to another treatment program or half-way house • Both positive and negative outcomes • Linkage with appropriate services • Client being moved from institution or service • Client changes - behaviour, attitudinal
Review outcomes of client work against care plan may be:	• Within the organisation • In consultation with other agencies

Unit Sector(s)

Not Applicable

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CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and-or other drug issues

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD511B Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and-or other drug issues	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by skilled employees in the alcohol and other drugs (AOD) sector working with minimal supervision with a range of clients experiencing a range of issues

They will apply ongoing therapeutic intervention with clients with alcohol and other drug issues drawing on a range of models and techniques supported by evidence

Application of the Unit

Application

This unit applies to those working with clients with AOD issues in the delivery of community services

Service delivery may take place in a range of settings

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply suitable counselling and support techniques to assist individual with AOD issues	1.1 Ascertain the immediate and proximate needs and goals of client with complex and multiple needs 1.2 Review range of models and techniques, including group activities, to meet assessment outcomes 1.3 Design intervention and support strategies to meet assessment outcomes 1.4 Apply intervention strategies with a range of clients in a range of settings 1.5 Maintain engagement with reticent client 1.6 Explore potential legal and health issues 1.7 Integrate and apply advanced generic counselling competencies to clients affected by alcohol and other drugs 1.8 Document client interventions according to agency policy

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ELEMENT	PERFORMANCE CRITERIA
2. Review personal and agency ability to deliver service to address all client needs	2.1 Consult and review case management plans 2.2 Ascertain client 's social, emotional and other needs that cannot be met in agency service 2.3 Identify limitations and role boundaries in current practice 2.4 Identify and refer to services able to address client needs 2.5 Monitor and review client progress 2.6 Consult with other services to support their delivery of AOD services within their scope 2.7 Work cooperatively with *significant others*, co-workers and other services to support client needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include:

- Advanced understanding of counselling models and techniques, that may include an appropriate range of the following:
  - cognitive behavioural therapy
  - rational emotive therapy
  - reality therapy
  - transactional analysis
  - cross cultural awareness and application of skills
  - work in shared care contexts
  - support through pharmacotherapy
  - solution based therapy
  - integrating approaches and models
  - supporting and empathetic counselling
  - negotiate treatment plans
  - advanced knowledge of therapeutic models, interventions and client treatment issues in AOD
  - measures for monitoring client outcomes
  - teaching clients range of self management skills, using range of self-report measures
  - use of assessment tools (e.g. AUDIT) to measure and monitor client progress
  - holistic client work
  - family counselling
  - group work and group counselling
  - solution focused therapy/narrative therapy

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high-level judgement and autonomy to be able to:

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REQUIRED SKILLS AND KNOWLEDGE

- work with people with complex and/or multiple issues and understanding of their impact on AOD use
- select and apply AOD assessment tools appropriately
- ensure the safety of the individual, self and the community
- identify risks and apply risk management strategies
- provide opportunities for the person with complex needs to achieve personal needs and goals
- apply a range of AOD related intervention strategies
- make whole of life assessments
- apply relevant monitoring and review techniques

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspectsin the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Models of counselling may include:

- Cognitive behavioural therapy
- Rational emotive therapy
- Reality therapy
- Transactional analysis
- Cross cultural awareness and application of skills
- Work in shared care contexts
- Support through pharmacotherapy
- Solution based therapy

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RANGE STATEMENT

Complex issues may include:

- Dual/multiple disabilities
- Intellectual disability, physical disability, neurological,
- Offending behaviours
- Complex medical needs
- ABI autism, sensory loss, Prader Willi syndrome,
- Communication needs
- Social/economic disadvantage
- ADD/ADHD
- Behavioural issues
- Language and diversity

Individuals with AOD issues may include:

- Children
- Adolescents
- Adults
- Persons under court/protective/statutory orders
- People with a physical/sensory/intellectual/ psychiatric disabilities (dual diagnosis)
- Adult survivors of child sexual assault

Appropriate assessment tools may include:

- Taking a case history
- Psychosocial assessments
- Specialised assessment tools
- Risk frameworks - self and others
- Genograms

Health implications for the person may include:

- Neurological
- Physiological
- AOD use
- Self injurious behaviours
- Nutrition
- Inactivity
- Access to appropriate health care
- Inability to manage own health and well being
- Sexual health and lifestyle issues
- Adult survivors of child sexual assault
- Dual diagnosis

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RANGE STATEMENT

Emotional, social and other needs may include:	• Sexuality issues • Socioeconomic issues • Isolation, rural and geographical issues • Family support • System support • Grief and loss • Vulnerability • EEO. Discrimination, privacy
Significant others may include	• Family • Friends • Partners • Carers • Other professional support persons
Documents may include	• Files and file notes • Reports formal and informal • Organisation records • Statutory orders

Unit Sector(s)

Not Applicable

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CHCAOD512B Develop and implement a behaviour response plan

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD512A Develop and implement a behaviour response plan	CHCAOD512B Develop and implement a behaviour response plan	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Updated terminology 'challenging behaviour' to 'behaviours of concern'.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop a response plan to deal effectively with potentially harmful behaviour in the context of risk management

Application of the Unit

Application

The knowledge and skills of this unit of competency are used by workers to develop and implement plans and strategies to reduce the likelihood of harm to clients and others in the alcohol and other drugs (AOD) sector

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit must be assessed after achievement of related unit: • CHCICS305A Provide behaviour support in the context of individualised plans

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify risks of harm in the alcohol and other drugs sector	1.1 Identify possible *client circumstances that have the potential to be harmful to others* 1.2 Use research findings to identify and confirm the *nature and range of each potential risk* 1.3 Determine *environmental factors* that could contribute to client responses 1.4 Complete a risk assessment matrix to determine the level of risk 1.5 Confirm findings with an *appropriate person*

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare a response plan	2.1 Use research findings to identify *appropriate response hierarchies* for specific risks 2.2 Appropriately identify *proactive support strategies* wherever possible 2.3 Determine *legal and ethical aspects of possible responses* 2.4 Determine *duty of care consideration* and responsibilities 2.5 Prepare and document response plans for specific risks within the context of appropriate response hierarchies, legal and ethical considerations and duty of care responsibilities 2.6 Confirm response plans with an *appropriate person*
3. Guide and support workers to implement strategies	3.1 Provide workers with guidance and support to understand the purpose of the response plan 3.2 Guide and support workers to implement the response plan plans according to duty of care, ethical and legal requirements 3.3 Evaluate worker ability to implement response plan according to legal, ethical and duty of care requirements 3.4 Monitor worker ability to implement the response plan according to legal, ethical and duty of care requirements 3.5 Conduct ongoing monitoring of worker ability to implement the response plan according to legal, ethical and duty of care requirements

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor effectiveness of response plan	4.1 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses and a safe environment 4.2 Monitor strategies to minimise risk of harm to the person and others 4.3 Monitor strategies to determine level of intrusion on person's dignity and self-esteem
5. Complete documentation	5.1 Comply with organisation's and legal reporting requirements 5.2 Complete documentation according to organisation policy and protocols 5.3 Maintain documentation in a manner consistent with reporting requirements 5.4 File documentation in line with organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Organisation policies and procedures relating to behaviour management (including restrictions on the use of aversive procedures), work safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care and use of least restrictive alternative
- Principles of effective communication
- Purpose and function of behaviour
- Behavioural responses associated with AOD issues
- What influences behaviour
- Duty of care consideration
- Ethical considerations when dealing with other people's behaviour
- Legal considerations, especially in regard to restraint, imprisonment and abuse
- A range of response including:
  - reinforcement strategies including, sampling, menus, individualisation of schedules and differential reinforcement schedules
  - use of advanced self protective strategies (e.g. passive self defence)
  - strategies that avoid behaviour escalation (advanced)
  - advanced proactive strategies based on functional and cognitive assessment
- Advanced proactive strategies based on functional and cognitive assessment
- Principles of behaviour response plans
- Knowledge and skills in crisis management (advanced)
- Reporting procedures for incidents and accidents
- Referral procedures for specialist services
- Individual rights and equality

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures relating

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REQUIRED SKILLS AND KNOWLEDGE

to behaviour management, work safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care

- Demonstrate mastery of techniques in data collection, generating hypothesis and functional assessment
- Apply advanced crisis management strategies
- Develop an individual response plan
- Develop a crisis response plan
- Monitor the effectiveness of a response plan

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate well developed problem solving skills
- Demonstrate application of knowledge and skills in:
  - reinforcement strategies including: sampling, menus, individualisation of schedules and differential reinforcement schedules
  - use of advanced self protective strategies (e.g. passive self defence)
  - strategies that avoid behaviour escalation (advanced)
  - advanced proactive strategies based on functional and cognitive assessment

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements include access to all relevant resources commonly provided in the disability service setting, including:
  - relevant organisation policy and procedure manuals, legislation and standards
  - organisation mission statement, strategic and business plan
  - other documentation relevant to the work context such as:
    . individual routines
    . staff routines
    . neuropsychological reports
    . behaviour support plans
    . data collection techniques
    . specific communication tools
    . skills development plans
    . accident and incident forms
    . referral forms
    . lifestyle review package
    . functional assessment tools

Method of assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client circumstances that have the potential to be harmful to others may include:

- Intoxication
- Amphetamine psychosis
- Disinhibition

The nature and range of each potential risk may include:

- Confusion
- Delusions
- Fear
- Self-harm
- Impaired social judgement
- Impaired decision-making
- Targeted aggressive behaviour
- Random, untargeted aggressive behaviour

Environmental factors may include:

- Unfamiliar surroundings
- 'Busy' surroundings
- Responses to other people (positive and negative)

Appropriate person may include:

- Supervisor
- Psychologist
- Health professional
- Police

Appropriate response hierarchies may include:

- Proactive intervention
- Advanced proactive intervention
- Interrupt and redirect
- Deescalate
- Passive self defence
- Protect self and others
- Seek additional support

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RANGE STATEMENT

Legal and ethical aspects of possible responses may include:	• Power imbalance • Reasonable force • Imprisonment • Deprivation of rights • Work health and safety (WHS)
Duty of care considerations may include	• Foreseeable harm/injury • Reasonable action • Reasonable person
Proactive support strategies may include:	• Ecological manipulations - making changes in the persons environment that will reduce the likelihood of the problem behaviour occurring • Positive programming - long term instructional programs designed to give the person greater skills and competencies • Focused support strategies - these include differential reinforcement strategies, stimulus control and instructional control
Organisation policies and procedures may include:	• Behaviour management guidelines • Work safety and health policies and procedures • Emergency procedures
Inappropriate behaviours may include those that:	• Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property) • Lasts for a long time (e.g. either in a single incident or in multiple incidents over time) • Isolates the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition / perseveration / depression • Interferes with the person's learning and developing new skills • Reduces quality / enjoyment of life

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RANGE STATEMENT

Strategies to assist in reducing and managing behaviour of concern:

- Functional assessment
- Data collection
- Generating a hypothesis
- Multi-element support plans
  - proactive
  - ecological manipulations
    e.g. making changes to the person's environment, changing the teaching method, reviewing and changing the learning goals
  - positive programming
    e.g. teaching general skills, teaching coping skills, teaching functionally equivalent skills
  - focused support
    e.g. differential reinforcement schedules
- Reactive strategies
  e.g. antecedent management, interrupt and redirect, geographical containment, emergency physical containment and individualised emergency management plans
- Seeking expert assistance

Unit Sector(s)

Not Applicable

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CHCAOD513A Provide relapse prevention strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop and deliver a range of relapse prevention strategies for people with alcohol and other drugs (AOD) issues

Application of the Unit

Application	This unit applies to work with clients with AOD issues in a range of community sector work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine relapse prevention strategies	1.1 Prepare client for the possibility of relapse as a common experience
	1.2 Determine any previous relapse prevention strategies used by the client
	1.3 Work with client to determine readiness for *development of a relapse prevention plan*
	1.4 Work with client to determine *stakeholders* to be included in the relapse prevention process
	1.5 Investigate a *range of relapse prevention strategies*
	1.6 Work with client to determine possible relapse issues
	1.7 Work with client to determine strategies most suited to their unique situation

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ELEMENT	PERFORMANCE CRITERIA
2. Develop relapse management plan	2.1 Explain the purpose of the planning process and discuss the different *options* with client 2.2 Work with client to select most appropriate planning option 2.3 Conduct relapse management planning session in a manner that promotes client participation, fosters their strengths and respects their insights into their own situation, their knowledge and experiences 2.4 Work with client to identify contingency plans if difficulties are encountered 2.5 Clearly record relapse management planning activities
3. Report and document information	3.1 Document information about relapse prevention strategies according to organisation protocols 3.2 Observe privacy and confidentiality requirements when reporting feedback 3.3 Use appropriate terminology to document client response, outcomes and identified problems related to prevention strategies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Client-centred approach
- Effects of alcohol and other drugs with a specific focus on use and dependence
- Factors that influence substance use - including environmental, cultural, economic, individual etc that are risk factors for relapse
- Assessing problems - prioritising/most pressing for client
- Crisis management
- Behaviour change, lapse and relapse and factors that support behaviour change or are road blocks/obstacles, such as social, physical and cultural factors
- Pharmacotherapies and other therapies
- Agencies suitable for referral

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify high risk situations
- Use advanced communication skills effectively, including, for example:
  - Empathy
  - Reflective listening
  - Open ended questioning
  - Summarising
- Apply advanced motivational interviewing skills
- Apply relevant strategies that match the client's stage of change and enhance the client's self efficacy
- Support client to develop skills in:
  - Problem solving

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REQUIRED SKILLS AND KNOWLEDGE

- Goal setting
- Coping
- Self monitoring and management
- Recognising and managing cravings
- Cognitive restructuring

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Development of a relapse prevention plan includes:

- Working on relapse plan with the client as a preventative strategy
- Initiating relapse planning as soon as client agrees to participate in AOD intervention
- Review of relapse plan if and when relapse occurs
- Identifying factors that may trigger relapse
- Discussing risk of relapse as an experience rather than a failure
- Ensuring client is provided with relevant contacts, such as telephone counselling helpline
- Reaching agreement with client about availability of support in responding to potential or actual relapse

Stakeholders may include:

- Client with insight into their own situation
- Family, friends, relatives as identified by the client
- Carer/s where appropriate, for example for people with disabilities
- Relevant service providers
- Support groups
- Employers

Planning options may include:

- Development of formal relapse plan
- Informal ongoing planning
- Working with client only
- Involving other stakeholders in planning process

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RANGE STATEMENT

Range of relapse prevention strategies may include but are not limited to:

- Specific strategies to avoid situations and cues / triggers identified by client, such as:
  - situations or companions associated with alcohol or drug use
  - sources of stress, such as aspects of job, family relationships, social pressures, financial issues
- Strategies to develop client's ability to deal with identified situations and triggers
- Strategies to deal with lack of support from partners or other people of significance, where appropriate
- Inclusion of people of significance in planning and implementation of relapse strategies
- Strategies to identify issues and reinforce positive choices, such as:
  - putting into writing thoughts and feelings
  - keeping behavioural record/diary of situations and triggers that put the client at risk
  - recording difficult choice situations, option taken and outcomes
- Suggestions from various stakeholders, including experienced support workers and counsellors, which have been found to work in other situations and may be appropriate for the client's situation

Unit Sector(s)

Not Applicable

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CHCCAR501C Conduct career guidance interview

Modification History

Version 3	Version 4	Comments
CHCCAR501B Conduct career guidance interview	CHCCAR501C Conduct career guidance interview	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with clients to assist them to identify their career interests and options and to assist them to make decisions to match informed career decisions

Application of the Unit

Application

This unit applies to assisting clients in career guidance

Service delivery may take place in a range of settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate exploratory activities with the client	1.1 Put in place *client interview arrangements* to facilitate interactive sessions and to establish rapport with the client
	1.2 Greet client and establish areas of interest
	1.3 Clarify the role of the career guidance worker and client expectations of the client of the organisation
	1.4 Explain rights and responsibilities of client
	1.5 Clarify client's expectations and needs to ensure their issues and motivations are suited to career guidance situation
	1.6 Collect and document client information in accordance with organisation procedures
	1.7 Apply appropriate questioning techniques and reflective listening to identify needs and interests of the client
	1.8 Use a range of appropriate career exploratory activities to assist clients to focus their career search activities
	1.9 Apply current knowledge of labour market and *career information* to conduct client interview
	1.10 Implement processes to maintain client confidentiality in accordance with organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate client identification of career interests and needs	2.1 Provide appropriate *career exploration activities* and *career self-assessment instrument/s* for self administration by the client, according to the scope of work role and organisation requirements 2.2 Modify self-assessment instrument/s if required, to match client needs and cultural variations 2.3 Provide appropriate guidance, support and monitoring to ensure self administration of career assessment instruments can proceed 2.4 Conduct follow up interviews with the client to confirm outcomes of self-assessment and assist clients to explore options that match to their self assessment outcomes 2.5 Assist client to identify areas where they want to take action
3. Assist client to develop a strategy to address their needs and interests	3.1 Assist client to prioritise areas for further investigation 3.2 Provide client with information about how their self assessment relates to job profiles, educational and training pathway requirements and employment opportunities 3.3 Assist client to identify workable strategies to address their priority interest areas 3.4 Assist client to develop their own action plans to address their preferences and needs 3.5 Identify areas where clients may require referral to specialists agencies or other professionals 3.6 Identify the range of support services able to be provided to the client by the organisation and other organisations 3.7 Develop and implement an ongoing plan with the client defining any additional support required 3.8 Implement processes to evaluate the effectiveness of services and support provided to the client

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Accepted methods for defining jobs
- Theoretical foundations and framework that underpin career guidance activities
- Factors influencing individual decision-making
- Current labour market trends
- Occupational groups, clusters and networks
- Pathways to occupational areas
- Law and policy that impacts on employment
- Good working knowledge of local employment options and support networks available
- Role and responsibilities of self and other staff in the organisation
- Clients rights and responsibilities in the organisation
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge of education and training options and pathways

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a knowledge of career guidance theory and practice
- Apply a current knowledge of the world of work
- Collect relevant financial information to determine client's needs and interests
- Provide accurate and relevant information particularly in respect to career matters
- Assess the need of the client to be referred to other services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Conduct research to maintain currency of information, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
- Apply high level computer skills

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- Demonstrate a non-judgemental approach to working with people
- Work with cultural sensitivity
- Apply verbal and non-verbal communication skills
- Demonstrate referral skills
- Apply problem solving and analytical skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment
- Workplace evidence can be testimonials, portfolios or copies of completed workplace records/ documentation

Related units:

This unit of competency is recommended to be assessed in conjunction with related units:

- CHCCOM403A Use targeted communication skills to build relationships
- CHCES411A Collect, analyse and apply labour market information

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Career exploration activities include:

- Discussion and simple inventories on interests, values, skills and motivation

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RANGE STATEMENT

Client interview arrangements include:	• Arranging seating • Access to computers • Ready access to career information • Establishing timeframes for the session • Establishing roles and responsibilities
Response to requests for information will take into consideration the client's:	• Language and literacy level • Cultural factors • Previous contact • Disabilities
Career self assessment instrument/s may be:	• Paper based and computer generated
Modify self assessment instrument may include:	• Translation • Explaining terminology • Removing culturally biased information • Contextualisation to local conditions
Career information includes:	• National job information and data • Local employment information • Information on employment conditions • Information on training requirements
Information on the service and other relevant services may be delivered in the form of:	• Informal discussion • Published material, newsletters/circulars, leaflets/brochures • Correspondence/written reports • Audio-visual • Posters/graphic representation

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RANGE STATEMENT

Information may be given about the following types of services:	• Government and non government services e.g. education/training, employment, social/recreation, counselling, financial, self help, advocacy, transport • People with relevant special qualities, knowledge and/or expertise • Government allowances, pensions and benefits • Cross cultural services
Appropriate services may include:	• Centrelink • Support agencies for mental health, domestic violence, alcohol and other drugs (AOD) issues etc. • Accommodation agencies including emergency housing agencies • Local community support networks • Financial assistance agencies • Emergency relief agencies • Dispute Resolution Services • Recruitment services

Unit Sector(s)

Not Applicable

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CHCCD307D Support community resources

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD307C Support community resources	CHCCD307D Support community resources	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to provide and maintain support to community groups

Application of the Unit

Application This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an information base	1.1 Collect and store *relevant information about the community*, its organisations and services according to the organisation practices so ongoing work is facilitated 1.2 Maintain a current directory of community *resources* so it is useable and accessible
2. Establish relationship with *key people*	2.1 Establish and maintain appropriate contact with *key people* using a range of *communication strategies* to ensure that the outcomes from work in the community is maximised 2.2 Define roles and responsibilities of *key people* and services so that work is effective and coordinated
3. Apply strategies for linking people	3.1 Undertake appropriate work to create opportunities to develop supportive connections between *key people* including arranging and conducting meetings 3.2 Identify obstacles to effective contact between people and develop appropriate strategies to overcome these 3.3 Provide appropriate levels of ongoing support to promote community interaction

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ELEMENT	PERFORMANCE CRITERIA
4. Maintain community facilities and *resources*	4.1 Maintain all relevant records and make available as required to facilitate community interaction 4.2 Undertake appropriate work to ensure that maintenance of community *resources* is carried out according to agreed procedures and budget allocations 4.3 Take appropriate action to ensure public and communal areas are accessible and meet community needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Nature of the community and significant relationships and resources including cultural
- Organisation's policies and program/service objectives
- Relevant agencies programs and criteria
- Communication strategies
- Principles of social organisation and structures
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide a range of types of support to communities according to organisation procedures
- Communicate with a range of people in the community
- Maintain and access effective networks which contribute to the achievement of objectives
- Demonstrate capacity to motivate individuals and groups to work cooperatively to address common concerns

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate oral communication competence:
  - ability to ask questions, listen to information, and seek clarification
  - language used may be English or a community language
- Demonstrate reading competence if worker is using pamphlets or written information, to determine if an organisation or service is relevant to a particular group:
  - information may be written in English or a community language
- Demonstrate writing skills if organisations require a written list of community facilities and resources:
  - documentation that is required by the organisation
  - reports and documentation may be required in English or a community language depending on the group (some organisations may require computer skills if documentation is electronically stored)
- Consistently:
  - describe, with supportive evidence, the nature and structure of the designated community
  - describe the structure of the designated community in terms of general concepts of social organisation and structures
  - demonstrate a range of strategies for making contact with and linking people
  - define own role as worker within the community
  - use of available technology for record-keeping
  - comply with work health and safety (WHS) requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Worker can be assessed on the job or by simulation Community is designated by organisation policy
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to a workplace or community or an environment that effectively simulates workplace or community conditions

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community may include:

- Individuals and groups defined by organisation programs and services
- Other agencies providing services to individuals and groups
- People with specified needs and interests
- People using the organisation's services/programs

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RANGE STATEMENT

Relevant information about the community may include:	• Composition and social/cultural profile • Cultural characteristics • Scope defined by organisation's objectives and priorities • Size • Nature and history of issues and interests • Range and nature of other services • Existing practice, process and protocol
Information about the community may include:	• Data base of key people • Details of other services/agencies • Networks, support systems, groups • Resources • Protocols for communication
Key people may include:	• People with an interest in the purpose of the organisation • Designated groups in the community • Community leaders, representatives • Other providers • People using the services of the organisation • Specialist providers
Communication strategies may include:	• Attending meetings, groups, shift hand over etc. • Phone contact • Sharing information • Information newsletter
Resources may include:	• Premises, grounds, accommodation, workplaces • Purpose designed and provided for the community or workplace • Exclusive use, ownership or shared • Equipment and materials • Information • Personnel • Financial

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RANGE STATEMENT

Organisation's procedures may include:	• Formally documented policies, guidelines, delegations, philosophy • Direction through supervision • Management decisions, directives • Information, data collection, proforma, reporting requirements • Formal and informal negotiated agreements

Unit Sector(s)

Not Applicable

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CHCCD401E Support community participation

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD401D Support community participation	CHCCD401E Support community participation	Updated Health Promotion legislation in Essential Knowledge. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with individuals and the community to promote participation	1.1 Undertake work to identify key community issues to be addressed 1.2 Undertake planning to address community issues to ensure: • appropriate policies and *strategies* are developed • adequate resourcing is identified • *key people* are consulted • identified needs are addressed 1.3 Ensure processes are forward looking and proactive 1.4 Use appropriate interpersonal and networking skills to enlist support from *key people* and groups 1.5 Provide *opportunities* for community input to planning provision of services 1.6 Guarantee community input and participation in services

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ELEMENT	PERFORMANCE CRITERIA
2. Support existing community activities	2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs 2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation 2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities 2.4 Provide appropriate support to community groups to become self managing in the implementation of plans

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- budget and funding allocation
- Local, state and federal strategies/legislation

Health promotion (as per Ottawa Charter for Health Promotion (1986), the Jakarta Declaration on Leading Health Promotion into the 21st Century (1997) and the Bangkok Charter for Health Promotion in a Globalized World (2005)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work with key people or stakeholders in the community
- Demonstrate application of skills in:
  - research relating to the community
  - policy development
  - report writing, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - evaluating effectiveness of community based activities
  - budgeting

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REQUIRED SKILLS AND KNOWLEDGE

- negotiation, liaison, networking
- marketing
- facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to appropriate structures, people or organisations for assessment of ability to work with key people or stakeholders in the community
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Working with the community may include activities associated with:

- Health promotion
- Community service delivery
- Community projects
- Community development
- Community action
- Community planning
- Consultative and planning committees
- Sector development structures

Opportunities for community members and groups to participate may include:

- Systems within and outside the organisation
- Activities at program, operative and management levels
- Formal and informal systems
- Focus groups on relevant issues
- Inviting community participation on organisation committees e.g. quality assurance committees, ethics committees
- Through publications
- Group facilitation
- Peer education/training
- Seminars and workshops

Key people may include:

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles

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RANGE STATEMENT

Strategies which the worker may develop may include:	• Development of new business, employment opportunities for individuals • Establishment of advocacy groups • Health promotion activities • Development of community facilities • Strategies to increase access to facilities, services or decision-making • Providing direction, advice and information
Information and resources may include:	• Equipment • Staff skills and time • Provision of facilities • Educational materials • Funding • Skills/administrative support • Physical, transport, venues, material, equipment • Developmental training • Financial

Unit Sector(s)

Not Applicable

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CHCCD402B Develop and provide community education projects

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD402A Develop and provide community education projects	CHCCD402B Develop and provide community education projects	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to work with the community to develop and provide education projects on relevant issues

Application of the Unit

Application This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an *education project*	1.1 Develop project plan in consultation with *key people and organisations* that identifies priorities and desired outcomes to address issues of concerns of target group/s 1.2 Identify and secure appropriate human, financial and physical *resources* 1.3 Develop strategies and education/resource materials appropriate to the context, issue and audience 1.4 Prepare promotional materials and disseminate to target audience and others as appropriate
2. Deliver the education project	2.1 Implement strategies and distribute education/resource materials to ensure maximum effectiveness for delivery of the project 2.2 Implement strategies to encourage full participation in the project and the expression of views and feelings about its process or content 2.3 Make project adjustments as required to meet the needs of specific groups 2.4 Seek feedback on the education project or activity from participants

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ELEMENT	PERFORMANCE CRITERIA
3. Review the education project	3.1 Assess the education project against the planned goals and objectives in accordance with organisation policies and procedures
	3.2 Discuss outcomes of project evaluations with key people and organisations to determine future directions
	3.3 Document education project outcomes, and where necessary act on them in accordance with organisation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Needs assessment and analysis
- Goals and objectives for project selected
- Resource availability for particular projects
- Strategies and actions needed to achieve goals
- Accountability requirements
- Resources and support within the community
- Organisation policies and procedures

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

- Organisation policies and procedures for dealing with the media

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Match education activities with community needs and priorities
- Demonstrate collaboration and consultation with key people and organisations
- Deliver high quality innovative educational projects

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - liaison and networking
  - communication
  - research skills
  - time management

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REQUIRED SKILLS AND KNOWLEDGE

- budgeting
- report writing
- evaluation
- presentation
- promotion
- negotiation
- effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment • Consistency in performance should consider the organisation and individual context within which work takes place

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate resources for developing, delivering and evaluating community education projects (or access to an appropriately simulated environment)

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Education project may include:

- Projects of varying scope and scale ranging from state wide initiatives, to specific activities
  - a single event, such as an information stall in a shopping centre
  - a multi session education and skill development project
  - a complex, large scale series of activities that incorporates diverse but coordinated elements, such as a state-wide education campaign involving mass media information

Key people and organisations may include:

- Target group
- Other relevant organisations
- Funding bodies
- Community support groups
- The media

Resources may include:

- Equipment
- Staff skills
- Time
- Space
- Venue
- Educational materials
- Funding

Marketing materials must be:

- Culturally appropriate

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RANGE STATEMENT

Assessment and evaluation of the education project may include:	• Use of feedback material • Discussions with stakeholders, organisations and other participants • Discussion with colleagues

Unit Sector(s)

Not Applicable

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CHCCD404E Develop and implement community programs

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD404D Develop and implement community programs	CHCCD404E Develop and implement community programs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to develop community programs to ensure maximum participation

Application of the Unit

Application This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop program parameters	1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the need for new program /s
	1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services
	1.3 Undertake research to identify key people, issues to be addressed, possible *strategies and options for action*
	1.4 Undertake appropriate planning and liaison including developing concept plans in consultation with relevant communities and *stakeholders*
2. Design programs with the *community*	2.1 Develop a program plan which reflects identified parameters and incorporates an *evaluation of a range of program options*
	2.2 Undertake consultation to determine preferred program options particularly in areas of high need or with targeted communities
	2.3 Seek help from participating agencies for implementation arrangements
	2.4 Identify and seek *resources*

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ELEMENT	PERFORMANCE CRITERIA
3. Implement programs	3.1 Where appropriate, conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives 3.2 Implement programs in accordance with the development plan 3.3 Develop and implement *promotion and marketing strategies* 3.4 Develop and maintain systems and resources for administrative support of *community programs* 3.5 Encourage target group to participate fully in the program
4. Evaluate programs	4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan 4.2 Use results of evaluation for revision and ongoing development 4.3 Involve interested and/or relevant people in program evaluation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- The cultures, concerns, beliefs and aspirations of the community in question
- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
- The impact of cultural and community attitudes within that community
- The implications of differences in attitudes and values
- Community development as a social change strategy
- Decision-making structures and processes at organisation, community, regional and system level
- Relevant legislation and public policies
- Social, community and youth issues
- Nature of community development work
- Definitions of community
- 'Community' as ideological tool
- Personal values and community development
- Emergence of community development
- Contemporary community development practice
- Social movements
- Sociology
- Social theories
- Social inequality
- Sociology of class
- Sociology of gender
- Contemporary economics and politics and their impact on community development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective management of community programs through the application of

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REQUIRED SKILLS AND KNOWLEDGE

current accepted best practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake research and consultation
- Apply a range of community development approaches
- Coordinate people, processes and information
- Analyse data, information and relationships
- Provide support to a diverse range of people/organisations
- Analyse complex issues
- Work with and through community leaders
- Demonstrate application of skills in:
  - advocacy
  - conflict resolution/negotiation and mediation
  - cross cultural communication and negotiation
  - verbal and written communication
  - literacy adequate to prepare a range of resource material appropriate to the target group
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community • Consistency in performance should consider specific program and community requirements
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace or an environment that effectively simulates workplace and community conditions

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community may be:

- Individuals and groups defined by organisation programs and services
- Other agencies providing services to the designated individuals and groups
- People with specified needs and interests
- People using the organisation's services/programs
- Geographic

Community programs may include:

- Community development activities and strategies
- Education and information projects

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RANGE STATEMENT

Stakeholders may include:

- Residents within a community
- Businesses within or related to a community
- Advocacy and special interest groups
- Decision-makers and community leaders
- Individuals, groups and communities affected by issues or strategies
- Owners or managers of resources required
- Grants/funding agencies
- Government and non government organisations
- Peak bodies
- Colleagues and collaborators

Strategies and options for action may include:

- Community/public education, awareness raising
- Lobbying and advocacy
- Development of new services, opportunities
- Developing the capacity of individuals, groups and communities to meet their own needs and objectives
- Non violent direct action
- Participatory action research
- Development of new businesses or employment opportunities
- Health promotion, development of healthy communities/attitudes and environmental causes of ill health
- Development of community resources and facilities
- Development of recreational/entertainment
- Adjustments to existing programs/services to make them more accessible to young people
- Strategies to increase access to facilities, services
- Decision-making including cost, physical, information
- Public processes

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RANGE STATEMENT

Resources may include:

- Information
- Knowledge/skills
- Equipment and materials
- Facilities, buildings, transport
- Organisation structures, networks
- Sector/regional networks
- Access to decision-makers
- Management support
- Personnel
- Money

Evaluation of a range of program options may include:

- Projected outcomes to achieve objectives
- Cost efficiency and effectiveness
- Relevance to high needs and priorities
- Scope and coverage
- Capacity to evaluate
- Availability of resources/skills
- Consistency of philosophy
- Ethical considerations
- Impact on organisation/other services/programs
- Personnel/industrial/employment implications
- Legislative/statutory/accountability implications

Promotion and marketing strategies may include:

- Letters (by fax, mail, or any other means of transmission)
- Newsletters/journals
- Internal organisation communication (e.g. Internal memos, minutes of meetings)
- Artwork, graphics
- Reports, discussion papers, briefing papers
- Brochures, fliers and written advertisements
- Posters
- Audio and audio visual productions
- Performing arts presentations
- Verbal/public presentations
- Meetings, seminars, workshops and forums
- Print or telecommunications media

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RANGE STATEMENT

Consultation strategies may include:	• Meetings, seminars, workshops or other forums • Interviews (formal and informal) • Written surveys (questionnaires, letters, submissions) • Suggestion boxes • Alternative communication such as graffiti walls • Networks • Professional associations • Call for submissions

Unit Sector(s)

Not Applicable

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CHCCD412B Work within a community development framework

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work within a community development framework

A community development framework may include a range of methods designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and to address problems and issues

Application of the Unit

Application

Application of a community development framework may be undertaken within the scope of or in conjunction with a range of work roles/areas in the community services industry including specific areas of service delivery, community education activities and working with groups to address issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Operate within a community development framework	1.1 Reflect a current working knowledge and understanding of community development vision and mission in work undertaken
	1.2 Reflect through *work*, a commitment to working with communities to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues
	1.3 Underpin work with a commitment to the *principles of community development*
	1.4 Demonstrate understanding of the interrelationships of the needs and rights of the individual, the family, the community and society
	1.5 Reflect through work, a demonstrated understanding of the impact of current and changing social, political and economic contexts
	1.6 Work in a manner which reflects the impact of worker's own value base and values within a community development framework

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ELEMENT	PERFORMANCE CRITERIA
2. Distinguish between private and public issues arising in community development work	2.1 Employ appropriate interpersonal skills to hear individual stories and distinguish between private and public issues 2.2 Identify the individual's willingness to engage in a public process to bring about change and facilitate the move from private concern to public action 2.3 Provide *appropriate referrals* to assist people to deal with personal issues 2.4 Ensure all work reflects and meets duty of care responsibilities
3. Work with groups to achieve *community development outcomes*	3.1 Contribute to analysis of community needs 3.2 Identify shared community needs within the public *group processes* 3.3 Identify *appropriate strategies* with the group in order to ensure community issues are addressed 3.4 Identify community structures and resources available to groups to maximise outcomes for groups 3.5 Provide advice and information to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities
4. Work effectively with diversity in the community	4.1 Ensure all work reflects a commitment to the principles of access and equity 4.2 Ensure all work reflects respect and understanding of individual differences 4.3 Ensure all work reflects recognition of the positive contribution of diversity in the community 4.4 Adapt inclusive work processes that enhance people's participation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Own biases related to community development
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Strategies for addressing individual differences
- Principles and practices of community development work, including:
  - structural disadvantage and inequality,
  - social justice and human rights,
  - empowerment
  - recognition of personal and public political process
  - commitment to peoples' participation
- Work models within a community development framework, including:
  - social action
  - advocacy
  - locality development work
  - brokering connections between communities and systems
  - community needs analysis / research

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

- Recognition of the value of process, including as an outcome:
  - respecting and valuing local knowledge and skills
  - mutuality

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Elicit a story from individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker
- Review and modify own work practice within a community development framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply appropriate communication and interpersonal skills relevant to work area
- Demonstrate application of skills in:
  - research
  - needs analysis and assessment in a community context
  - relevant literacy standards and skills necessary to meet reporting requirements of work area
  - reflective listening
  - referral
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace
Method of assessment may include:	• Observation of work activities, simulation and/or role play • Written tasks • Relevant formal and informal education/training courses • Case studies and scenarios • Interviews/questioning • Role plays

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work in the industry includes:

- Paid work
- Unpaid work
- Voluntary

Principles of community development include:

- 'People-centred' developmental approach to work that may be civil, political, economic, social or cultural
- Commitment to participatory democracy,
- Commitment to peoples' participation,
- Empowerment
- Justice (commutative, distributive and social), and human rights
- Reciprocity and mutuality
- Recognition of personal and public political process,
- Recognition of the value of process, including as an outcome
- Respecting and valuing local knowledge and skills,

Ethical practices include those relating to:

- Financial management
- Information collection, storage and dissemination
- Operation of community and other organisations
- Professional relationships

Group processes and models include:

- Community action

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RANGE STATEMENT

Community development outcomes may include:	• Building capacity to address problems in the community and to strengthen community structures • Community facilities • Community planning • Community projects • Consultative and planning committees • Enhanced community capacity • Enhanced community skills • Enhanced social capital • Increased capacity of groups and individuals to engage with political and community structures • Increased community self confidence in public activity • Inter-community collaboration • Meeting community needs • New or improved service delivery • Other outcomes identified by the community or the group • Policy changes
Appropriate course of action may include:	• A public response/meeting • Conducting a specific project • Development of a program • Establishment of organisational arrangements • Group action
Appropriate referrals may include	• Not part of agency mandate • Private matters • Public matters that are already being addressed elsewhere

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RANGE STATEMENT

Areas of difference and diversity include:

- Culture and cultural practices relating to:
  - religion/spiritual observances
  - family relationships
  - status/protocol
  - ceremonies/celebrations
  - prohibition/taboos
- Language
- Social, economic, physical and health issues

Unit Sector(s)

Not Applicable

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CHCCD413E Work within specific communities

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD413D Work within specific communities	CHCCD413E Work within specific communities	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to work with individuals or groups in specific communities

Application of the Unit

Application This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define the *issues of specific communities* or groups	1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation 1.2 Identify the values and structures of the community as they impact on individuals and groups 1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities
2. Undertake relevant *work* in the *context* of specific communities or groups	2.1 Use the values, issues and structures within specific communities to define the ways of working 2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups 2.3 Ensure work within communities is consistent with defined job role and agreed protocols 2.4 Utilise interpersonal skills which are consistent with community practices and standards
3. Evaluate work undertaken within specific communities	3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders 3.2 Monitor work within communities to ensure reflection of relevant *values and structures* 3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Composition of specific community and group structures, practices and values
- Specific communication protocols and practices
- Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- Relevant networks, people, stakeholders
- Culture and diversity
- Models of society
- Critique of socialisation theory
- Family, power
- Understanding of deviance
- Identity theories
- Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - consultation
  - facilitation

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REQUIRED SKILLS AND KNOWLEDGE

- research, including data collection/analysis and recording, and effective use of relevant information technology in line with work health and safety (WHS) guidelines
- high level interpersonal relationship

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
	• This unit may be assessed on the job using appropriate relevant materials and examples or through simulation
	• The candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools, including:
	  • observation
	  • reports from supervisors or other key people, and
	  • confirmation from key community leaders

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Issues of specific communities may relate to:

- Cultural and linguistic diversity
- Risk of self-harm
- Mental health
- Gender
- Sexuality
- Age
- General health
- Alcohol and other drugs abuse
- Disability
- Location e.g. urban, rural and remote
- Income
- Family systems
- Religion

Work may relate to:

- Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas
- Research activities
- Policy development
- Advocacy
- Referrals
- Project development and implementation
- Project design and implementation

Context of work may include:

- Social, political and economic issues impacting upon specific communities and groups
- Models of community development
- Legislative and statutory frameworks

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RANGE STATEMENT

Values and structures may include:	• Cultural preference and mores of specific groups e.g. religious/spiritual observances • Language • Family relationships • Status/protocol • Ceremonies/celebrations • Prohibitions/taboos

Unit Sector(s)

Not Applicable

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

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD420A Work to empower Aboriginal and/or Torres Strait Islander communities	CHCCD420B Work to empower Aboriginal and-or Torres Strait Islander communities	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required for Aboriginal and/or Torres Strait Islander workers to work powerfully in a community work and/or service delivery context to empower the community

Application of the Unit

Application

This unit is basic to community work and the delivery of community services by members of Aboriginal and/or Torres Strait Islander communities

The unit applies to those Aboriginal and/or Torres Strait Islander workers who may work individually and as part of a team, whether the services are delivered through visits to the community, in Aboriginal and/or Torres Strait Islander community clinics or in mainstream services

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work effectively with Aboriginal and/or Torres Strait Islander communities	1.1 Work with understanding of the cultural issues and complexities of working with Aboriginal and/or Torres Strait Islander individuals, families and communities
	1.1 Take into account the national/local *history* and cultural aspects of Aboriginal and/or Torres Strait Islander people as a factor in work
	1.2 Identify historical, cultural, *social*, *political*, *economic and environmental factors* and their continuing impact on Aboriginal and/or Torres Strait Islander people in contemporary society
	1.3 Reflect in work practice current strategies, programs and models that address Aboriginal and/or Torres Strait Islander issues and support *community control*

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ELEMENT	PERFORMANCE CRITERIA
2. Apply community development frameworks and models to Aboriginal and/or Torres Strait Islander context	2.1 Identify the role of relevant Aboriginal and/or Torres Strait Islander services and organisations 2.2 Involve Aboriginal and/or Torres strait Islander people and communities in the delivery of services they have determined as needed 2.3 Involve Aboriginal and/or Torres Strait Islander people in achieving access and equity to services 2.4 Establish and maintain networks with relevant *agencies and associated community services* to support and empower Aboriginal and/or Torres Strait Islander individuals and communities
3. Work in a culturally safe manner	3.1 Consider and respect local community values, cultural beliefs and gender roles when working with Aboriginal and/or Torres Strait Islander people 3.2 Apply *cultural safety* protocols in implementing government policies, undertaking research and data collection and working with Aboriginal and/or Torres Strait Islander people 3.3 Identify *cultural factors that may produce stress* and have a potential to impact own work practices and report to organisation as appropriate to support service delivery and personal well being 3.4 Work safely within own responsibility and competence and in line with community protocols, *organisation policies and regulatory requirements*

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ELEMENT	PERFORMANCE CRITERIA
4. Work with Aboriginal and/or Torres Strait Islander people to apply strategies and policies which deal with identified issues and needs	4.1 Identify aspects of organisation service strategies, policies, bodies and resources relevant to work in Aboriginal and/or Torres Strait Islander communities 4.2 Apply strategies and policies to address identified needs of Aboriginal and/or Torres Strait Islander people and communities 4.3 Identify *barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander services* 4.4 Take available opportunities to advocate on behalf of Aboriginal and/or Torres Strait Islander people and/or communities 4.5 Maintain confidentiality of client information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant Aboriginal and/or Torres Strait Islander programs and services, including:
  - those relevant to service area
  - Aboriginal and/or Torres Strait Islander community perceptions of major issues affecting them and underlying causes
  - perceptions of non-Aboriginal and/or Torres Strait Islander people relating to major Aboriginal and/or Torres Strait Islander issues and underlying causes
  - key health and social statistics (national, state and/or local) for Aboriginal and/or Torres Strait Islander people compared to those of non-Aboriginal and/or Torres Strait Islander population (such as expectation of life at birth, infant mortality rate, alcohol and other drug (AOD) statistics, housing ratio rates and rate and severity of unintentional injuries)
- Aboriginal and/or Torres Strait Islander history, including:
  - history, social structures, cultural beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
  - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
  - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people (acknowledge or deny Aboriginality)
  - impacts of government policies and legislation and their impact on Aboriginal and/or Torres Strait Islander communities, families and individuals
- Social, cultural and environmental determinants and strategies to address Aboriginal and/or Torres Strait Islander health status, including:
  - traditional Aboriginal and/or Torres Strait Islander cultural practices and lifestyle and their impact on Aboriginal and/or Torres Strait Islander health
  - importance of land, tradition and cultural practice to Aboriginal and/or Torres Strait Islander health
  - impact of socioeconomic factors on health and welfare
  - social and political factors that perpetuate disadvantage
  - importance of personal achievement, education and supportive family/social

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REQUIRED SKILLS AND KNOWLEDGE

networks

- strategies Aboriginal and/or Torres Strait Islander families may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
- impact of environmental factors on health
- injury prevention and safety promotion

- Barriers to improving well being and health status

continued ...

Essential knowledge (*contd*):

- Lifestyle and behavioural determinants of Aboriginal and/or Torres Strait Islander welfare and strategies to address them, including:
  - known behaviours that pose a significant risk to Aboriginal and/or Torres Strait Islander people
  - Aboriginal and/or Torres Strait Islander lifestyle practices
  - education and promotion of healthy lifestyle practices
  - principles of well being applied to work and study practices
- Relevant aspects of the community services and health care system, including:
  - access to benefits

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work consistently in a culturally safe manner with and on behalf of Aboriginal and/or Torres Strait Islander clients in line with identified community needs and workplace requirements
- Work with an understanding of the impact of historical, social, political, spiritual and environmental factors on the health and well being of Aboriginal and/or Torres Strait Islander people
- Take into account social, political and environmental factors that influence the health and well being of Aboriginal and/or Torres Strait Islander clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies

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REQUIRED SKILLS AND KNOWLEDGE

- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Determine potential relational issues and conflicts between work role and community role
- Apply language, literacy and numeracy competence appropriate to the work role and the relevant Aboriginal and/or Torres Strait Islander community

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Cultural respect	This unit of competency supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and/or Torres Strait Islander peoples It recognises that the improvement of the health and well being status of Aboriginal and/or Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity, self-determination and governance Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
The history of Aboriginal and/or Torres Strait Islander people includes:	• Aboriginal and/or Torres Strait Islander customs and lifestyle before European colonisation • Aboriginal and/or Torres Strait Islander experience of colonisation and invasion • Post-colonial legacy of social and economic disadvantage • Survival and maintenance of culture, kinship and connection with the land • Evolution and scope of the role of the Aboriginal health worker up to the contemporary context

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RANGE STATEMENT

Community control refers to:

- Community participation and control in decision-making is essential to all aspects of community services work, and the role of the community services worker is to support the community and/or key decision-makers in this process
- Aboriginal and/or Torres Strait Islander community control is:
  - the guiding principle and model for the delivery of services to Aboriginal and/or Torres Strait Islander people
  - a sector of the Australian community services industry with its own history
  - a practice which underpins Aboriginal community strengthening and survival
  - a statement of self-determination

Agencies and associated community services may include:

- Community controlled health services
- Women's/men's centres
- Government health services
- Welfare agencies
- Emergency services
- Police
- Education and training organisations
- Non-government and private enterprise
- Community Government Councils
- Elected community organisations
- Homeland/outstation service providers
- Churches

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RANGE STATEMENT

Cultural safety refers to:

- Maintaining the traditional and contemporary protection of Aboriginal and/or Torres Strait Islander communities':
  - intellectual property
  - human rights
  - resources
  - ownership of materials
- Community and self-protection of Aboriginal and/or Torres Strait Islander workers

Cultural factors that may produce stress include:

- Community and/or own expectations that may involve, for example:
  - extended work hours
  - functions outside health work role
  - unrealistic accountability/responsibility for resolving community problems
  - community and family pressures
  - conflict between work role and community and family responsibilities
- Multiple accountabilities to employer, family, personal and community
- Conflict between community and family responsibilities and obligations and work role

Organisation policies and regulatory requirements may include:

- Privacy and confidentiality guidelines
- Treatment manuals
- Work health and safety (WHS) guidelines
- Infection control guidelines

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RANGE STATEMENT

Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander services may include:

- Racism, including community and institutionalised racism
- Discrimination
- Socioeconomic status
- Access to essential services and infrastructure
- Lack of coordination of government at all levels
- Inadequate resources/funding
- Lack of community control and ownership
- Lack of political leverage
- Language barriers
- Disease focus of mainstream health care delivery
- Differences in concept of ill health
- Geographic access to Primary Health Care and specialist health services
- Cultural barriers, such as family and kinship barriers
- Language/literacy

Social, political, economic and environmental factors that impact on Aboriginal and/or Torres Strait Islander health include:

- Health outcomes
- Stolen generations
- Colonisation and invasion
- Land rights and native title
- Dispossession
- Acts of government including assimilation policies
- Racism and discrimination
- Media
- Employment
- Poverty
- Mortality/morbidity
- Police-community relations
- Housing
- Education
- Substance misuse
- Acculturation
- Political leverage
- Levels of unintentional injury

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RANGE STATEMENT

Aboriginal and/or Torres Strait Islander community service, strategies, policies and resources may include:	• National, state/territory and regional Aboriginal and/or Torres Strait Islander strategies, policies, joint planning bodies relevant to a range of community services • National Aboriginal and/or Torres Strait Islander Peak Organisation and their state/territory affiliates • Resources available nationally, locally and at the state/territory level

Unit Sector(s)

Not Applicable

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CHCCD505E Develop community resources

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD505D Develop community resources	CHCCD505E Develop community resources	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess community resource requirements	1.1 Identify resource requirements through consultation with networks and *key people and organisations* 1.2 Research existing available *community resources* and assess their capacity to meet needs of the group 1.3 Develop *strategies to address gaps in available resources*
2. Develop and acquire resources	2.1 Develop strategies for the provision of resources to assist in meeting organisation objectives within funding considerations 2.2 Develop resources in consultation with key people 2.3 Follow all relevant processes and procedures to ensure endorsement and guarantee implementation

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ELEMENT	PERFORMANCE CRITERIA
3. Facilitate community access to resources	3.1 Publicise availability of resources to target group, *key people and organisations* to encourage participation in activities 3.2 Make resources available to all users as required in accordance with organisation procedures 3.3 Review resources regularly to ensure usefulness and currency

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- A range of systems that can be used to obtain, store and record information
- A range of resource media
- Resourcing policies and procedures
- Key people and organisations

The candidate must be also able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify community needs and match a range of appropriate resources to meet those needs
- Demonstrate capacity to operate within specific communities or across a number of groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Design and prepare materials including relevant information technology
- Demonstrate application of skills in:
  - basic project management
  - networking
  - information management in line with work health and safety (WHS) requirements
  - information presentation
  - maintaining documentation as required

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit should be assessed on the job or through simulation • Consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or community or accurately simulated environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Key people and organisations may include:

- Government and non government organisations
- The service's networks
- Staff
- Committee of management
- Specialist organisations

Sources for addressing resource gaps may include:

- External grants
- Commercial fund raising
- Internal allocations
- Other services/agencies
- Donations
- Exchanges
- Sharing

Strategies to address gaps in available resources may include:

- Grant submissions
- Commercial enterprise
- Fee for service
- Internal reallocation
- Internal cross subsidies
- Sponsorship/donations
- Exchanges/sharing/pooling

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RANGE STATEMENT

Community resources may include:

- Information
- Education
- Databases
- Library (paper based or electronic)
- Finances
- Equipment and materials
- Skills and expertise
- Capital assets
- Technology

Unit Sector(s)

Not Applicable

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CHCCD508D Support community action

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD508C Support community action	CHCCD508D Support community action	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to support the community to represent their own needs through social and public action

Application of the Unit

Application This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to community needs	1.1 Plan and implement appropriate opportunities so that people in the community can promote their issues 1.2 Identify and clarify a range of forms of consultation and research methods 1.3 Identify, develop and agree with key people strategies for meeting community needs
2. Support identified community needs	2.1 Assess relevance and appropriateness of a range of *mechanisms* and *actions* to address community needs 2.2 Calculate and assess *resources* required for availability and appropriateness and where possible, provide these resources 2.4 Undertake appropriate work to ensure that resourcing to meet community needs is provided and made available
3. Evaluate effectiveness of community action	3.1 Evaluate the effectiveness of activities using accepted strategies and *mechanisms* 3.2 Review progress of strategies with key people and negotiate and implement required changes 3.3 Document outcomes of evaluations and report to key people

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Social structures and systems in the community
- Complex cultural awareness
- Components of strategic planning
- Decision-making systems and leadership
- Community development principles relevant to social action and public processes
- Current social policy and its implementation programs
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs (AOD):
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support communities to identify their rights and represent their own needs through social and public action
- Motivate individuals and groups to work cooperatively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
  - applying evaluation methods
  - applying research methods
  - marketing and promotion
  - negotiation
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed in the workplace, in the community or in relevant simulations • Consistency in performance should consider specific needs of the community and how community action can support these needs

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or community or an appropriately simulated environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Actions for the support of community needs may include:

- Strategies to change, promote or protect existing social structures, services, resources
- Initiatives by the community and undertaken by the community and/or agencies
- Initiatives undertaken by the organisation and supported by the community and/or agencies
- Routinely planned and specific/occasional actions
- General and specially targeted
- Social action
- Promotion

Mechanisms may include:

- Structures
- Processes/protocol
- Consultation, participation , accountability
- Review, evaluation
- Existing and specially created
- Community development strategies

Resources may include:

- Those of the organisation
- Those acquired from other agencies
- System support/administration/policy
- Material/financial/facilities/equipment
- Developmental/information/training
- Information technology

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Unit Sector(s)

Not Applicable

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CHCCD509C Support community leadership

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to design, provide and promote a supporting structure and environment to enable effective and viable leadership to be provided within the community

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain *support mechanisms*	1.1 Design a range of *support mechanisms* to enable the identification of the role, responsibilities, context and accountability of *community leadership* 1.2 Identify and address factors which might have an impact on the effectiveness of *community leadership* 1.3 Include resources required to support *community leadership* development in resource allocations
2. Promote *community leadership*	2.1 Create and respond to opportunities to routinely promote the importance of *community leadership* 2.2 Ensure the development of *structures*, processes and practice reflects the defined role and importance of *community leadership*

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ELEMENT	PERFORMANCE CRITERIA
3. Develop leadership skills	3.1 Design and provide learning programs aimed to develop leadership skills 3.2 Implement a range of activities to assist the development of *community leadership* 3.3 Provide individuals with structured and supported opportunities to experience leadership 3.4 Identify and acknowledge the expertise, skills and contributions of the community to leadership

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development principles and strategies
- Concepts of effective leadership
- Structure and nature of the community
- Significant cultural awareness, practices and protocol
- Availability of skills development training
- Support mechanisms and structures in the range of relevant communities and cultural contexts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and develop opportunities for leadership within the community
- Provide support for leadership structures and the development of individuals

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - negotiation
  - liaison
  - networking
  - facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be best assessed in the workplace or in a environment that simulates the normal range of workplace conditions • Consistency in performance should consider the range of situations in which workers will be supporting community leadership

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or community or to an effectively simulated environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community leadership may include:

- Individuals acting in a formal representative role
- Elected management committees
- Formally constituted groups/steering committees/reference groups
- Key people with recognised influence

Support mechanisms may include:

- Resources
- Information/training development
- Recruitment and selection of leaders and managers
- Networks
- Groups
- Practice frameworks
- Individual and ongoing support
- Procedures for identifying potential community leaders

Structures may include:

- Management
- Consultations
- Accountability
- Decision-making
- Advisory systems
- Policy, guidelines, objectives and principles
- Resources

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Unit Sector(s)

Not Applicable

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CHCCD514B Implement community development strategies

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD514A Implement community development strategies	CHCCD514B Implement community development strategies	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with individuals, groups and the community to identify issues and develop cooperative processes to facilitate change

Application of the Unit

Application

This unit is intended for application within a community work or community development work context within the community services sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with individuals and groups to identify issues	1.1 Use appropriate interpersonal skills with individuals and groups to ensure that their story is heard and understood and to test that there is common understanding 1.2 Respond to individual and group concerns in a manner which shows respect and a commitment to assist in their resolution 1.3 Provide appropriate *referrals* to assist in the resolution of issues 1.4 Identify and address barriers to moving private concerns into public action
2. Work with groups to establish cooperative processes	2.1 Identify relevant models of work that may address group *issues and needs* 2.2 Identify and establish mechanisms and actions to address group issues and needs 2.3 Organise a range of *opportunities to facilitate community participation* 2.4 Establish common goals and coordinate *strategies* for a cooperative group process 2.5 Engage key stakeholders in planning, implementing and evaluating *strategies* for community empowerment and action 2.6 Address organisation's reporting requirements

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ELEMENT	PERFORMANCE CRITERIA
3. *Support* group processes and skills development	3.1 Identify and access available *resources* to facilitate successful group and community work *strategies* and activities 3.2 Assist in facilitation of effective group meetings and enhance outcomes 3.3 *Support* and maintain group processes to facilitate achievement of identified outcomes by the group 3.4 Monitor effectiveness of group processes and provide information to the group to enable improvement and change as required
4. Reflect on practice	4.1 Reflect on own practice 4.2 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge 4.3 Work with group to regularly undertake review mechanisms 4.4 Work with group to reflect on group practice and processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development theory, principles and practices
- The community profile
- Funding sources and their policies and strategies for encouraging community input and participation
- Relevant local, state and federal strategies/legislation
- Community processes and protocols
- Conflict management
- Media engagement
- Meeting procedures
- Governance issues
- Representation, lobbying and advocacy
- Power and conflict management
- Leadership in community
- Networking
- Data collection and analysis
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - alcohol and other drugs (AOD)
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health
  - LGBTI
  - young people
  - families and children

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
- Develop and maintain public processes to address common issues
- Work with key people or stakeholders in the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Motivate, enthuse and activate
- Demonstrate application of skills in:
  - research, including data collection/analysis and recording, and effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - project/program evaluation
  - budgeting
  - negotiation, liaison, networking
  - group facilitation
  - applying WHS requirements in the work role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to appropriate structures, people or organisations for assessment purposes

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Referrals may be:

- Both inside and outside the organisation
- To other workers, service providers or organisations
- To specialist services

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RANGE STATEMENT

Issues and needs may include:

- Employment
- Housing
- Financial support
- Access to education and training
- Health
- Child care
- Community issues such as domestic violence, aged care, disability services, etc

Operational arrangements include:

- Legal framework for operation
- Funding arrangements
- Models for operation
- Decision-making arrangements
- Baby sitting
- Vouchers
- Location
- Advertising/promotion

Opportunities to facilitate community participation include:

- Activities at service delivery, program, operative and management levels
- Formal and informal systems
- Promotion
- Support meeting
- Focus groups on relevant issues
- Community meetings

Key people may include:

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles
- Community elders
- Council members
- Elected representatives (politicians)

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RANGE STATEMENT

Group processes and models include:

- Community action

Community development outcomes may include:

- New or improved service delivery
- Community projects
- Community planning
- Consultative and planning committees
- Enhanced social capital
- Enhanced community skills
- Enhanced community capacity
- Community facilities
- Policy changes
- Other relevant needs identified by the community or the group

Support includes:

- Media
- Meeting procedures
- Representation, lobbying and advocacy
- Power and conflict management
- Motivate, enthuse and activate
- Leadership in community
- Networking
- Data collection and analysis
- Gaining resources

Strategies may include:

- Establishment of advocacy groups
- Promotion activities
- Lobbying
- Developing alliances
- Collaboration and cooperation
- Community awareness raising
- Submissions to social planning
- Political action and campaigns
- Participatory/collaborative research and development
- Other strategies as appropriate

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RANGE STATEMENT

Resources may include:

- Skills/administrative support
- Physical, transport, venues, material, equipment
- Provision of training
- Financial
- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Personnel

Unit Sector(s)

Not Applicable

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CHCCD515B Communicate effectively within a community development context

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD515A Communicate effectively within a community development context	CHCCD515B Communicate effectively within a community development context	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply higher level communication skills that underpin effective operations within the community development environment

Application of the Unit

Application

The high level communication skills described in this unit may be applied across a range of workplace contexts involving skill development, application and evaluation of communication strategies to effectively address identified issues and represent the organisation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of effective communication strategies	1.1 Develop, promote, implement and review strategies for internal and external dissemination of information as required to maximise effectiveness of community development programs projects and activities
	1.2 Gather and distribute information in respectful ways which value the integrity and ownership of the information
	1.3 In developing and implementing strategies, address special communication needs to avoid discrimination in the workplace
	1.4 Establish channels of communication and review regularly
	1.5 Use negotiation and conflict resolution strategies where required to promote effective operation of the organisation
	1.6 Negotiate issues with key stakeholders, community members and staff to facilitate mutually acceptable outcomes
	1.7 Maintain relevant work-related networks and relationships to meet objectives
	1.8 Ensure all communication with community members and colleagues is appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. Represent the organisation to a range of groups	2.1 Present relevant, appropriately researched material in internal and external forums, in an appropriate manner 2.2 Ensure presentations are clear and sequential and delivered within a predetermined time, and utilise appropriate media to enhance the presentation and address audience needs 2.3 Respond to questions from the audience in a manner consistent with organisation standards 2.4 Respect and consider differences in views in a way that values and encourages contributions of others
3. Facilitate group discussions	3.1 Define and implement mechanisms that enhance effective group interactions 3.2 Routinely use strategies that encourage all group members to participate, including seeking and acknowledging contributions from all members 3.3 Foster leadership within the group 3.4 Support defining and recording of group member roles and responsibilities 3.5 Routinely set and follow objectives and agendas for meetings and discussions 3.6 Provide relevant information to groups as appropriate to facilitate outcomes 3.7 Summarise, affirm and review agreements for action established within the group 3.8 Evaluate group communication strategies to promote ongoing participation of all parties 3.9 Identify and address the specific communication needs of individuals 3.10 Address conflicts between organisation's purpose and group aims

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ELEMENT	PERFORMANCE CRITERIA
4. Support group participants to produce *quality written materials*	4.1 Ensure writing is succinct and clear and presented in a logical and sequential way to match audience needs and the purpose of the document 4.2 Ensure all *written documentation* produced addresses organisation guidelines and current accepted standards of writing in line with purpose 4.3 Prepare and provide appropriate and timely advice to management and group members as required 4.4 Support group members to develop written skills
5. Support group participants to engage the media	5.1 Determine the appropriate media medium to meet group objectives 5.2 Develop an *action plan* for engagement with the media 5.3 Develop cooperative arrangements with media contacts 5.4 Provide *relevant and succinct information* to the media 5.5 Support the group to participate in impromptu media interviews 5.6 Evaluate success or otherwise of outcomes of media campaign

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Different communication styles and techniques
- Effective interpersonal, written and oral communication
- Group processes
- Mechanisms for group support
- Research techniques including social research

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and maintain an appropriate networks
- Incorporate the requirements of specific groups
- Support and empower groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess cultural communication protocol
- Ability to write a range of written documents
- Demonstrate application of skills in:
  - effective workplace writing
  - effective presentation techniques
  - effective communication techniques
  - effective group management processes
  - conflict resolution and negotiation
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment is recommended to be conducted over more than one occasion and include communications with individuals and groups

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace, including testimonials from clients and colleagues etc

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Oral, written and non-verbal communication in the organisation can occur with:

- Community members and stakeholders
- Representatives of organisations
- Members of the public
- Managers and staff in own and other organisations
- Private organisations and consultants
- Academic institutions, public sector and community organisations
- Colleagues in different locations e.g. regional/central offices
- Elected representatives (politicians)

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RANGE STATEMENT

Oral communication can take the form of:	• Seeking and conveying information including media interviews • Consulting and advising • Formal and informal presentations to different audiences • Leading discussions and briefings • Negotiating • Chairing and participating in meetings • Conflict resolution • Coaching • Advocacy • Skills development
Written documentation may include:	• Minutes of meetings • Recordings of actions or group outcomes • Press releases • Pamphlets and leaflets • Education and promotional materials • Organisation templates • Submissions for funding • Routine and complex reports • Proposals, project plans and spreadsheets • General internal and external correspondence • Speeches, journal articles and marketing materials • Instructions, procedures and policies • Memorandums of understanding
Action plans may include:	• Aims and objectives of media campaign • Checklist of key points to be covered • Individual actions and responsibilities • Mechanism for evaluating success of campaign
Relevant and succinct information may include:	• Press releases • Support materials • Information on key issues • Preparation materials for media interviews

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Unit Sector(s)

Not Applicable

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CHCCD516B Work within organisation and government structures to enable community development outcomes

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD516A Work within organisation and government structures to enable community development outcomes	CHCCD516B Work within organisation and government structures to enable community development outcomes	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work within community and government structures to enable community development processes

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the structures and process of the organisation	1.1 Identify and work within the management structure, philosophy and purpose of own organisation 1.2 Identify *governance structures* within the organisation and *roles and responsibilities* within those governance structures 1.3 Identify the structures within the organisation that provide the authority for community development activity to occur 1.4 Work within lines of decision-making and accountability in contributing to *planning processes* in relation to organisation's community development activities 1.5 Ensure decisions and processes are documented accessible to all involved

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ELEMENT	PERFORMANCE CRITERIA
2. Assess extent to which organisation supports community development work	2.1 Determine aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which are supportive of community development work 2.2 Identify aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which may create barriers to community development work
3. Utilise all *levels of government* for community development activities and projects	3.1 Identify *levels of government* and responsibilities for community funding 3.2 Identify current and possible future funding sources for community resources and programs 3.3 Identify government policy barriers and with community members identify strategies to support change 3.4 Develop *strategic alliances* between organisation, community members and relevant government agencies to support community development activities 3.5 Seek opportunities to influence government decision and policy making in line with community issues and needs 3.6 Ensure community development activities and projects adhere to relevant commonwealth, state and local government legal requirements 3.7 Regularly update information about current legal requirements and if appropriate, develop proposals to modify organisation policy and procedures in relation to community development activities

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ELEMENT	PERFORMANCE CRITERIA
4. Maintain the profile of community development work within the organisation	4.1 Use formal and informal networks to communicate the organisation's community development activities and achievements 4.2 Use a range of communication media and activities to convey information about community development activities and achievements of the organisation to encourage support and interest 4.3 Seek and utilise opportunities to promote the organisation and its community development work and activities 4.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation's activities
5. Maintain management support for community development activities and projects	5.1 Identify and advise management of political, social, cultural and economic trends that may impact on community development activities and projects 5.2 Ensure community development activities and project work is within the policies and procedures of the organisation 5.3 Promptly address problems in implementing defined procedures to ensure resolution 5.4 Identify and seek to resolve conflict between organisation policies and community or public issues 5.5 Prepare reports on community development activities and projects in a comprehensive and accurate manner and present to relevant stakeholders and management, as required 5.6 When required, ensure information about community development activities and projects is provided within the *management structures* to facilitate effective and informed deliberations and decision-making

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Australian government system
- Principles of participatory democracy
- Range of governance structures operating with the community services industry
- Value of process
- Social, economic, political, cultural and economic development
- Valuing of local knowledge and skills
- Critical theories for analysing human service organisations
- Critique of managerial approaches including:
  - management systems and principles
  - performance standards
  - service quality development
  - consumer focus
  - enterprise agreements
  - performance monitoring and review
- Relevant statutory and legislative requirements impacting on community development and area of work
- Change management principles

Essential skills:

Ability to:

It is critical that the candidate demonstrate the ability to:

- Identify those aspects of an organisation's structure and philosophy which support community development work and potential implicit barriers to that work
- Work with all levels of government to support, promote and implement community development activities and projects
- Work in a manner that can maintain management support for community development activities and projects

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake strategic planning
- Understand the different organisational status of programs, projects and activities
- Positively influence organisation change
- Identify policy barriers and strategies for positively influencing policy change
- Ability to network with and lobby
- Develop strategies for adapting organisation to changes
- Design strategies to involve and communicate with all major stakeholders
- Demonstrate application of skills in:
  - strategic thinking
  - decision-making
  - environmental scanning
  - analysis/evaluation
  - facilitation
  - high level liaison
  - high level oral and written communication
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Governance structures may include:

- Incorporated community based management structures
- Company structures
- Government governance structures

Roles and responsibilities include:

- Own role and responsibilities
- Roles and responsibilities of other workers within the organisation
- Roles and responsibilities of organisation's management structures

Levels of government include:

- Australian government
- State/territory government
- Local government
- Other relevant government structures

Planning processes may include

- Strategic plans
- Operational plans
- Action plans

Management structures may include:

- Boards of management
- Management committees
- Management structures within government agencies
- Local government councils

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RANGE STATEMENT

Indicators for change may come from:	• Community members • Management committee members • Other workers within an organisation • Organisation executive management • External agencies • Change in government polices and associated change in organisation focus
Communication designed to promote the organisation include:	• Verbal presentations • Letters • Brochures • Fliers and other written advertisements • Poster and other artwork and audiovisual advertisements
Organisation change related to:	• Nature and focus of programs and activities • Government funding programs • Changing nature of community • Changing service users • Staff requirements • Employment and work practices • Management decision-making processes • Membership changes • New buildings and other resources • Different levels of funding • Legislative change • Technological change • External policy change

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RANGE STATEMENT

Strategic alliances may include alliances between:

- Community members
- Industry networks
- Professional associations
- Other key agencies/organisations
- Political parties and committees
- Key government officers
- Different levels of government
- Ministerial advisers and staff
- Ministerial advisory committees
- Key public policy and decision-makers
- Funding agencies
- Business leaders
- Community leaders
- Social/economic/political researchers, analysts and advisers
- Media
- Special interest groups
- Specialist services

Unit Sector(s)

Not Applicable

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CHCCD606C Establish and develop community organisations

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with the community to establish new organisations and networks

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the need, purpose and philosophy for the organisation	1.1 Identify and assess the need, purpose and philosophy for establishment of a new organisation in consultation with relevant *stakeholders* for the organisation
	1.2 Carry out negotiations in a way which generates support for the needs and rights of the target group and which takes account of the relevant viewpoints and perspectives
	1.3 Base all establishment work on defined community development method
	1.4 Clarify and negotiate goals and objectives with key stakeholders, consistent with the purpose and philosophy of the organisation

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ELEMENT	PERFORMANCE CRITERIA
2. Review and develop organisation structures	2.1 Identify and assess the proposed purpose, scope, impact and process for change, for incorporation in planning 2.2 Prepare appropriate reporting on all aspects of the proposed plan and submit for approval by the decision-makers 2.3 Undertake appropriate consultation to ensure all stakeholders play a major role throughout the restructure process 2.4 Consult relevant *organisations* and *stakeholders* about proposed structural changes and, where appropriate, arrange for consultation throughout the process 2.5 Assess the strengths and weaknesses of a range of potential forms and models of *organisations* 2.6 Develop an appropriate structure which is consistent with the purpose, philosophy and roles of the organisation and which meet industrial, legal and policy requirements 2.7 Establish appropriate mechanisms to oversight the task 2.8 Provide ongoing advice to decision-makers as required on all aspects of the proposed changes and implementation strategy 2.9 Implement restructure in line with the approved strategy
3. Meet legal requirements to establish or develop the organisation	3.1 Identify and adhere to legal requirements to establish the organisation 3.2 Ensure records required to meet legal requirements are prepared, authorised and handled appropriately

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ELEMENT	PERFORMANCE CRITERIA
4. Market and promote the organisation changes	4.1 Promote the benefits of the new organisation or organisation changes to stakeholders, target groups and within the organisation to ensure maximum effectiveness 4.2 Implement appropriate evaluation and monitoring processes to ensure maximum effectiveness of the changes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Consultation and research methodologies
- Community development principles
- Organisation design and management principles
- Community services and health networks and stakeholders
- Funding sources
- Principles of project management
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
    - cultural and linguistic diversity
    - risk of self-harm
    - women
    - men
    - community education
    - Aboriginal and Torres Strait Islander people
    - mental health

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective collaboration with communities and key stakeholders to achieve an agreed outcome
- Establish and develop community organisations based on identified community needs, community development methodologies and in accordance with current accepted best practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply complex communication skills including submission writing
- Demonstrate application of skills in:
  - research and analysis
  - negotiation
  - strategic organisation planning
  - publicity, marketing, public relations and promotion
  - networking
  - financial analysis and management
  - program review and planning

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit should be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions • Consistency in performance should be based on requirements for the establishment and development of community organisations in specific circumstances
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace or community or to an appropriately simulated environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Stakeholders may include:

- Individuals
- Families and care givers
- Members of the local community (including residents, businesses, workers, representatives such as councillors or politicians)
- Community groups (including services, interest groups, cultural groups, churches, clubs and associations)
- Government at local, state and national levels in both parliamentary, representative and bureaucratic officer levels
- Government departments, agencies and service (including human services public utilities, police)
- Political parties
- Other community services including workers, management and networks of services)
- Unions
- Employers and employer groups
- Relevant peak bodies and networks
- Education and training providers
- Experts on the subject, issue, situation or service

Organisations may include:

- Specific organisations, services or programs
- Government or non government organisations
- Units or branches within larger organisations
- Community services/organisations which provide services to young people as one of their target groups

Resources may include:

- Funding
- Paid/unpaid workers
- Specialists
- Referral networks
- Venues, facilities, equipment

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RANGE STATEMENT

Submissions seeking resources may be:	• Direct negotiation with sources • Written • Competitive tenders • Expressions of interest
Funding sources may include:	• Government (local, state and federal) • Philanthropic agencies • Private business and sponsorship • Bequests, donations and other private grants • Money raised by fundraising events • Sale of resources • Fees for services
Activities, programs, projects and strategies are implemented within requirements and guidelines established by:	• Legislation relating to occupational health and safety, access and equity, equal opportunities, industrial relations, corporate affairs and incorporation • Organisation constitution, policies, guidelines and procedures • Contracts • Relevant legislation • Duty of care, codes of professional conduct/ethics
Communication media for promotion purposes may include:	• Informal word of mouth networking • Public presentations • Conferences, forums and seminars • Letters • Fliers, brochures and other written advertisements • Reports and discussion papers • Posters and other artwork • Audio visual advertisements/presentations/interviews • Performing arts pieces • Media interviews, press release

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Unit Sector(s)

Not Applicable

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CHCCD615A Develop and implement community development strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work in the community to facilitate public awareness and resolution of a range of issues of public concern

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and build community based group processes	1.1 Use appropriate interpersonal skills to ensure that stories are heard and understood and to test there is common understanding
	1.2 Respond to individual and group concerns in a manner which shows respect and identifies the public concern
	1.3 Support individuals to identify others who may share their concerns
	1.4 Employ relevant facilitation skills to assist people to identify when community development processes may not be the appropriate mechanism to address their issue and to provide appropriate referrals
	1.5 Identify and address barriers to moving private concerns into public community action
	1.6 Facilitate identification and development of community development strategies for proceeding with community actions
	1.7 Identify structures and networks relevant to proposed community actions

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ELEMENT	PERFORMANCE CRITERIA
2. Research and analyse structures and systems relevant to the public concern	2.1 Identify the structures and systems which have created and maintain *issues* within the public arena 2.2 Assist the group to develop strategies to seek positive change to these structures and systems 2.3 Implement strategies to seek positive change 2.4 Evaluate and review strategies in light of change achieved.
3. Facilitate processes to support community action	3.1 Undertake all work in a timely manner 3.2 Assist groups to implement appropriate mechanisms and actions which will address the range of *issues* 3.3 Contribute to the development of policies and processes which will facilitate resolution of group concerns in the public arena 3.4 Routinely use effective interpersonal skills to motivate the group to work cooperatively 3.5 Undertake appropriate work to develop and implement *operational arrangements* which will facilitate group processes 3.6 Provide appropriate level of support within the defined work role to develop and maintain group processes and facilitate achievement of *identified outcomes* 3.7 Provide appropriate support to ensure there is ongoing evaluation of group processes 3.8 Assist the group to access additional assistance and *resources* as required 3.9 Develop and apply a strategy for managing a number of community development activities

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ELEMENT	PERFORMANCE CRITERIA
4. Develop and maintain relevant networks	4.1 Identify and prioritise networking needs and established new networks as required to meet community and group needs and organisation objectives 4.2 Develop and maintain strategic alliances with key individuals and groups covering a range of *issues* relevant to work role 4.3 Incorporate significant cultural practices, needs and traditions into the networking strategy and its development 4.4 Implement strategies to develop effective new networks in consultation with *key people* and in accordance with organisation objectives 4.5 Make available information about new network to others as appropriate 4.6 Develop and implement processes for engaging relevant community members to collect and disseminate information as appropriate to ensure effective operation of the network

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development principles and practices
- The community profile
- Funding sources and their policies and strategies for encouraging community input and participation
- Relevant local, state and federal strategies/legislation

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REQUIRED SKILLS AND KNOWLEDGE

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
- Alcohol and other drugs
- Cultural and linguistic diversity
- Risk of self-harm
- Women
- Men
- LGBTI
- Family and children
- Young people
- Community education
- Aboriginal and Torres Strait Islander people
- Mental health
- Social Policy and the State
- Information dissemination
- Public speaking
- Using the mass media
- Ethics
- Negotiation skills
- Mechanisms of social action and social change

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate capacity to work strategically in a number of areas to ensure individual concerns are translated into public issues
- Develop and maintain public processes to address common issues
- Work with a wide range of key people or stakeholders in the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research
  - project/program evaluation
  - budgeting
  - negotiation
  - liaison

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REQUIRED SKILLS AND KNOWLEDGE

- networking
- group facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to appropriate structures, people or organisations for assessment purposes
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Issues may include:

- Employment
- Housing
- Financial/income support
- Access to education and training
- Health
- Crime prevention
- Social isolation
- Planning public access
- Child care
- Civil and human rights
- Transport and mobility
- Recreation, arts and culture
- Environmental protection

Responses include:

- Establishment of alternative systems and structures
- Working within local bureaucracies
- Advocacy

Operational arrangements include:

- Legal framework for operation
- Funding arrangements
- Models for operation
- Decision-making arrangements
- Baby sitting
- Vouchers
- Location
- Advertising/promotion

Community work methods include:

- Community action
- Advocacy
- Development of self help processes
- Development of infrastructure in the community
- Development of community support
- Development of community programs
- Brokering of institutional systems change

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RANGE STATEMENT

Identified outcomes may include:

- New or improved service delivery
- Community projects
- Community planning
- Consultative and planning committees
- Enhanced social capital
- Enhanced community skills
- Enhanced community capacity
- Community facilities
- Policy changes
- Other relevant needs identified by the community or the group

Opportunities for groups to participate include:

- Sector development structures
- Activities at service delivery, program, operative and management levels
- Formal and informal systems
- Promotion
- Support meeting
- Focus groups on relevant issues

Key people may include:

- Advocacy groups
- Policy and decision-makers in the community
- Community leaders
- People with formal and informal representative roles

Resources may include:

- Skills/administrative support
- Physical, transport, venues, material, equipment
- Provision of training
- Financial
- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding

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Unit Sector(s)

Not Applicable

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CHCCD618B Facilitate the development of community capacity to manage place

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to identify, implement and review methods for improving community knowledge and involvement in place management practices using partnership building

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research and display the diversity of issues and factors that describe a 'place'	1.1 Gather and collate demographic data on community 1.2 Identify current and future community support needs 1.3 Identify current and future demand on community resources 1.4 Analyse data to identify the composition, characteristics and planning issues of the local / regional community 1.5 Display information compiled from these activities is and communicate to stakeholders to support future recommendations/actions

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ELEMENT	PERFORMANCE CRITERIA
2. Identify community need for information, skills and opportunities for involvement in place management	2.1 Identify, research and collate relevant information to assist in the assessment of current community knowledge, skills and opportunities to determine scope of community involvement in a project 2.2 Establish *links with community interest groups*, government and non-government organisations and agencies and the broader community to scope the community need and skill level and partnership opportunities 2.3 Utilise various mechanisms to engage the community in a working partnership with the agency 2.4 Identify gaps between community expectations and current place management practices/activities 2.5 Identify necessary modifications or improvements to existing place management practices/activities to meet community expectations 2.6 Identify new locations/places which require the implementation of place management practices/activities in the community
3. Identify and assess effectiveness of methods to create and increase community awareness of the agency's role and purpose in managing place	3.1 Collate and analyse data on the effectiveness of various consultative methods in the context of known community data and place planning objectives 3.2 Develop criteria for determining the range and effectiveness of consultative methods and apply to determine relative opportunities for community consultation 3.3 Apply specialist knowledge and skills to determine the most suitable methods for the identified community and place

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ELEMENT	PERFORMANCE CRITERIA
4. Develop a place plan	4.1 Develop the plan in consultation with the broad community, businesses, other government and non-government agencies and organisations 4.2 Advertise/exhibit the plan and incorporate feedback in accordance with agency policies, protocols and procedures 4.3 Present the plan to key decision-makers for endorsement 4.4 Incorporate amendments from key stakeholders as required 4.5 Disseminate the plan to *relevant agency or departmental personnel* who will be involved in implementation 4.6 Return the plan to the community for celebration and acknowledgment of completion
5. Manage and review implementation of place plan	5.1 Develop qualitative and quantitative performance measuring processes to be confirmed by the community 5.2 In consultation with the community, regularly collect, analyse and display qualitative and quantitative data to provide accurate measures of implementation performance and progress 5.3 Use information obtained during performance monitoring, both within and outside of the place, to modify and/or further develop the plans implementation program as appropriate 5.4 Ensure the community maintains interest and sense of ownership in implementation of plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Comprehensive, appropriate demographic and cultural resource information
- Strategies for involving a diverse community in planning and activities
- Community cultural development philosophy and practice across several art forms
- Community networks
- Council policies, procedures and protocols

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply comprehensive, appropriate demographic and cultural resource information
- Develop and implement strategies for involving a diverse community in planning and activities
- Provide evidence of review processes

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - cross-cultural communication
  - community research
  - qualitative and quantitative data analysis
  - community consultation
  - program planning

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - workplace or simulated case study that encompasses consultation with community groups
  - cultural resources and relevant personnel

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Culture includes:

- Group activities/games
- Dress
- Communication practices
- Language
- Types, styles and significance of artefacts
- Music
- Built and natural environment

Relevant agency or departmental personnel may include:

- Heritage planner
- Town planner
- Environmental officer
- Community service delivery staff
- Parks, gardens and road staff
- Library staff
- Supervisors
- Managers
- Recreation planners

Cultural resources include:

- Community history
- Items in the built and natural environment
- Private and public artistic products
- Cultural practices and facilities
- Ethnic groups
- Age groupings
- Clubs
- Gender groupings

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RANGE STATEMENT

Methods for raising awareness include:	• Use of existing systems from other organisations/communities • Use of expert consultants with relevant skills • Action learning strategies • Workshops • Advertising • Signage • Printed materials • Mass media • Public education
Links with community interest groups include:	• Formal committees of Council • Working parties • Workshops • Meetings

Unit Sector(s)

Not Applicable

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CHCCD619B Establish and maintain community, government and business partnerships

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by members of a community group to define, establish and maintain partnerships across sectors to develop community capacity

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define opportunities for specific partnerships	1.1 Establish opportunities for contribution to service delivery 1.2 Carry out consultation on the *types of partnerships* to meet service delivery opportunities within the organisation 1.3 Identify possible benefits to potential partners 1.4 Invite key stakeholders to comment and contribute to both opportunities and partnership type

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ELEMENT	PERFORMANCE CRITERIA
2. Develop a *framework* for the partnership	2.1 Promote desired partnership types and *partnership opportunities* 2.2 Develop a policy on the types of organisations acceptable to partner with 2.3 Identify specific organisations as suitable to approach 2.4 Develop a targeted partnership proposal for each organisation to be approached 2.5 Consult potential partners to develop frameworks that will meet the needs of all partners 2.6 Ensure selected partners establish the characteristics of the partnership 2.7 Ensure confirmed partners agree to the partnership characteristics including structure, scale, roles, goals and timeframes 2.8 Develop *measures for success* and communicate to stakeholders 2.9 Define an agreed exit strategy
3. Maintain the partnership	3.1 Promote the partnership in the agreed manner 3.2 Undertake regular communication and review with all partners 3.3 Identify, monitor and review challenges facing the partnership 3.4 Seek, communicate, document and review *opportunities for learning* from the partnership 3.5 Maintain transparency of agendas 3.6 Maintain *agreed measurement systems*

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the effectiveness of the partnership	4.1 Evaluate the flexibility and appropriateness of responses to challenges facing the partnership 4.2 Evaluate and communicate performance against agreed measures 4.3 Monitor, review and communicate to stakeholders capability to implement the exit strategy

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Mission, values and culture of the organisations targeted for and within the partnership
- Needs of the organisation
- Clarity of 'chain of command' - who will drive the partnership and how it relates to decision-making in the organisations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate strategic communication skills
- Undertake conflict resolution
- Apply skills in strategic planning, including developing objectives, strategies and relevant budgets
- Undertake partnership proposal development
- Identify benefits to potential partners

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - general research
  - interview techniques
  - report writing

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can be conducted or
  - simulation of realistic workplace setting for assessment
  - equipment and resources normally used in the workplace
  - time (e.g. to establish good relationships)

Method of assessment may include:

- Observations
- Questioning
- Evidence gathered from the workplace environment and presented as a portfolio
- Demonstration over a period of time to ensure consistency of performance
- Assessment of a partnership proposal written for a specific partner
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Types of partnerships:	• Partnerships may be between organisations across sectors and may be based on philanthropy, or a combination of resources to achieve common goals in developing community capacity
Partnership opportunities:	• Partnership opportunities are developed by the partners to meet both their needs and the various needs of the communities that they are part of
Framework refers to:	• The framework describes the structure policy and processes of the partnership to best meet stakeholder needs
Measures for success refers to:	• The quantifiable and qualitative goals that the partnership has developed to indicate that its purposes are being achieved
Opportunities for learning refers to:	• Practices of reflection throughout the workings of the partnership to seek opportunities for improvement

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RANGE STATEMENT

Agreed measurement systems refers to:	• The process of measuring the identified success criteria

Unit Sector(s)

Not Applicable

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CHCCD620B Develop and implement a community renewal plan

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to identify, develop and implement community renewal strategies

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with the community and other community *stakeholders* to identify *community renewal* opportunities	1.1 Identify *stakeholders* in the *community renewal* process 1.2 Conduct research to identify various models of *community renewal* 1.3 Develop a community profile utilising existing relevant local *resources* 1.4 Identify the needs of the community through research and consultation
2. Develop a *community renewal* strategy	2.1 Develop a *community renewal* strategy in accordance with the outcomes of identified need 2.2 Establish goals and objectives for projects including criteria to evaluate projects 2.3 Organise a range of opportunities to gain community participation 2.4 Identify relevant community structures and utilise to maximise *community renewal* outcomes

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ELEMENT	PERFORMANCE CRITERIA
3. Identify and manage *resources* for *community renewal*	3.1 Identify and access available *resources* to ensure the success of *community renewal* 3.2 Allocate resources within the organisation's budgetary guidelines 3.3 Document use of resources and report to appropriate *stakeholders*
4. Work with the community and individuals to promote *community renewal*	4.1 Develop a profile of all potential *stakeholders* in *community renewal* 4.2 Assess and obtain *resources* required to effectively promote *community renewal* 4.3 Develop promotional materials and make them accessible to all target groups 4.4 Utilise existing networks for promotion of *community renewal* and develop new ones 4.5 Evaluate and adjust *promotional strategies* as appropriate
5. Implement *community renewal* strategies	5.1 Undertake appropriate work to implement operational arrangements which will facilitate *community renewal* 5.2 Undertake appropriate work to contribute to the development of policies and processes which will facilitate resolution of community concerns in the *community renewal* process 5.3 Routinely employ effective interpersonal skills to motivate groups to work cooperatively

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ELEMENT	PERFORMANCE CRITERIA
6. Evaluate effectiveness of *community renewal* strategies	6.1 Develop performance indicators for *community renewal* 6.2 Undertake appropriate evaluation of work in consultation with relevant community *stakeholders* 6.3 Ensure that feedback on the effectiveness of *community renewal* is collected and provided to the community to enable improvement and change as required 6.4 Ensure all reporting requirements are met in accordance with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The aims, economic and social context of community renewal
- Community renewal principles and practices
- Impact of the cultural and community values within the community
- Community renewal as a social change strategy
- Relevant legislation and public policy
- Relevant networks, people stakeholders
- Social housing policy

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective management of community renewal strategies

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate capacity to identify community concerns and develop strategies to address these concerns
- Develop and maintain public processes to address common issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Investigate local community information
- Communicate effectively with a broad range of stakeholders
- Demonstrate application of skills in:
  - research and consultation
  - communication
  - cross cultural communication and negotiation
  - analysis of information
  - literacy to prepare promotional materials
  - liaison skills between community and government
  - negotiation skills
  - high level interpersonal interactions

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - a workplace or to an environment that accurately simulates the workplace
  - appropriate structures, people or organisations for assessment of the ability to work with the community

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EVIDENCE GUIDE

Method of assessment:

- Documentation of process and evaluation of a community renewal project
- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Stakeholders may include but are not limited to:

- Local media
- Government departments
- Community organisations
- Support agencies
- Local business
- Advocacy groups
- Education services and providers
- Cultural organisations
- Employment agencies
- Social clubs
- Local residents/tenants
- Advocacy groups
- Charities
- Philanthropic organisations

Community renewal includes but is not limited to

- Neighbourhood improvement
- Employment opportunities
- Community infrastructure
- Education and training opportunities
- Small business development opportunities
- Health
- Increased access to facilities, services or decision-making

Implementation strategies may include, but are not limited to:

- Community education
- Lobbying and advocacy
- Developing the capacity of individuals or groups and communities to meet their own needs
- Health promotion
- Development of community resources and facilities
- Strategies to increase access to facilities

Sources of funding may be derived from but not limited to:

- Government grants
- Local council
- Private finance
- Philanthropic organisations

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RANGE STATEMENT

Appropriate communication strategies, values and structures, could include but are not limited to:	• Cultural sensitivity • Non-judgemental • Socially inclusive • Accessible
Approaches to community renewal could include but are not limited to:	• Asset management, property redevelopment, infrastructure improvements • Improved housing management practice, place management, intensive tenancy management • Community development, community capacity building, strengthening communities
Resources may include, but are not limited to:	• Administrative support • Physical, transport, venues, material, equipment • Financial • Staff skills and time • Funding
Promotional strategies could include but are not limited to:	• Leaflets • Community meetings • Newsletters • Social events • Email • Websites • Posters • Letterboxing

Unit Sector(s)

Not Applicable

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CHCCDP401B Deliver service consistent with a career development framework

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to work within a career development framework when working with a range of clients to provide services related to employment and career development

Application of the Unit

Application	This unit of competency is intended to underpin the delivery of services and provision of information related to employment and career development Its application in the workplace should model the learning principles that underpin the Australian Blueprint for Career Development This unit of competency may contribute to recognition as an associate career development practitioner in line with the Career Industry Council of Australia standards

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote active participation of *clients*	1.1 Support *clients* to actively engage in *learning* relevant to their needs and *life stage*
	1.2 Encourage clients to participate in planning to address their current needs, interests and aspirations
	1.3 Provide *support* and encouragement to clients involved in their own development
	1.4 Encourage clients to seek support from others and to provide support to others in appropriate ways
	1.5 Assist clients to identify a range of personal, family, social and environmental factors impacting on their career development

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ELEMENT	PERFORMANCE CRITERIA
2. Provide an environment to facilitate client learning	2.1 Apply an understanding of learning, adult learning and models of adult learning to facilitate client learning 2.2 Identify appropriate learning opportunities to suit a range of learning styles 2.3 Identify and support characteristics of individual and group learning 2.4 Facilitate learning by seeking to establish an environment of trust with clients 2.5 Facilitate learning between clients where appropriate 2.6 Promote active learning by validating client opinions, values and experiences 2.7 Encourage clients to share information and reflect on their learning
3. Support clients to handle change	3.1 Clarify the ongoing nature of change and identify benefits in recognising the constancy of change 3.2 Assist clients to understand the need for developing resilience in the face of constant change 3.3 Identify a range of *strategies for managing and developing resilience* to change 3.4 Assist clients to develop action plans to manage constant change
4. Provide services relevant to *stages in* life and *career development*	4.1 Identify specific characteristics relating to client's current stage of life, personal and professional development and career status 4.2 Support client decision-making and choices in the context of career development as a lifelong journey 4.3 Provide information appropriate to client's personal, professional family and social context 4.4 Identify client needs in relation to development of career management competencies as specified in the Australian Blueprint for Career Development

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ELEMENT	PERFORMANCE CRITERIA
5. Follow up and evaluate services provided	5.1 Follow up client in line with organisation policies and procedures 5.2 Evaluate services provided with reference to accepted career development principles and practices and organisation policies 5.3 Identify issues or inequities in service delivery 5.4 Assist to identify new or improved services where appropriate to enhance service provision and client outcomes 5.5 Provide evidence to assist in service promotion and enhancement

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Broad understanding of principles and practices of career development as outlined in the *Australian Blueprint for Career Development* (*ABCD*)
- Broad understanding of key characteristics of stages of human development across the lifespan in relation to approaching life, learning and work effectively in self-directed ways
- Key stages in career development
- Relevant, accurate career development resources and information
- Strategies for managing and developing resilience to change
- Broad understanding of the history of career development practice and implications for current approach and practices
- Awareness of sociological aspects of career development practice, including impact of globalisation
- Key principles of career development, including:
  - Focus on the journey
  - Access your allies
  - Lifelong learning
  - Change is constant
  - Chase your dream
  - Know yourself
- Broad understanding of learning, adult learning and models of adult learning
- Culturally appropriate communication techniques

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Apply career development principles and practices in providing employment and career development services to individuals and groups of clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assist and support clients to:
  - actively engage in own learning
  - participate in planning their own development
  - identify a range of personal, family, social and environmental factors impacting on their career development
  - understand and accept the need for developing resilience in the face of constant change
  - develop action plans to manage change
  - identify existing career competencies (e.g. as per ABCD) and areas for development
- Facilitate client learning from a range of learning opportunities
- Promote active learning
- Identify specific characteristics relating to client's current stage of life, personal and professional development and career status
- Work cooperatively with colleagues, employers, individuals and the community
- Obtain feedback on, and evaluation of, services provided
- Maintain confidentiality
- Evaluate and improve practice and accountability
- Apply communication skills that take into account the culture, background and abilities of clients, while demonstrating a knowledge of communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The person being assessed must provide evidence of Essential Knowledge as well as Essential Skills specified in this unit
- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this unit of competency is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace or simulation that realistically reflects the work environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit is recommended to be assessed in conjunction with other units related to provision of services, such as:

- CHCCDP402B Assist clients to plan and access career pathways
- CHCCDP403B Analyse and apply education and training information
- CHCCAR501B Conduct career guidance interview
- CHCES411A Collect, analyse and apply labour market information

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Life stage may include:	• Childhood • Adolescence • Adulthood • Post-retirement
Stages in career development may include:	• Transition from school to work • Promotion • Changing career direction • Periods of unemployment and return to work • Impacts of differing levels and types and reasons for of underemployment, unemployment, redeployment and redundancy • Retirement • Post-retirement employment
Strategies for managing and developing resilience to change may include:	• Recognition of ongoing nature of change • Enhancing work/life balance • Develop understanding of reasons for and potential outcomes of change • Identifying benefits of change as well as potential issues • Planning to address potential issues
Employment and career development services may include:	• Workplaces • Vocational rehabilitation settings • Career information centres • Adult and community education centres • Recruitment agencies • Curriculum development units • Outplace service settings • Career development service settings • Employment service agents • Schools • TAFEs • Universities • Human resource departments

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RANGE STATEMENT

Clients may include:

- Individuals
- Groups

Learning may include:

- Formal training and education
- Informal on-the-job learning
- Informal life learning

Support may include:

- Facilitating client access to relevant information, networks and expertise
- Provision of information
- Initiating and pursuing discussion of relevant issues
- Questioning appropriately
- Appropriate referral

Unit Sector(s)

Not Applicable

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CHCCDP402B Assist clients to plan and access career pathways

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to assist clients to identify their career aspirations and plan appropriate pathways to support their career development

Application of the Unit

Application	This unit of competency may contribute to recognition as an associate career development practitioner in line with the Career Industry Council of Australia standards

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist *client* to identify *career aspirations*	1.1 Work with *client* to identify work-related interests, skills, knowledge and values
	1.2 Provide information to assist client to identify *opportunities and options* related to *career aspirations*
	1.3 Discuss with client potential impact of career development in the holistic context of their lives
	1.4 Discuss concepts of change and transition in the context of lifespan career development
	1.5 Support client to express and validate their beliefs, values and opinions in relation to career development

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ELEMENT	PERFORMANCE CRITERIA
2. Identify client requirements to achieve career goals	2.1 Work with client to identify skills needed to effectively manage identified career development pathway 2.2 Assist client to understand the nature of employability skills and their importance in relation to achieving identified career goals 2.3 Assist client to identify decisions and actions required to pursue and achieve identified career goals 2.4 Work with client to identify their existing career competencies and employability skills and gaps to be addressed 2.5 Explore various employment patterns (part-time; contract; job share)
3. Identify career opportunities and resources	3.1 Access available and up to date labour market and associated information to support client 3.2 Identify a range of opportunities and options available to clients in relation to achieving career aspirations 3.3 Assist clients to understand and apply labour market information to their work search and career objectives and decision-making 3.4 Assist client to identify education and training opportunities relevant to their interests, skills requirements and potential career pathways 3.5 Encourage client to take an innovative approach to exploring/creating opportunities for work

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ELEMENT	PERFORMANCE CRITERIA
4. Support clients in career planning	4.1 Assist clients to plan *career development strategies* 4.2 Work with clients to set career development goals, objectives and write action plans 4.3 Support clients to access services and information related to planning career development 4.4 Assist clients to clarify networking opportunities and requirements 4.5 Assist clients to plan and access relevant career development services as required
5. Assist clients in marketing their skills to employers	5.1 Assist clients to prepare and present career portfolio and other relevant materials to highlight key skills and areas of interest 5.2 Support clients to present themselves effectively to potential employers through telephone and face-to-face interviews 5.3 Support clients to use networking opportunities effectively to market themselves to potential employers 5.4 Assist client to demonstrate relevant generic and specific employability and work-related skills

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ELEMENT	PERFORMANCE CRITERIA
6. Maintain records and information system	6.1 Document and report information in line with organisation information system requirements 6.2 Participate in desktop audit in line with scope of own role and organisation requirements 6.3 Ensure records are maintained as required to demonstrate accountability in line with scope of own role and organisation requirements 6.4 Ensure documentation aligns with associated system requirements of relevant stakeholder organisations in line with organisation requirements 6.5 Maintain confidentiality of client information and records in line with organisation requirements and privacy legislation 6.6 Maintain security of hard copy and electronic records
7. Follow up and evaluate services provided	7.1 Follow up client in line with organisation policies and procedures 7.2 Evaluate client satisfaction with career development services provided 7.3 Identify issues or inequities in service delivery 7.4 Assist to identify new or improved services where appropriate to enhance service provision and client outcomes 7.5 Provide evidence to assist in service promotion and enhancement

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Broad understanding of major career development theories
- Concepts of change and transition in the context of lifespan career development
- Employability skills and their application to address employment and career development opportunities and requirements
- Available career development resources and information and associated educational/ training opportunities and resources
- Awareness of appropriate career planning services for referral
- Local, regional, national and international labour markets in relation to clients' career aspirations, skills and needs, and vice versa
- Information technology resources and tools and associated information management strategies
- Record-keeping requirements in case management documentation and the implications of record-keeping, including legal implications
- Security of hard copy and electronic records
- Culturally appropriate communication techniques
- Broad understanding of privacy legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use career development information base to assist individuals and groups to plan career pathways
- Assist clients to clarify:
  - multiple roles to be balanced throughout career development
  - skills needed to effectively manage their careers

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REQUIRED SKILLS AND KNOWLEDGE

- opportunities and options related to career aspirations
- decisions and actions related to achievement of career goals
- services and resources required to address their needs
- their work-related interests, skills, knowledge and values
- their career development needs in the holistic context of their lives
- own beliefs, values and opinions
- how to access relevant services and information

- Assist clients to:
  - understand and apply labour market information to their work search and career objectives
  - understand occupational health and safety aspects of identified work roles as related to client's individual health issues (e.g. allergies) and preferences
  - increase their probability of success in the work search and to meet employers' expectations
  - identify marketable skills, knowledge and experience
  - tailor an approach to an employer or an employment opportunity
  - enhance the application process
  - understand their competencies and marketable skills
  - clarify networking opportunities and requirements
  - use job search strategies such as self-marketing, using portfolios, personal presentations, job interviews and networking
  - apply skills in self management, self-promotion and self- marketing
  - create their own opportunities
  - expand their search for prospective jobs and identify hidden job markets
  - increase their understanding/awareness of themselves and the impact this awareness has on work searches
  - identify cultural differences in expectations of the job search process
  - increase their self-confidence and self-awareness

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply labour market information to career development processes and client career decision-making
- Maintain, retrieve and interpret information effectively to assist clients
- Work cooperatively with colleagues, employers, individuals and the community

continued ...

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills (*contd*):

Ability to:

- Assist clients in job search strategies such as addressing selection criteria, assessment centre preparation, use of recruitment agencies, use of online resources, the role of professional associations, the preparation of application forms, letters of application, online application preparation, resume and portfolio preparation
- Maintain own professional development to keep up-to-date in the field and share ideas and techniques that positively impact on clients and colleagues
- Avoid duplication of services for clients where they are involved with other professionals
- Obtain feedback on, and evaluation of, services provided
- Monitor individual client's situation and progress
- Maintain individual confidentiality
- Evaluate and improve practice and accountability
- Apply communication skills that take into account the culture, background and abilities of clients, while demonstrating a knowledge of communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The person being assessed must provide evidence of Essential Knowledge as well as Essential Skills specified in this unit
- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this unit of competency is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace or simulation that realistically reflects the work environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Career aspirations may include, but are not limited to:

- Goals and objectives in managing life, learning and work over the life span

Opportunities and options related to career aspirations may include, but are not limited to:

- Employment
- Training and education
- Personal and professional development
- Recreation
- Life style choices

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RANGE STATEMENT

Career development strategies may include, but are not limited to:	• Planned program of learning experiences to develop relevant knowledge, skills and attitudes • Strategies to assist individuals to make informed decisions about their study and/or work options and enable effective participation in working life • Strategies to foster learning and movement within organisations • Action plans to implement visions, goals and objectives • Participation in step by step career development program • Development of identified career competencies and employability skills • Strategies to manage contingencies and unexpected life changes
Employment and career development services may include, for example:	• Workplaces • Vocational rehabilitation settings • Career information centres • Adult and community education centres • Recruitment agencies • Curriculum development units • Outplace service settings • Career development service settings • Employment service agents • Schools • TAFEs • Universities • Human resource departments
Client may include, but are not limited to:	• Individuals • Groups
Marketing materials may include, but are not limited to:	• Career portfolio • Letters and applications to potential employers • Work samples

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Unit Sector(s)

Not Applicable

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CHCCDP403B Analyse and apply education and training information

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit involves the collection, analysis and application of education and training information to enhance delivery of career information services

Application of the Unit

Application	This unit of competency may contribute to recognition as an associate career development practitioner in line with the Career Industry Council of Australia standards

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect *education and training information*	1.1 Identify the type of *education and training information* to be collected 1.2 Identify and access a range of suitable information sources 1.3 Use a range of appropriate methods to collect education and training information 1.4 Provide information that defines relevant characteristics of education and training context 1.5 Confirm currency of education and training information
2. Analyse education and training information	2.1 Analyse education and training information to identify effects upon future pathways 2.2 Report and discuss results of analysis
3. Develop and apply *workable solutions*	3.1 Develop *workable solutions* on consideration of relevant information and options 3.2 Communicate or implement proposed solutions as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of education and training characteristics on a national, state and local level
- Education and training pathways into key employing industries in local area
- Costs, incentives and other assistance available

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use an appropriate range of education and training data sources to collect information
- Analyse education and training information to determine relevance to current and future pathways
- Apply knowledge of education and training information to planning and problem solving
- Develop/enhance workable solutions through the use of education and training information

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply literacy and numeracy skills to read and understand a variety of texts; prepare education and training pathways plans and enter the information into organisation's information systems
- Use planning skills to organise information and plan and review work activities
- Use problem solving skills to evaluate options
- Use oral and written communication skills to provide and elicit advice and information

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REQUIRED SKILLS AND KNOWLEDGE

effectively

- Apply technology skills to use business equipment and software including use of internet and intranet for research

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The person being assessed must provide evidence of Essential Knowledge as well as Essential Skills specified in this unit • This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions • Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observations • Questioning • Project • Written assignment • Evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Education and training information includes, but is not limited to:

- University entry
- Alternative pathways (e.g. portfolio)
- TAFE entry
- Private training providers
- Overseas placements
- VET in Schools
- Systems and sectors e.g. public, AIS, CEO, community, SIDE
- Specialised school programs
- RPL/RCC
- Fast track
- AQF
- Graduate programs
- Internships
- Cadetships
- Vacation programs
- Apprenticeships/traineeships
- Sandwich placements
- Work experience
- Scholarships
- Costs (Fee Help, PELS, FFS)

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RANGE STATEMENT

Information sources include, but are not limited to:

- Information available within the organisation
- Publications, industry journals, articles
- Internet websites, such as:
  - www.myfuture.edu.au
  - www.deewr.gov.au
- Telephone directories
- Visits to workplaces
- Industry associations e.g. building and construction
- Professional associations e.g AACC, CEAWA
- Employer associations e.g. CCI
- State government departments of employment and training
- Newspaper advertisements
- Community organisations
- University and training facilities
- Career centres
- Expos
- Career information days/evenings
- Job guide
- RECAP file and local equivalents
- Networking

Relevant professional associations and their members for networking and liaising may include but are not limited to:

- Career education associations
- Australian Association of Career Counsellors
- National Association of Graduate Careers Advisory Services (NAGCAS)
- Career Industry Council of Australia (CICA)
- Australian Association of Graduate Employers (AAGE)
- Local community partnerships (LCPs)
- Regional industry career advisers (RICAs)
- Network of industry sector national industry career specialists (NICS)
- Enterprise development networks (EDNs)

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RANGE STATEMENT

Appropriate methods to gather information can include, but are not limited to:	• Use of internet and intranet • Interviews • Individual research • Questioning employers • Use of libraries • Publications • Attendance at meetings, conferences, Career information days/evenings • Career Expos • Networking • Workplace visits
Workable solutions include, but are not limited to:	• Individual Pathways Plans • Job search planning • Career plans for individual clients

Unit Sector(s)

Not Applicable

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CHCCDP501B Liaise with employers to promote flexible work arrangements

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to liaise with employers to develop flexible and innovative work arrangements to address emerging needs and promote a balanced approach to managing pressures and priorities of work and life

Application of the Unit

Application	This unit of competency may contribute to recognition as an associate career development practitioner in line with the Career Industry Council of Australia standards

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to analysis of *workforce* requirements	1.1 Identify current *workforce* structure, capabilities, skills/knowledge requirements and constraints 1.2 Identify recognised trends in work requirements for specific industries as required 1.3 Clarify issues impacting on workforce in relation to general and specific social, environmental, educational, industrial and other related factors
2. Contribute appropriate options for *workforce planning* and development	2.1 Clarify potential benefits of *workforce planning* to specific employers 2.2 Assist employers to identify available and relevant workforce planning options 2.3 Apply a broad knowledge of workforce planning and development 2.4 Recommend appropriate *flexible and innovative work arrangements* to address identified needs of organisation 2.5 Promote options to provide a balanced approach to managing pressures and priorities of work and life

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ELEMENT	PERFORMANCE CRITERIA
3. Assist employers to implement changes to work arrangements	3.1 Provide advice to assist employers implementing flexible work arrangements 3.2 Assist employers to take a problem solving approach when addressing issues arising in implementing changes to work arrangements 3.3 Assist employer to monitor effectiveness of change
4. Evaluate effectiveness of workforce change	4.1 Follow up employer/client organisation in line with organisation policies and procedures 4.2 Evaluate effectiveness of changes to work arrangements 4.3 Identify issues, challenges and obstacles to implementation of workforce planning and development 4.4 Assist employer to improve work arrangements where appropriate to enhance outcomes for key stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Working knowledge of workforce planning, including:
  - the purpose and potential benefits of effective workforce planning
  - links between workforce planning, development and education
  - available tools and models available to assist workforce planning
  - an understanding of how workforce planning integrates with service, financial and business planning
  - a broad knowledge of current and projected impact on workforce planning of a range of social, educational, industrial, environmental and related factors
  - working knowledge of the options and constraints that exist in relation to workforce development and their potential impacts
  - working knowledge of the resource requirements to implement workforce changes
  - working knowledge of how to measure, evaluate and revise implementation of a workforce plan
  - how to access reliable information to guide and support workforce planning
- Relevant legislative and regulatory requirements related to workforce planning and employment
- Understanding of local, regional and national requirements, drivers and policy implications that may impact workforce planning
- Culturally appropriate communication techniques
- A range of flexible and innovative approaches to workforce planning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access information on the demographics of the labour market relevant to specific

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REQUIRED SKILLS AND KNOWLEDGE

employers/organisations

- Apply appropriate tools and models to assist workforce planning
- Work with employers to clarify:
  - existing and emerging new roles and ways of working in their industry
  - internal and external forces for change that may affect work in their industry/sector
  - potential for changing the skills mix within an organisation to achieve identified outcomes
  - potential impacts of workforce development on services, staff, clients and related business outcomes
  - key stakeholders likely to be affected by workforce changes and appropriate strategies to communicate with them and promote planned changes
  - skills/knowledge requirements, including employability skills
- Access relevant information to guide and support workforce planning

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply communication skills that take into account the culture, background and abilities of clients, while demonstrating a knowledge of communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The person being assessed must provide evidence of Essential Knowledge as well as Essential Skills specified in this unit
- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this unit of competency is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the community services industry should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace or simulation that realistically reflects the work environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Workforce may include:

- Full time and part time employees
- Casual workers
- Contract workers
- Trainees and apprentices
- Volunteers

Workforce planning aims to ensure an organisation:

- Has the right people, in the right place, with the right capabilities at the right time

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RANGE STATEMENT

Workforce development organisations may include:

- Recruitment agencies
- Employment placement agencies
- Social service agencies
- Vocational rehabilitation centres
- Transition services

Workforce development agency stakeholders may include:

- Customers (current, past, and potential)
- Agency employees
- Community groups
- Education and training providers
- Employer, industry and professional associations
- Unions
- Government agencies

Flexible and innovative work arrangements may include:

- Work hours arrangements
- Payment arrangements, including superannuation
- Leave arrangements
- Rewarding and inspiring good performance
- Addressing specific workplace issues, such as:
  - working conditions and policies
  - customer service standards
  - confidentiality
  - safety
  - work from home
  - work and family initiatives
  - use of private/company vehicles

Unit Sector(s)

Not Applicable

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CHCCDP701A Manage quality in career development practice

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to apply current best practice case management principles and standards in the specific context of career development practice

Application of the Unit

Application	This unit applies to high level career development practice

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address professional case management standards	1.1 Maintain practice in accordance with professional standards for case management
	1.2 Identify strategies for continuous improvement mechanisms relating to case management practice and integrate into work systems
	1.3 Implement improvement processes that reflect current research related to practice performance
	1.4 Take available opportunities to promote best practice in case management delivery
	1.5 Evaluate work outcomes to ensure maintenance of accountability to clients and employers

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to workforce analysis, planning and development	2.1 Investigate and analyse issues impacting on workforce in relation to general and specific social, environmental, educational, industrial and other related factors 2.2 Monitor trends and changes in workforce structure, capabilities, skills/knowledge requirements and constraints 2.3 Liaise and work with employers where appropriate to review the application of a range of workforce planning and development strategies 2.4 Promote appropriate flexible/innovative work arrangements to provide a balanced approach to managing pressures and priorities of work and life
3. Maintain quality service provision	3.1 Provide and promote quality career development services in line with professional standards 3.2 Work with clients to identify, understand and implement career management strategies of their choice and in their best interest 3.3 Support clients to maintain and develop ongoing application of career management strategies and ability to access and understand career information 3.4 Improve services in response to user feedback and to reflect ongoing professional development, research and learning

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ELEMENT	PERFORMANCE CRITERIA
4. Maintain quality and currency of information and networks	4.1 Conduct ongoing research into the application of career development theory in practice 4.2 Maintain currency of information and information sources in relation to the labour market and associated educational and training opportunities and resources 4.3 Research, use and be able to advise clients about information technology options to access labour market and educational and training information 4.4 Establish, maintain and expand networks and collaborative partnerships as a basis for providing clients with best practice service delivery and referral options
5. Target services to address specific client needs	5.1 Develop strategies and practices to ensure services address the needs of individuals and groups from a range of cultural, social, economic and ethnic/minority backgrounds 5.2 Develop own skills base and network support to ensure services provided can address the needs of persons with a range of physical and intellectual disabilities 5.3 Develop own knowledge and skills base relating to providing counselling support for clients where necessary to address issues relating to challenging life situations and transitions 5.4 Develop and maintain professional network for referral purposes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Professional standards and guiding principles underpinning career development practice and case management
- Relevant legislative and regulatory requirements
- Current extensive knowledge of labour market and educational/training opportunities and available resources
- Workforce development issues, trends and constraints

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain up-to-date knowledge of labour market and education/training information, information sources and related information technology
- Apply best practice standards in case management in relation to career development practice
- Contribute to workforce analysis, planning and development
- Monitor and maintain quality of service provision in career development practice
- Establish and maintain networks to support quality service delivery
- Target services to address specific needs of a diverse client base, including clients with a disability, culturally diverse clients groups, clients from a range of socioeconomic backgrounds, clients at varying life and career stages
- Provide effective referral services for client with needs outside own scope of practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of skills in:
  - mentoring and coaching
  - consultation
  - research and analysis
  - report writing
  - liaison with other service providers, referral agencies, professional associations

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to: • an appropriate workplace where assessment can take place or realistic simulation of workplace setting
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace setting

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Guiding principles underpinning career development include:	• Professional standards for Australian career development practitioners • Australian Blueprint for Career Development • Guidelines for career development services and career information

Unit Sector(s)

Not Applicable

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CHCCED311A Provide sexual and reproductive health information to clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to communicate with and provide information to others in the area of sexual and reproductive health in one to one or small group environments

Application of the Unit

Application	This unit is intended for application in a range of community service work and client education contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maximise personal effectiveness	1.1 Participate in personal and professional development activities to ensure own *attitudes and values* are identified
	1.2 Demonstrate an understanding of the impact of own values and attitudes on client service delivery
	1.3 Participate in appropriate skills development activities
	1.4 Develop and implement strategies which enable delivery of a service to clients that ensures attitudes and values are not imposed on clients
	1.5 Demonstrate acceptance of human rights and responsibilities in line with own work role

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ELEMENT	PERFORMANCE CRITERIA
2. Employ appropriate techniques with clients	2.1 Ensure all interactions with clients demonstrate respect and dignity for their rights 2.2 Employ a range of non-verbal and verbal techniques to ensure own attitudes and values are not communicated to or imposed on clients and clients feel their attitudes and values are respected 2.3 Provide referrals in situations where own personal and professional abilities do not match client needs 2.4 Apply an appropriate model of sexuality development in assessing clients needs 2.5 Provide *information* about relevant legal issues in appropriate situations 2.6 Operate in accordance with legal obligations to ensure compliance with duty of care obligations 2.7 Develop and implement strategies which facilitate clients to express their own attitudes and values
3. Provide information about sexual and reproductive health	3.1 Undertake planning to ensure client needs will be met by the information to be provided 3.2 Provide sexuality information in a non-judgemental way 3.3 Ensure clients are provided with appropriate information which is age and culturally appropriate 3.4 Routinely *evaluate* the effectiveness of the information offered and review approach and activities accordingly 3.5 Provide appropriate and relevant resources and materials to maximise effectiveness of information and ensure clients are provided with accurate information to enable them to maintain their sexual health

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own personal and social values and attitudes and their potential impact on information provision
- A positive self-esteem and self concept
- Knowledge of community resources and organisations
- Basic knowledge and understanding of sexuality development across the lifespan, including:
  - anatomy and physiology of human sexuality
  - sexual function and dysfunction
  - pregnancy, birth and contraception
  - reproductive and sub-fertility issues
  - STIs, HIV and safer sex issues
  - sexuality events in the life cycle

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide appropriate information about sexual and reproductive health in a non-judgemental manner
- Communicate about sexuality effectively and comfortably

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Create a positive learning environment and practise basic skills in group facilitation
- Prepare and provide appropriate information about sexual and reproductive health to address needs of individual and groups of clients
- Work with cultural diversity
- Work with parents and young people
- Apply language, literacy and numeracy competence appropriate to the work role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Impact of attitudes and values may be via:	• Body language • Verbal • Choice of contact • Choice of activities • Structure of group dynamics
Attitudes and values include in relation to:	• Sexual orientation • Sexuality and ageing • Sexuality and disability • Sexual harassment
Evaluate refers to:	• Client survey instruments • Seeking verbal feedback and affirmation from clients • Follow up interviews with clients, their family and carers

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RANGE STATEMENT

Information may be provided as part of education programs relating to, for example:	• HIV • Hepatitis • Sexually transmitted infections • Safe sex practices • Human reproduction • Pregnancy • Contraception • Sexual health • Relationships and intimacy

Unit Sector(s)

Not Applicable

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CHCCED511A Develop, implement and review sexual and reproductive health education programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop, deliver and evaluate sexual and reproductive health education programs

Application of the Unit

Application	This unit is intended for application in a range of community service work and client education contexts This unit is suitable for application by those with competence in training small groups

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify community issues relating to sexuality and sexual health and well being	1.1 Access and interpret community demographics, social trends and indicators 1.2 Analyse community access to health resources 1.3 Consider preventative strategies for community health and well being 1.4 Access policy directions and legal requirements to ensure currency 1.5 Review social support networks for groups presenting with issues
2. Provide a positive learning environment	2.1 Review own *attitudes and values* in relation to sexual and reproductive health and the impact they have on providing an effective *education program* 2.2 Model the application of social justice principles 2.3 Structure learning programs to demonstrate valuing of diversity and individual choice

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ELEMENT	PERFORMANCE CRITERIA
3. Design educational program to meet identified needs	3.1 Assess the need for education in the areas of sexuality and sexual health to address specific target group needs 3.2 Plan the method of delivery to meet the specific needs that have been assessed, such as small group or one to one education 3.3 Design programs that are culturally inclusive from a broad range of perspective 3.4 Utilise learning strategies and resources to enhance feelings of mutual respect that reflect the responsibilities of staff 3.5 Develop strategies that facilitate clients to explore their own values and beliefs around sexuality 3.6 Respond to issues of disclosure and privacy according to organisation policies and procedures
4. Evaluate program delivery and effectiveness	4.1 Measure changes in target group awareness of methods to improve sexual health and compare to the base line need 4.2 Access input from other service providers in the broad area of sexuality and sexual health to determine trends in behaviour 4.3 Access feedback from participants in the course or from one to one session and analyse it for improvement opportunities 4.4 Consider possible impact of broader social and policy issues as part of course *evaluation* and revision 4.5 Review and improve upon course documentation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community demographics, social trends and indicators
- Social justice principles
- Current organisation policy in relation to sexual and reproductive health initiatives and associated legal requirements
- Demonstrated awareness of own personal and social values and attitudes and their impact on education program development and delivery
- Knowledge of community resources and organisations
- Knowledge and understanding of:
  - the anatomy and physiology of human sexuality
  - sexual function and dysfunction
  - pregnancy, birth and contraception
  - reproductive and sub-fertility issues
  - STIs, HIV and safer sex issues
  - sexuality events in the life cycle
  - sexuality development across the lifespan
  - sexual assault and harassment
  - sexual identity and orientation
  - legal and ethical issues in sexuality
  - sexuality and disability
  - sexuality in cultural contexts
- Effective sexuality education
- Sexual health promotion and policy

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Access and interpret available information to determine:
  - community demographics, social trends and indicators
  - community access to health resources
  - appropriate preventative strategies for community health and well being
  - relevant community support networks to address presenting sexual and reproductive health issues
- Assess the need for education in sexuality and sexual health
- Plan education program to address identified needs, using appropriate learning strategies and resources

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Facilitate client exploration of their values and beliefs around sexuality
- Respond to issues of disclosure and privacy according to organisation policies and procedures
- Evaluate program delivery and effectiveness and revise program accordingly
- Structure learning programs to demonstrate valuing of diversity and individual choice
- Provide sexuality education in a non-judgemental manner
- Demonstrate understanding of own attitudes and values and impact on services
- Create a positive learning environment and practice basic group work skills
- Develop, implement and evaluate sexuality education programs
- Work with a range of communities, groups and individuals

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Impact of own attitudes and values may be via:

- Body language
- Verbal
- Choice of contact
- Choice of activities
- Structure of group dynamics

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RANGE STATEMENT

Attitudes and values include in relation to:	• Sexual orientation • Sexuality and ageing • Sexuality and disability • Sexual harassment
Education program includes those related to:	• HIV • Hepatitis • Sexually transmitted infections • Safe sex practices • Human reproduction • Pregnancy • Contraception • Sexual health
Evaluation includes:	• Client survey instruments • Seeking verbal feedback and affirmation from clients • Follow up interviews with clients, their family and carers

Unit Sector(s)

Not Applicable

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CHCCEL401C Work effectively in a celebrancy role

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCEL401B Work effectively in a celebrancy role	CHCCEL401C Work effectively in a celebrancy role	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required by celebrants to work effectively in the celebrancy context

Application of the Unit

Application This unit is suitable for individuals seeking to work in a range of celebrancy contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the role of the celebrant	1.1 Demonstrate respect for the powerful role of symbolism and ritual in honouring and celebrating life events 1.2 Work with understanding of the celebrancy role: • in developing and delivering ceremonies to address wishes and values of clients in a non-judgemental way • historical evolution of the role • in religious and secular contexts • as possible career path for a range of occasions 1.3 Work as a resource and adviser to assist clients identify ways to express their values and ideals in relation to the ceremony to be performed 1.4 *Prepare each ceremony* individually in consultation with the client 1.5 Encourage clients to express themselves seriously through ceremony, and to strengthen values, ideals and relationships 1.6 Provide advice and information to clients to support their contribution to and participation in the ceremony/ritual 1.7 Advise clients of current legislative and regulatory requirements applying to particular ceremonies 1.8 Work with understanding of the purpose of participation in ceremony in the lives of individuals, groups and communities

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ELEMENT	PERFORMANCE CRITERIA
2. Plan ceremony	2.1 Work in collaboration with client/s to determine *key parameters for ceremony* to address client needs and preferences
	2.2 Plan, research and write content of ceremony and seek client feedback as a basis for confirming approach and content and/or making improvements
	2.3 Convey to clients understanding of multicultural contributions to, and the place of art and culture in ceremony
	2.4 Plan rehearsal/s as required and alternative or back-up arrangements
	2.5 Seek external input as required to develop, or acquire resources to address client preferences and cultural background
	2.6 Ensure planned ceremony is sensitive to client's social, cultural and linguistic needs, values and ideals
	2.7 Ensure planned ceremony addresses relevant legislative and regulatory requirements
	2.8 Put in place contingency plans including backup arrangements should the celebrant be unavoidably prevented from performing the ceremony
	2.9 Ensure planning addresses relevant safety provisions in line with work health and safety (WHS) requirements, including hazard assessment and risk management

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ELEMENT	PERFORMANCE CRITERIA
3. Organise ceremony	3.1 Conduct rehearsal/s as required in accordance with pre-arranged plans and agreements 3.2 Manage venue and time arrangements to meet the needs of the clients 3.3 Confirm roles of ceremony participants or of other service providers 3.4 Facilitate orderly progression of the ceremony, as agreed with client/s 3.5 Ensure professional *presentation of ceremony* as agreed with client 3.6 Organise and use appropriate resources to achieve an effective presentation 3.7 Complete associated documentation and store and/or forward appropriately
4. Perform public or private ceremony	4.1 Apply understanding of the role of public and private ceremony in the community 4.2 Use appropriate presentation style in line with needs of client and purpose of ceremony 4.3 Adapt presentation style to suit the size and nature of the venue, including outdoor venues 4.4 Ensure presentation style matches *audience characteristics* 4.5 Make effective use of resources and presentation aids where appropriate to enhance the ceremony 4.6 Interact effectively with participants and the audience to engage them in the ceremony as agreed with client 4.7 Use appropriate public speaking techniques, ensuring there is a clear beginning and closing to the ceremony

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ELEMENT	PERFORMANCE CRITERIA
5. Undertake administration relevant to celebrancy work	5.1 Establish, organise, maintain and review a resource file and/or database of ceremony related information and practices
	5.2 Identify the resources and equipment required to establish a celebrancy service/ small business
	5.3 Maintain securely and manage client documentation relating to the ceremony and communications with the client
	5.4 Utilise effective administrative skills to collect and store documentation
	5.5 Apply open, honest and effective invoicing procedures as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Awareness of the history of ritual and ceremony, including both religious and secular focus
- Function and importance of ritual (ceremony/ group support) and story telling times of change, and in particular human life stages from birth to death
- Broad understanding of the role of the celebrant in Australian culture in 21st century
- Structure and function of ceremony and role of celebrant
- The public role and legal importance of different kinds of ceremony
- Recognition of range of ritual and ceremonial expression across different cultures
- Understanding of how ceremonies signpost a culture
- Benefits of ceremony and ritual to society
- Art and craft in the delivery of ceremony
- Broad knowledge of stages of human development and psychology of change
- Understanding of importance in relation to celebrancy of:
  - client centred focus
  - ethical and moral issues
  - distinctions between religious and civil ceremony content i.e. Church vs State issues
- Legal and practical information, such as:
  - Awareness of Commonwealth, State and Territory discrimination laws
  - Detailed knowledge of responsibilities in accepting a statutory declaration (*Statutory Declarations Act 1959*)
  - *Copyright Act* (*1968*) especially applicability of the use of material in ceremonies
  - Understanding that celebrants have an obligation to protect privacy and maintain confidentiality (*Privacy Act 1988*)
  - Understanding of obligations relevant to operating as a celebrant within the Trade Practices Act (*Trade Practices Act 1974*)
- Understanding and awareness of cultural rights, multicultural contributions, and the place of the arts in culture and ceremony
- Understanding of and committed attitude to ongoing professional development

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REQUIRED SKILLS AND KNOWLEDGE

- Conflict of interest issues in a celebrancy role
- Resources and associated costs required to establish, support and maintain a celebrancy service/home based small business, including:
  - insurance (public liability, professional indemnity, accident and other)
  - professional association membership
  - professional development
- Current knowledge of WHS issues and management of potential emergency situations as they apply to the celebrancy work role and range of work environments, including:
  - legal requirements relating to WHS
  - basic hazard identification procedures such as venue/environmental inspections and review of associated safety information and procedures
  - principles of basic risk assessment
  - hierarchy of control and its application in risk management
  - processes for raising WHS issues, reporting hazards, incidents and injuries and WHS issue resolution
  - potential emergency situations, alarms and signals and appropriate response

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct an effective ceremony including use of additional materials
- Facilitate ceremonies in a manner that demonstrates cultural and social respect
- Incorporate visual and performing arts in ceremony and ritual appropriately in a manner that addresses client needs
- Manage ceremonies consistent with the celebrant's responsibility towards the value of ceremony, ritual and symbolism
- Personalise a ceremony or ritual to address specific identified client needs
- Research internet and other sources for ceremony and celebrant related information and resources and support

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adhere to all required legislation
- Deliver the agreed format and content of the ceremony
- Determine and understand client needs and assist clients to feel at ease
- Determine content for ceremony, distinguishing between appropriate religious and civil ceremony content in line with client requirements

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate effective communication skills, including:
  - speaking in public
  - speaking in a firm, diplomatic and culturally appropriate manner
  - provide clear information, listen to and understand the needs of clients, and clarify ceremony instructions
  - maintain awareness of and sensitivity to clients needs (e.g. demonstrate sensitivity to issues of ethnic, religious beliefs, cultural background, language levels, personal capabilities of clients)
  - confirm procedures with translator as necessary

Ability to:

- Complete essential legal documents accurately
- Consider and provide appropriate acknowledgement of 'First Australians' and/ or 'Welcome to Country' and any other persons or groups relevant to the place and provision of the ceremony
- Demonstrate language and literacy competence, including:
  - literacy competence to satisfactorily fulfil the role of a celebrant including the ability to interpret legal requirements
  - using appropriate ritual and symbols in ceremony
  - language competence to provide clear information, listen to and understand the needs of clients and clarify ceremony instructions
  - succinct and clear written expression, in a style that addresses its purpose and suits audience needs
- Demonstrate effective presentation skills, including:
  - presenting materials for ceremony professionally
  - controlling assembly of clients and guests with discretion
  - projecting voice effectively before an audience
  - demonstrating discretion in terms of any perceived or actual disruption during ceremony
  - conducting ceremony with flow and continuity
  - demonstrating respect and courtesy to clients, guests and other participants (i.e. photographer, musicians, translator) before, during and following the ceremony
  - conveying an attitude of professionalism and compassion
  - using effective problem solving skills to clarify any legal or other business issues arising
- Demonstrate management and administrative skills, including:
  - using effective techniques for monitoring own service area including client satisfaction
  - applying numeracy skills including satisfactory record-keeping
  - providing honest and open information re fees and monies refundable and in what circumstances

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REQUIRED SKILLS AND KNOWLEDGE

- ensuring arrival at venue at agreed time
- Provide ceremony resources that are varied, presentable and well maintained
- Refer persons to appropriate authority for further information
- Research, develop and maintain a data base of appropriate poetry, prose, symbols, music, ceremony accessories, and other ceremony content for a range of ceremonies and clients
- Recognise and act upon opportunities to enhance sustainability
- Use celebrant support services such as Attorney-General's Department, state and territory registries of births, deaths and marriages, celebrant associations or religious affiliations as appropriate
- Use verbal and non-verbal skills to initiate and sustain participant engagement
- Work with culturally diverse people in a 'celebrancy' context and demonstrate understanding of the role of various kinds of ceremony such as marriage or funeral ceremonies, in different cultural contexts

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- For aspiring marriage celebrants, this unit is most appropriately assessed by the observation of a simulated meeting with client and simulated ceremony or through role play and the completion and submission of documents
- Assessment for this unit needs to ensure that individuals can demonstrate an understanding of the role, legal status, nature and importance of different types of ceremonies and the impact of these separate factors on their role as a celebrant
- For existing marriage celebrants choosing to be assessed against the competencies, this unit is most appropriately assessed prior to and during the conduct of a marriage ceremony and the completion and submission of completed documents
- Assessment should enable assessment of response to a diverse range of clients in a range of situations
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit may include access to:
	  • relevant or appropriately simulated environment where assessment can take place
	  • relevant legislation, guidelines and range of required documentation

Method of assessment:	• Observation of simulation and/or role play of client interview • Observation of simulation and/or role play of ceremony • Evidence of completion of documentation if required • Evidence of the appropriate use of ceremony and symbolism

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Key parameters for ceremony may include, but are not limited to:

- Civil or religious focus
- Content of ceremony, such as:
  - Poetry/prose
  - Music/songs
  - Visual presentations
  - Prayer and/or meditation
- Duration and timing
- Involvement of participants
- Location/setting/venue
- Purpose of ceremony
- Rehearsal and back-up requirements to address contingencies
- Type of ceremony, such as:
  - citizenship
  - commitment
  - corporate ceremonies
  - funeral
  - house blessing
  - marking special birthdays
  - marriage
  - naming
  - renewal of vows
  - retirement
-

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RANGE STATEMENT

Prepare each ceremony may include but is not limited to:	• Develop a structure for the ceremony, including:
	  • orchestrating positioning and movement of participants and guests
	  • determining detail and sequence of elements of the ceremony
	• Select and/or create content and integrate into ceremony, including:
	  • reading or recitation of poetry/prose
	  • music/songs
	  • visual presentations
	  • prayer and/or meditation
	  • movement/dance
	• Identify appropriate them and style of presentation
	• Research internet and other sources for ceremony content

Presentation of ceremony may include:	• Accurate and professional presentation of content according to plan
	• Facilitation of ceremony participants and/or other service providers to perform their roles
	• Orderly progression of ceremony, as agreed with clients
	• Personal presentation to be in line with client needs and purpose of ceremony, including:
	  • voice
	  • clothing
	  • persona
	  • etiquette
	  • public speaking

Audience characteristics may include:	• Age range • Number of people in audience • Social, cultural and language background of audience members
Conflict of interest issues in a celebrancy role refer to:	• 'Conflict of interest' provisions applying to the appointment of marriage celebrants

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Unit Sector(s)

Not Applicable

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CHCCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge required to be developed and maintained by marriage celebrants to fulfil their legal responsibilities under the *Marriage Act 1961* and *Marriage Regulations 1963*, including the Code of Practice for Marriage Celebrants

It is a pre-requisite for enrolment in all other units of competency specific to marriage celebrancy

Application of the Unit

Application

This unit is mandatory for individuals aspiring to be appointed as marriage celebrants and suitable for existing marriage celebrants registered under Subdivision C of Division 1 of Part IV of the *Marriage Act 1961*

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit must be assessed after achievement of related unit: • CHCCEL401A Work effectively in a celebrancy role

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address legal requirements to work as a marriage celebrant	1.1 Work with demonstrated accurate knowledge of the *responsibilities and obligations of a marriage celebrant under the Marriage Act 1961 and Marriage Regulations 1963* 1.2 Work with demonstrated accurate knowledge of available family relationship services as required under the *Code of Practice* for Marriage Celebrants

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate understanding of provisions of the *Marriage Act 1961* and *Marriage Regulations 1963* regarding marriage in Australia	2.1 Work with demonstrated accurate knowledge of the provisions of the *Marriage Act* and *Marriage Regulations* that apply to marriage in Australia 2.2 Work with demonstrated accurate knowledge of the *requirements for marriage under the Marriage Act 1961 and Marriage Regulations 1963* 2.3 Work with demonstrated accurate knowledge of local relationship support services available to marrying couples 2.4 Work with a demonstrated accurate knowledge of the documents required for marriage 2.5 Demonstrate understanding of the marriage celebrant's obligation to forward specific documents to the appropriate registering authority to enable the registration of the marriage following the ceremony

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- *Marriage Act*:
  - knowledge of the obligations and responsibilities of a marriage celebrant according to the Marriage Act and Marriage Regulations and Code of Practice
  - knowledge of all documentation which must be sighted before a marriage can take place
  - knowledge of offences under the Marriage Act
- Other Legislation
  - general knowledge of aspects of Commonwealth Migration, Privacy, Trade Practices, Commonwealth Statutory Declarations and Copyright Acts relevant to performing the role of a marriage celebrant
  - awareness of Commonwealth discrimination laws as well as those in each state and territory
  - knowledge of the processes and procedures of State/territory Registrars of Births, Deaths and Marriages
- *Statutory Declarations Act 1959* (*Cwlth*):
  - detailed knowledge of responsibilities in accepting a Commonwealth Statutory Declaration
- *Migration Act 1958*:
  - broad understanding of immigration laws and the issues that may arise for parties who do not have permanent residency status and wish to marry
  - awareness that marriage does not automatically give permanent residency
- *Copyright Act 1968* especially applicability of the use of material in ceremonies
- *Privacy Act 1988*
  - understanding that celebrants have an obligation to protect privacy and maintain confidentiality
- *Trade Practices Act 1974*

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REQUIRED SKILLS AND KNOWLEDGE

- understanding of obligations relevant to operating as a marriage celebrant within the Trade Practices Act; and
- knowledge of where to locate relevant information

- Marriage/relationship education services - knowledge of pre-marriage and other relationship education services
- Knowledge of sources of legal and practical information

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with all obligations and responsibilities under the Marriage Act
- Adhere to all required legislation
- Provide information about the availability of relationship education services
- Explain the key features of the *Marriage Act 1961*
- Accurately complete essential legal documents
- Locate the relevant information for other state/territory legislation as required (such as local government parks and gardens, State and Territory registering authorities)

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Refer persons to appropriate authority for further information
- Provide ceremony resources that are varied, presentable and well maintained
- Demonstrate language and literacy competence, including:
  - literacy competence to satisfactorily fulfil the role of a marriage celebrant including the ability to interpret legal requirements and Commonwealth policies and procedures
  - language competence to convey legal requirements to marrying couples

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The individual being assessed must demonstrate a thorough and accurate understanding of the legal requirements for marriage [Note: minimal competence is not adequate as the consequences for couples of the celebrant making errors are serious]
- The individual being assessed must demonstrate their ability to transcribe accurately names and other personal details (both electronically and by hand) to a range of marriage forms and certificates
  [Note: total accuracy is required as marrying couples have to pay registering authorities to have celebrants' errors corrected]
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit must be assessed independently.
- Resources required for assessment of this unit include access to:
  - relevant or appropriately simulated environment where assessment can take place
  - relevant legislation, guidelines, Code of Practice, and range of required documentation

Method of assessment:

- The individual being assessed must provide written evidence of specified essential knowledge as well as skills
- In establishing that competency has been achieved in this unit, written assessment must include a variety of circumstances and scenarios to ensure that the student can apply the legal requirements to a variety of practical circumstances
- Evidence during process for assessment of accurate completion of required documentation prior to ceremony and correct finalising of documents for forwarding to Registry Office following ceremony
- Evidence of knowledge of all elements of Code of Practice and Marriage Act and its Regulations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Please note: There are no local or contextual variations for this unit. The following points apply in ALL contexts.

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RANGE STATEMENT

Responsibilities and obligations of a marriage celebrant under the Marriage Act 1961 and Marriage Regulations 1963

Marriage Act 1961:

- Categories of marriage celebrant
- Register of marriage celebrants
- Requirements for registration, including the fit and proper person test
- Criteria for fit and proper person test
- Process of consideration of applications and registration
- Obligations of marriage celebrants
- Ongoing professional development
- Performance reviews
- Circumstances in which disciplinary measures can be taken against a marriage celebrant
- Disciplinary measures that may be taken against a marriage celebrant
- Review of decisions of the Registrar of Marriage Celebrants
- Complaints against marriage celebrants

Marriage Regulations 1963:

- Qualifications and skills required by applicants
- The application form and documents of notification
- Requirements for ongoing professional development for marriage celebrants
- Matters the Registrar of Marriage Celebrants must take into account in conducting a performance review
- The operation of the complaints process
- The Code of Practice for Marriage Celebrants

Requirements for marriage under the Marriage Act 1961 include:

- What marriage is under Australian law
- Who may marry
- Requirements for a valid marriage
- Instances in which marriage may not take place e.g. surprise marriages, prohibited relationships, no evidence of termination of previous marriage, party under the minimum age for marriage
- Requirements in the case of marriages in which one party is aged between 16 and 18

continued ...

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RANGE STATEMENT

Requirements for marriage under the Marriage Act 1961 (*contd*):

- When and where marriages may take place
- Correct completion of the Notice of Intended Marriage
- Recording of names on marriage documents
- Witnessing of signatures on the Notice of Intended Marriage - when signed in Australia and when signed overseas
- Evidence of the date and place of birth of parties to a proposed marriage (evidence required when parties born in Australia and born overseas)
- Evidence of the end of a previous marriage of a party to a proposed marriage (evidence required for previous marriages conducted in Australia and overseas)
- Evidence of the identity of parties to a proposed marriage
- Completion of declarations of capacity to marry
- Documents required to be given to marrying couples
- Completion of Form 16 and Form 15 marriage certificates and Form 14 declarations
- Record-keeping requirements for the Form 15 marriage certificate
- Use of interpreters
- Requirements relating to Commonwealth statutory declarations
- Requirements for those coming to Australia from overseas to marry
- Shortening of time for notice of an intended marriage
- Requirements for witnesses to the marriage
- Offences under the Marriage Act
- Legal content required in a marriage ceremony
- The legal differences between a religious and a non-religious (or civil) marriage ceremony
- The legal differences between requirements for ministers of religion and those marriage celebrants who are not
- Requirement to forward specific documents to the registering authority within 14 days of the ceremony

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RANGE STATEMENT

Requirements for marriage under the Marriage Regulations 1963 include:	• Circumstances for shortening of the notice time for an intended marriage • Required forms • Completion and retention of forms

Requirements of the Code of Practice and other relevant legislation include:	• Legal requirements of the Code of Practice including:
	  • knowledge of a variety of family relationship services available to enhance and sustain couples throughout their relationship
	• Other relevant legislation including:
	  • anti-discrimination legislation
	  • trade practices and fair trading legislation
	  • copyright
	  • local government requirements e.g. parks and gardens
	  • registration requirements in the relevant state and/or territory

Unit Sector(s)

Not Applicable

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CHCCEL403A Develop an effective relationship with a marrying couple

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by marriage celebrants to communicate with and develop appropriate relationships with marrying couples

Application of the Unit

Application	This unit is mandatory for individuals aspiring to be appointed as marriage celebrants and suitable for existing marriage celebrants registered under Subdivision C of Division 1 of Part IV of the *Marriage Act 1961*

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit of competency must be assessed after achievement of related unit: • CHCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate effectively with a marrying couple	1.1 Apply effective *communication* skills to provide the marrying couple with accurate information about the marriage ceremony and associated legal requirements and to identify their needs and preferences about the ceremony 1.2 Ensure personal *communication* style with marrying couple is diplomatic, culturally appropriate and compliant with Federal, State and Territory discrimination legislation 1.3 Use well developed and empathic listening skills while avoiding adopting a role as a counsellor or educator to the couple 1.4 Convey to couples an understanding of cultural rights, multicultural contributions and the place of the arts in culture and ceremony 1.5 Ensure appropriate facilities are used to conduct interviews with marrying couples

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ELEMENT	PERFORMANCE CRITERIA
2. Address issues and problems in relating to a marrying couple	2.1 Use effective negotiation and conflict resolution skills to resolve differences with the couple 2.2 Facilitate access to translation and interpreting services if required 2.3 Use the services of a translator and/or interpreter as required in planning and/or conducting a marriage ceremony 2.4 Develop an effective working relationship with the marrying couple and identify any additional resources required to enhance the marriage ceremony 2.5 Adopt a problem-solving approach to working with a marrying couple 2.6 Manage issues and disruptions in planning and conducting the marriage ceremony and display empathy in working with others 2.7 Identify and manage differences in needs of marrying couple, including differences between religious and non-religious circumstances 2.8 Deal with difficult people and/or situations in a calm manner aiming to resolve issues

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ELEMENT	PERFORMANCE CRITERIA
3. Provide information about family relationship services	3.1 Convey information to couples at an appropriate time, in an appropriate manner and in line with the *Marriage Act 1961* 3.2 Explain to the marrying couple the purpose of the marriage celebrant's obligation to provide information about family relationship services under the *Marriage Act 1961* 3.3 Identify the information about family relationship services a marriage celebrant must be able to provide to a marrying couple 3.4 Maintain currency of information about family relationship services 3.5 Explain to the couple the proper role of the marriage celebrant 3.6 Identify special provisions for ministers of religion and their relationship with the *Code of Practice* for Marriage Celebrants

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ELEMENT	PERFORMANCE CRITERIA
4. Discuss administrative issues with the couple	4.1 Explain the marriage celebrant's role in ensuring the privacy and confidentiality of the parties 4.2 Explain documentation and record-keeping requirements 4.3 Establish agreement with the couple in relation to booking arrangements for the venue for the marriage ceremony and any additional service providers as required 4.4 Explain record-keeping requirements in relation to marrying couples, including records required when work is undertaken on behalf of a religious organisation or those for non-religious ceremonies 4.5 Discuss billing and invoicing arrangements if required, and reach agreement with the couple prior to undertaking further planning of the marriage ceremony 4.6 Provide the couple with a full statement of fees and charges from the beginning of contact with them, including what is covered, any refundable charges and when receipts will be issued 4.7 Provide marrying couple with information about options for preparation of documents, including marriage certificates, and discuss common errors in preparing documents and how to avoid them
5. Seek feedback from the marrying couple	5.1 Explain to the couple the importance of evaluating marriage services 5.2 Outline approach to evaluation and improvement of marriage celebrancy practice 5.3 Identify techniques for obtaining evaluation and reviewing your practice 5.4 Provide marrying couple with information about how to make a complaint as part of the Code of Practice for Marriage Celebrants

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of sources of legal and practical information;
- Understanding and awareness of cultural rights, multicultural contributions, and the place of the arts in culture and ceremony
- Knowledge of the importance of ceremony and ritual in community and family life
- Understanding of client liaison techniques
- Understanding of and a commitment to ongoing professional development
- Elements of conducting an effective ceremony including use of additional materials
- Basic knowledge of stages of human development and recognise potential impacts on the marrying couple's expectations of the celebrant and each other

The candidate must also be able to apply knowledge outlined in CHCCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant, including:

- *Marriage Act*:
  - knowledge of the obligations and responsibilities of a marriage celebrant according to the Marriage Act and Marriage Regulations and Code of Practice
  - knowledge of all documentation which must be sighted before a marriage can take place
  - knowledge of offences under the Marriage Act
- Other Legislation
  - general knowledge of aspects of Commonwealth Migration, Privacy, Trade Practices, Commonwealth Statutory Declarations and Copyright Acts relevant to performing the role of a marriage celebrant
  - awareness of Commonwealth discrimination laws as well as those in each state and territory
  - knowledge of the processes and procedures of State/territory Registrars of Births,

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REQUIRED SKILLS AND KNOWLEDGE

Deaths and Marriages

- *Statutory Declarations Act 1959* (*Cwlth*):
  - detailed knowledge of responsibilities in accepting a Commonwealth Statutory Declaration
- *Migration Act 1958*:
  - broad understanding of immigration laws and the issues that may arise for parties who do not have permanent residency status and wish to marry
  - awareness that marriage does not automatically give permanent residency
- *Copyright Act 1968* especially applicability of the use of material in ceremonies

continued ...

Essential knowledge (*contd*):

- *Privacy Act 1988*
  - understanding that celebrants have an obligation to protect privacy and maintain confidentiality
- *Trade Practices Act 1974*
  - understanding of obligations relevant to operating as a marriage celebrant within the Trade Practices Act; and
  - knowledge of where to locate relevant information
- Marriage/relationship education services - knowledge of pre-marriage and other relationship education services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with all obligations and responsibilities under the Marriage Act
- Adhere to all required legislation
- Provide information about the availability of relationship education services
- Convey a non-judgemental attitude towards marrying couple
- Determine and understand marrying couple's needs and assist them to feel at ease

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Establish networks with relevant marriage/relationship education service provider/s
- Deliver the agreed format and content of the ceremony
- Facilitate ceremonies in a manner that demonstrates cultural and social respect
- Manage ceremonies consistent with the celebrant's responsibility towards the

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REQUIRED SKILLS AND KNOWLEDGE

significance of marriage

- Demonstrate effective communication skills, including:
  - speaking in a firm, diplomatic and culturally appropriate manner
  - providing clear information, listen to and understand the needs of marrying couple, and clarify ceremony instructions
  - effective and empathetic listening skills while avoiding acting as a counsellor or educator
  - maintaining awareness of and sensitivity to needs of marrying couple (e.g. demonstrate sensitivity to issues of race, religious beliefs, cultural background, language levels, personal capabilities of marrying couple)
  - discussing appropriate check/to do lists with couple
  - summarising and clarifying issues covered during consultation interviews prior to conduct of ceremony
  - effective negotiation skills
  - effective conflict resolution skills
  - confirming procedures with translator as necessary
- Apply effective management skills
- Explain the key features of the *Marriage Act 1961*
- Accurately complete essential legal documents
- Access information about and an understanding of GST and its application
- Locate the relevant information for other state/territory legislation as required (such as local government parks and gardens, State and Territory registering authorities)
- Refer persons to appropriate authority for further information
- Provide ceremony resources that are varied, presentable and well maintained
- Work with others and display empathy

continued ...

Essential skills (*contd*):

Ability to:

- Demonstrate language and literacy competence, including:
  - literacy competence to satisfactorily fulfil the role of a marriage celebrant including the ability to interpret legal requirements and commonwealth policies and procedures
  - use appropriate ritual and symbols in ceremony
  - language competence to convey legal requirements to marrying couples, to provide clear information, listen to and understand the needs of marrying couples and clarify ceremony instructions
- Apply problem solving skills including the ability to work with a group and calmly manage disruptions
- Demonstrate effective presentation skills, including:

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REQUIRED SKILLS AND KNOWLEDGE

- presenting materials for ceremony professionally; and controlled assembly of wedding party and guests with discretion
- effective projection of voice and ability to work in public before an audience
- demonstrating discretion in terms of any perceived or actual disruption during ceremony
- conducting ceremony with flow and continuity
- introducing couple in the manner previously agreed
- presentation of a complete and professional folder of ceremony to couple
- demonstrating respect and courtesy to wedding party, guests and other participants (i.e. photographer, musicians, translator) before, during and following the ceremony
- consultation and presentation skills including an ability to convey an attitude of professionalism and compassion
- using effective problem solving skills to clarify any legal or other business issues arising
- departing tactfully and at the appropriate time

- Demonstrate management and administrative skills, including:
  - effectively using techniques for monitoring own service area including client satisfaction
  - applying numeracy skills including satisfactory record-keeping
  - being honest and open in terms of fees and what monies are refundable and in what circumstances
  - using effective time management skills to ensure arrival at venue at agreed time
  - checking any equipment or resources as necessary
  - following up on any outstanding issues
  - contributing to revision of procedures and guidelines as appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- For assessment of aspiring marriage celebrants, this unit is most appropriately assessed by the observation of a simulated interview with marrying couple and simulated ceremony or through role play and the completion and submission of documents
- For existing marriage celebrants choosing to be assessed against the competencies, this unit is most appropriately assessed prior to and during the conduct of a marriage ceremony and the completion and submission of completed documents
- Assessment should enable assessment of response to a diverse range of marrying couple in a range of situations
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	  • relevant or appropriately simulated environment where assessment can take place
	  • relevant legislation, guidelines, Code of Practice, and range of required documentation

Method of assessment may include:	• Observation of simulation and/or role play of interview with marrying couple • Observation of simulation and/or role play of ceremony • Evidence during process for assessment of accurate completion of required documentation prior to ceremony and correct finalising of documents for forwarding to Registry Office following ceremony • Evidence of knowledge of all elements of Code of Practice/ Marriage Act and its Regulations • Evidence of the appropriate use of ceremony and symbolism

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Secure storage of records includes:	• Addressing storage requirements including appropriate types of storage for marriage records
	• Ensuring that records can be kept secure for at least six years
	• Addressing specific documentation requirements for:
	  • religious registers
	  • civil celebrant certificates
	• Maintenance of record-keeping sheets

Marriage regulations:	• Knowledge of and adherence to the Marriage Regulations
Other relevant legislation:	• Knowledge of aspects of Commonwealth Migration, Privacy, Trade Practices, Commonwealth Statutory Declarations, Discrimination and Copyright Acts relevant to performing the role of a marriage celebrant • Knowledge of state/territory discrimination laws. • Knowledge of the processes and procedures of State/territory Registrars of Births, Deaths and Marriages
Code of Practice refers to:	• Knowledge of and adherence to the Code of Practice for Marriage Celebrants as specified in the Marriage Regulations
Relationship education services:	• Information about the availability of relationship education services is provided in accordance with the Code of Practice

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RANGE STATEMENT

Communication:

- Effective and professional communication with marrying couple
- Ceremony options presented to marrying couple for consideration
  This may vary taking account of whether the ceremony is civil or religious
- Needs of marrying couple identified
  This may vary taking account of whether the ceremony is civil or religious
- Feedback sought from marrying couple employing a range of techniques
- Feedback used to improve service
- Collaboration with colleagues sought to develop, maintain and improve skills and resources

Administrative and business management aspects include:

- Privacy, security and confidentiality of client documentation and communications maintained
- All forms and procedures completed accurately and within the required timeframe as specified in the Marriage Act
- All relevant materials provided to marrying couples in a timely and professional manner
- All documentation available and accurately completed within the required timeframe and lodged appropriately as specified in the Marriage Act
- Documentation collected and stored securely and appropriately

Presentation includes:

- Ceremony presentation is accurate and professional
- Orderly progression of ceremony, as agreed to with marrying couples, is facilitated
- The roles of ceremony participants or other service providers, where relevant, are confirmed

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Unit Sector(s)

Not Applicable

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CHCCEL404A Plan a marriage ceremony in line with legal requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by marriage celebrants to prepare for and plan marriage ceremonies in line with legal requirements

Application of the Unit

Application	This unit is mandatory for individuals aspiring to be appointed as marriage celebrants and suitable for existing marriage celebrants registered under Subdivision C of Division 1 of Part IV of the *Marriage Act 1961*

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit of competency must be assessed after achievement of related unit: • CHCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address legal requirements to work as a marriage celebrant	1.1 Work with demonstrated accurate knowledge of the *responsibilities and obligations of a marriage celebrant under the Marriage Act 1961 and Marriage Regulations 1963* 1.2 Work with demonstrated accurate knowledge of available family relationship services as required under the *Code of Practice* for Marriage Celebrants

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare for marriage ceremony in line with legal requirements	2.1 Explain to marrying couple *requirements for marriage under the Marriage Act 1961* and the *Marriage Regulations 1963* in planning the marriage ceremony 2.2 Confirm whether the couple may marry under Australian law (i.e. under the *Marriage Act 1961*) 2.3 Provide marrying couples with information about availability of relationship education services in accordance with the Code of Practice 2.4 Ensure planned ceremony adheres to *requirements of the Marriage Act 1961*, the *Marriage Regulations 1963*, the *Code of Practice and other relevant legislation* 2.5 Explain legal requirements of marriage ceremony to clients and/or potential marrying couples 2.6 Sight documentation required by the Marriage Act prior to solemnisation of the marriage 2.7 Explain documentation requirements and processes to marrying couples, including systems and processes to ensure privacy of marrying couples' records 2.8 Discuss with couple options for presentation of documentation other than legal documentation and agree on format and style of presentation 2.9 Obtain and/or prepare marriage stationery as agreed with couple and in accordance with the legal requirements 2.10 Ensure administrative systems and supplies are in place to support completion, storage and forwarding of relevant documentation in accordance with legal requirements 2.11 Review all required documentation and ensure it is accurately completed for signing

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ELEMENT	PERFORMANCE CRITERIA
3. Assist couple to plan a marriage ceremony in line with legal requirements	3.1 Demonstrate recognition of the social, cultural and legal significance of marriage and the marriage ceremony 3.2 Complete paperwork accurately in accordance with the legal requirements 3.3 Assist couple to plan and organise day, time and proposed venue for the marriage ceremony 3.4 Assist couple to address any *issues arising in planning the marriage ceremony* 3.5 Offer the couple a range of presentable and well maintained ceremony resources 3.6 For a religious ceremony: • ensure the ceremony has formal approval of the religious body or organisation for which it is conducted • if changes are made to the ceremony, ensure these changes are approved • ensure section 46 is included in any religious ceremony conducted by a Commonwealth registered marriage celebrant 3.7 For a civil ceremony, ensure ceremony meets minimum legal requirements i.e. vows are written in accordance with legislative requirements in section 45(2) and legislative requirements of section 46 are met 3.8 Assist couple in the *creation of the marriage ceremony*, in line with legal requirements and in keeping with the purpose and significance of the marriage ceremony, values, ideals and social and cultural contexts 3.9 Assist couple to identify the need for and *plan a rehearsal*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of sources of legal and practical information
- Understanding and awareness of cultural rights, multicultural contributions, and the place of the arts in culture and ceremony
- Knowledge of the importance of ceremony and ritual in community and family life
- Understanding of client liaison techniques
- Understanding of and a commitment to ongoing professional development
- Elements of conducting an effective ceremony including use of additional materials

The candidate must also be able to apply knowledge outlined in CHCCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant, including:

- *Marriage Act*:
  - knowledge of the obligations and responsibilities of a marriage celebrant according to the Marriage Act and Marriage Regulations and Code of Practice
  - knowledge of all documentation which must be sighted before a marriage can take place
  - knowledge of offences under the Marriage Act
- Other Legislation
  - general knowledge of aspects of Commonwealth Migration, Privacy, Trade Practices, Commonwealth Statutory Declarations and Copyright Acts relevant to performing the role of a marriage celebrant
  - awareness of Commonwealth discrimination laws as well as those in each state and territory
  - knowledge of the processes and procedures of State/territory Registrars of Births, Deaths and Marriages
- *Statutory Declarations Act 1959* (*Cwlth*):

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REQUIRED SKILLS AND KNOWLEDGE

- detailed knowledge of responsibilities in accepting a Commonwealth Statutory Declaration
- *Migration Act 1958*:
  - broad understanding of immigration laws and the issues that may arise for parties who do not have permanent residency status and wish to marry
  - awareness that marriage does not automatically give permanent residency
- *Copyright Act 1968* especially applicability of the use of material in ceremonies
- *Privacy Act 1988*
  - understanding that celebrants have an obligation to protect privacy and maintain confidentiality

continued ...

Essential knowledge (*contd*):

- *Trade Practices Act 1974*
  - understanding of obligations relevant to operating as a marriage celebrant within the Trade Practices Act
  - knowledge of where to locate relevant information
- Marriage/relationship education services - knowledge of pre-marriage and other relationship education services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with all obligations and responsibilities under the Marriage Act
- Adhere to all required legislation
- Provide information about the availability of relationship education services
- Convey a non-judgemental attitude towards marrying couples
- Plan marriage ceremonies consistent with the celebrant's responsibility towards the significance of marriage
- Determine and understand marrying couples' needs and assist them to feel at ease

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective communication skills, including:
  - speaking in a firm, diplomatic and culturally appropriate manner
  - providing clear information, listening to and understanding the needs of marrying couples, and clarifying ceremony instructions

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REQUIRED SKILLS AND KNOWLEDGE

- applying effective and empathic listening skills while avoiding acting as a counsellor or educator
- maintaining awareness of and sensitivity to marrying couples' needs (e.g. sensitivity to issues of race, religious beliefs, cultural background, language levels, personal capabilities of marrying couples)
- discussing appropriate check/to do lists with couple
- summarising and clarifying issues covered during consultation interviews prior to conduct of ceremony
- using effective negotiation skills
- using effective conflict resolution skills
- confirming procedures with translator as necessary

- Explain the key features of the *Marriage Act 1961*
- Accurately complete essential legal documents
- Locate the relevant information for other state/territory legislation as required (such as local government parks and gardens, state and territory registering authorities)
- Refer persons to appropriate authority for further information
- Provide ceremony resources that are varied, presentable and well maintained
- Work with others and display empathy
- Demonstrate language and literacy competence, including:
  - literacy competence to satisfactorily fulfil the role of a marriage celebrant including the ability to interpret legal requirements and Commonwealth policies and procedures
  - use of appropriate ritual and symbols in ceremony
  - language competence to provide clear information, listen to and understand the needs of marrying couples and clarify ceremony instructions

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- For assessment of aspiring marriage celebrants, this unit is most appropriately assessed by the observation of a simulated interview with the marrying couple and simulated ceremony or through role play and the completion and submission of documents
- For existing marriage celebrants choosing to be assessed against the competencies, this unit is most appropriately assessed prior to and during the conduct of a marriage ceremony and the completion and submission of completed documents
- Assessment should enable assessment of response to a diverse range of marrying couples in a range of situations
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	  • relevant or appropriately simulated environment where assessment can take place
	  • relevant legislation, guidelines, Code of Practice, and range of required documentation

Method of assessment may include:	• Observation of simulation and/or role play of interview with marrying couple • Observation of simulation and/or role play of ceremony • Evidence during process for assessment of accurate completion of required documentation prior to ceremony and correct finalising of documents for forwarding to Registry Office following ceremony • Evidence of knowledge of all elements of Code of Practice/ Marriage Act and its Regulations • Evidence of the appropriate use of ceremony and symbolism

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Responsibilities and obligations of a marriage celebrant under the Marriage Act 1961 and Marriage Regulations 1963 refer to:

Marriage Act 1961:

- Categories of marriage celebrant
- Register of marriage celebrants
- Requirements for registration, including the fit and proper person test
- Process of consideration of applications and registration
- Fit and proper person criteria - conflict of interest, knowledge of relationship services, standing in the community etc
- Obligations of marriage celebrants
- Ongoing professional development
- Performance reviews
- Circumstances in which disciplinary measures can be taken against a marriage celebrant
- Disciplinary measures that may be taken against a marriage celebrant
- Review of decisions of the Registrar of Marriage Celebrants
- Complaints against marriage celebrants

Marriage Regulations 1963:

- Qualifications and skills required by applicants
- The application form and documents of notification
- Requirements for ongoing professional development for marriage celebrants
- Matters the Registrar of Marriage Celebrants must take into account in conducting a performance review
- Records that must be kept in relation to each marriage celebrant
- The operation of the complaints process

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RANGE STATEMENT

Requirements for marriage under the Marriage Act 1961 include:

- What marriage is under Australian law
- Who may marry
- Requirements for a valid marriage
- Instances in which marriage may not take place e.g. surprise marriages, prohibited relationships, no evidence of termination of previous marriage, party under the minimum age for marriage
- Requirements in the case of marriages in which one party is aged between 16 and 18
- When and where marriages may take place
- Correct completion of the Notice of Intended Marriage
- Recording of names on marriage documents
- Witnessing of signatures on the Notice of Intended Marriage - when signed in Australia and when signed overseas
- Evidence of the date and place of birth of parties to a proposed marriage (evidence required when parties born in Australia and born overseas)
- Evidence of the end of a previous marriage of a party to a proposed marriage (evidence required for previous marriages conducted in Australia and overseas)
- Evidence of the identity of parties to a proposed marriage
- Completion of declarations of capacity to marry
- Documents required to be given to marrying couples
- Completion of Form 16 and Form 15 marriage certificates
- Requirements for the Form 15 marriage certificate
- Use of interpreters
- Requirements relating to Commonwealth statutory declarations
- Requirements for those coming to Australia from overseas to marry
- Shortening of time for notice of an intended marriage
- Requirements for witnesses to the marriage
- Offences under the Marriage Act
- Legal content required in a marriage ceremony
- The legal differences between a religious and a non-religious (or civil) marriage ceremony

continued ...

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RANGE STATEMENT

Requirements for marriage under the Marriage Act 1961 include (*contd*):	• The legal differences between requirements for ministers of religion and those marriage celebrants who are not • Requirement to forward papers to the registering authority within 14 days of the ceremony
Requirements for marriage under the Marriage Regulations 1963 include:	• Circumstances for shortening of the notice time for an intended marriage • Required forms • Completion and retention of forms

Requirements of the Code of Practice and other relevant legislation include:	• Legal requirements of the Code of Practice including:
	  • knowledge of a variety of family relationship services available to enhance and sustain couples throughout their relationship
	• Other relevant legislation including:
	  • anti-discrimination legislation
	  • trade practices and fair trading legislation
	  • copyright
	  • local government requirements e.g. parks and gardens
	  • registration requirements in the relevant state and/or territory

Issues arising in planning marriage ceremony may include, but are not limited to:	• Proposed venue • Date and time of ceremony • Kind of ceremony • Special requirements for ceremony • Problems relating to weather, crowds, noise etc • Time of arrival of marriage celebrant

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RANGE STATEMENT

Creation of the marriage ceremony includes, but is not limited to:	• Appropriate use and placement of ritual • Appropriate use and placement of symbols and development of associated resources • Choice and use of readings, poetry, prayers, religious readings and music and development of associated resources • Involvement of family (e.g. parents, grandparents, children of couple), friends and/or visiting speakers
Plan a rehearsal may include:	• Scheduling a rehearsal • Identifying what needs to be rehearsed • Conducting a rehearsal

Unit Sector(s)

Not Applicable

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CHCCEL405A Conduct and review a marriage ceremony in line with legal requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by marriage celebrants to conduct and review marriage ceremonies

Application of the Unit

Application	This unit is mandatory for individuals aspiring to be appointed as marriage celebrants and suitable for existing marriage celebrants registered under Subdivision C of Division 1 of Part IV of the *Marriage Act 1961*

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit of competency must be assessed after achievement of related unit: • CHCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address legal requirements to work as a marriage celebrant	1.1 Work with demonstrated accurate knowledge of the *responsibilities and obligations of a marriage celebrant under the Marriage Act 1961 and Marriage Regulations 1963* 1.2 Work with demonstrated accurate knowledge of available family relationship services as required under the *Code of Practice* for Marriage Celebrants

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ELEMENT	PERFORMANCE CRITERIA
2. Finalise arrangements for marriage ceremony	2.1 Sight documentation required by the Marriage Act prior to solemnisation of the marriage 2.2 Review all required documentation and ensure it is accurately completed for signing 2.3 Confirm venue and time arrangements to meet the needs of the marrying couple, ensuring other arrangements at the venue will not interfere with planned ceremony 2.4 Confirm roles of ceremony participants and/or other service providers 2.5 Identify special needs of ceremony participants and/or other service providers, including interpreters as required and ensure working relationship established prior to commencement of ceremony 2.6 Apply Code of Practice in relation to arrival times 2.7 Identify possible problems or issues and put in place contingency plans where possible 2.8 Manage documentation relating to the ceremony and *communication* with the marrying couple

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ELEMENT	PERFORMANCE CRITERIA
3. Conduct ceremony	3.1 Maintain professional personal *presentation* in accordance with the Code of Practice
	3.2 Ensure professional *presentation* of the marriage ceremony in line with plan agreed with marrying couple and in keeping with religious or non-religious context
	3.3 Ensure the ceremony is audible in accordance with the Code of Practice
	3.4 Ensure appropriate placement of marriage celebrant during the ceremony particularly in relation to other people participating
	3.5 Use resources and techniques effectively as agreed with marrying couple to enhance the significance and symbolism of the marriage ceremony in line with values and ideals of the couple
	3.5 Facilitate orderly progression of the ceremony, as agreed with the marrying couple
	3.6 Ensure that all documentation [3 certificates of marriage] is correctly signed by the marrying couple and their witnesses
	3.7 Ensure that any omissions or errors are rectified in the presence of, and initialled by, the marrying couple and their witnesses

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ELEMENT	PERFORMANCE CRITERIA
4. Follow up and review ceremony	4.1 Use effective *administrative/business management skills* to collect, store and manage documentation relating to the ceremony and *communication* with the marrying couple
	4.2 Forward documents to State/territory Registrar of Births, Deaths and Marriages after performing ceremony
	4.3 Ensure *secure storage of documentation* relating to marrying couple in line with legal requirements
	4.4 Apply effective invoicing procedures in line with billing arrangements agreed with marrying couple
	4.5 Incorporate evaluation procedures into marriage celebrancy practices as a basis for improving services
	4.6 Seek feedback from the marrying couple using a range of techniques and use feedback to continuously improve service
	4.7 Use negative feedback and complaints as well as positive feedback to guide practice improvement
	4.7 Work in collaboration with colleagues to develop, maintain and improve own skills and resources

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of sources of legal and practical information;
- Understanding and awareness of cultural rights, multicultural contributions, and the place of the arts in culture and ceremony

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REQUIRED SKILLS AND KNOWLEDGE

- Knowledge of the importance of ceremony and ritual in community and family life
- Understanding of client liaison techniques
- Understanding of and a commitment to ongoing professional development
- Elements of conducting an effective ceremony including use of additional materials

The candidate must also be able to apply knowledge outlined in CHCCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant, including:

- *Marriage Act*:
  - knowledge of the obligations and responsibilities of a marriage celebrant according to the Marriage Act and Marriage Regulations and Code of Practice
  - knowledge of all documentation which must be sighted before a marriage can take place
  - knowledge of offences under the Marriage Act
- Other legislation
  - general knowledge of aspects of Commonwealth Migration, Privacy, Trade Practices, Commonwealth Statutory Declarations and Copyright Acts relevant to performing the role of a marriage celebrant
  - awareness of Commonwealth discrimination laws as well as those in each state and territory
  - knowledge of the processes and procedures of State/territory Registrars of Births, Deaths and Marriages
- *Statutory Declarations Act 1959* (*Cwlth*):
  - detailed knowledge of responsibilities in accepting a Commonwealth Statutory Declaration
- *Migration Act 1958*:
  - broad understanding of immigration laws and the issues that may arise for parties who do not have permanent residency status and wish to marry
  - awareness that marriage does not automatically give permanent residency
- *Copyright Act 1968* especially applicability of the use of material in ceremonies
- *Privacy Act 1988*
  - understanding that celebrants have an obligation to protect privacy and maintain confidentiality

continued ...

Essential knowledge (*contd*):

- *Trade Practices Act 1974*
  - understanding of obligations relevant to operating as a marriage celebrant within the Trade Practices Act; and
  - knowledge of where to locate relevant information
- Marriage/Relationship Education Services - knowledge of pre-marriage and other

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REQUIRED SKILLS AND KNOWLEDGE

relationship education services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with all obligations and responsibilities under the Marriage Act
- Adhere to all required legislation
- Deliver the agreed format and content of the ceremony
- Facilitate ceremonies in a manner that demonstrates cultural and social respect
- Convey a non-judgemental attitude towards marrying couples
- Manage ceremonies consistent with the celebrant's responsibility towards the significance of marriage
- Determine and understand needs of marrying couples and assist them to feel at ease

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Provide information about the availability of relationship education services
- Establish networks with relevant marriage/relationship education service provider/s
- Demonstrate effective communication skills, including:
  - speaking in a firm, diplomatic and culturally appropriate manner
  - providing clear information, listen to and understand the needs of marrying couples, and clarify ceremony instructions
  - effective and empathetic listening skills while avoiding acting as a counsellor or educator
  - maintaining awareness of and sensitivity to needs of marrying couples (e.g. demonstrate sensitivity to issues of race, religious beliefs, cultural background, language levels, personal capabilities of clients)
  - discussing appropriate check/to do lists with couple
  - summarising and clarify issues covered during consultation interviews prior to conduct of ceremony
  - effective negotiation skills
  - effective conflict resolution skills
  - confirming procedures with translator as necessary
- Apply effective management skills
- Explain the key features of the Marriage Act
- Accurately complete essential legal documents
- Access information about and an understanding of GST and its application

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REQUIRED SKILLS AND KNOWLEDGE

- Locate the relevant information for other state/territory legislation as required (such as local government parks and gardens, state and territory registering authorities)
- Refer persons to appropriate authority for further information
- Provide ceremony resources that are varied, presentable and well maintained
- Work with others and display empathy

continued ...

Essential skills (*contd*):

Ability to:

- Demonstrate language and literacy competence, including:
  - literacy competence to satisfactorily fulfil the role of a marriage celebrant including the ability to interpret legal requirements and Commonwealth policies and procedures
  - using appropriate ritual and symbols in ceremony
  - language competence to provide clear information, listen to and understand the needs of marrying couples and clarify ceremony instructions
- Apply problem solving skills including the ability to work with a group and calmly manage disruptions
- Demonstrate effective presentation skills, including:
  - presenting materials for ceremony professionally; and controlled assembly of wedding party and guests with discretion
  - effective projection of voice and ability to work in public before an audience
  - discretion in terms of any perceived or actual disruption during ceremony
  - conducting ceremony with flow and continuity
  - introducing couple in the manner previously agreed
  - presentation of a complete and professional folder of ceremony to couple
  - demonstrating respect and courtesy to wedding party, guests and other participants (i.e. photographer, musicians, translator) before, during and following the ceremony
  - consultation and presentation skills including an ability to convey an attitude of professionalism and compassion
  - using effective problem solving skills to clarify any legal or other business issues arising
  - departing tactfully and at the appropriate time
- Demonstrate management and administrative skills, including:
  - effectively using techniques for monitoring own service area including client satisfaction
  - applying numeracy skills including satisfactory record-keeping
  - being honest and open in terms of fees and what monies are refundable and in what circumstances [note: this needs to be conveyed at the first interview with the couple]

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REQUIRED SKILLS AND KNOWLEDGE

- using effective time management skills to ensure arrival at venue at agreed time
- checking any equipment or resources as necessary
- following up on any outstanding issues
- contributing to revision of procedures and guidelines as appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- For assessment of aspiring marriage celebrants, this unit is most appropriately assessed by the observation of a simulated interview with marrying couple and simulated ceremony or through role play and the completion and submission of documents
- For existing marriage celebrants choosing to be assessed against the competencies, this unit is most appropriately assessed prior to and during the conduct of a marriage ceremony and the completion and submission of completed documents
- Assessment should enable assessment of response to a diverse range of marrying couples in a range of situations
- A diversity of assessment tasks is essential for holistic assessment

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - relevant or appropriately simulated environment where assessment can take place
  - relevant legislation, guidelines, Code of Practice, and range of required documentation

Method of assessment may include:

- Observation of simulation and/or role play of interview with marrying couple
- Observation of simulation and/or role play of ceremony
- Evidence during process for assessment of accurate completion of required documentation prior to ceremony and correct finalising of documents for forwarding to Registry Office following ceremony
- Evidence of knowledge of all elements of Code of Practice/Marriage Act and its Regulations
- Evidence of the appropriate use of ceremony and symbolism

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Secure storage of documentation includes:

- Addressing storage requirements including appropriate types of storage for marriage records
- Ensuring that records can be kept secure for at least six years
- Addressing specific documentation requirements for:
  - religious registers
  - civil celebrant certificates
- Maintenance of record-keeping sheets

Marriage regulations includes:

- Knowledge of and adherence to the Marriage Regulations

Other relevant legislation: *includes*

- Knowledge of aspects of Commonwealth Migration, Privacy, Trade Practices, Commonwealth Statutory Declarations, Discrimination and Copyright Acts relevant to performing the role of a marriage celebrant
- Knowledge of State/territory discrimination laws.
- Knowledge of the processes and procedures of State/territory Registrars of Births, Deaths and Marriages

Code of Practice includes:

- Knowledge of and adherence to the Code of Practice for Marriage Celebrants as specified in the Marriage Regulations

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RANGE STATEMENT

Relationship education services includes:	• Information about the availability of relationship education services is provided in accordance with the Code of Practice
Communication includes:	• Effective and professional communication with marrying couple • Ceremony options presented to marrying couple for consideration This may vary taking account of whether the ceremony is civil or religious • Marrying couple's needs identified This may vary taking account of whether the ceremony is civil or religious • Feedback sought from marrying couple employing a range of techniques • Feedback used to improve service • Collaboration with colleagues sought to develop, maintain and improve skills and resources
Administrative/business management skills includes:	• Privacy, security and confidentiality of marrying couple documentation and communications maintained • All forms and procedures completed accurately and within the required timeframe as specified in the Marriage Act • All relevant materials provided to marrying couple in a timely and professional manner • All documentation available and accurately completed within the required timeframe and lodged appropriately as specified in the Marriage Act • Documentation collected and stored securely and appropriately
Presentation includes:	• Ceremony presentation is accurate and professional • Orderly progression of ceremony, as agreed to with marrying couple, is facilitated • The roles of ceremony participants or other service providers, where relevant, are confirmed

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Unit Sector(s)

Not Applicable

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CHCCEL406A Identify and address client needs in a celebrancy role

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by celebrants to work with clients in the celebrancy context to clarify their needs and identify services to address those needs

Application of the Unit

Application	This unit is suitable for individuals seeking to work in a range of celebrancy contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain client relationships	1.1 Use appropriate language and interpersonal skills to introduce self and establish rapport with clients
	1.2 Interact with clients in a manner that reflects standards and code of ethics relevant to celebrancy and promotes positive client participation
	1.3 Demonstrate courtesy respect for *individual differences* in all dealings with clients
	1.4 Support the client's interests, rights and decision-making and aim to generate a trusting relationship
	1.5 Maintain confidentiality and privacy of client within standards and code of ethics relevant to celebrancy

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ELEMENT	PERFORMANCE CRITERIA
2. Clarify *client needs*	2.1 Communicate with client effectively and professionally about required ceremony/ritual 2.2 Identify and confirm *client needs* and preferences, sensitively and comprehensively, including particular civil or religious focus 2.3 Assist client to identify preferences by presenting a range of options for consideration, if appropriate, and confirm preferred option/s 2.4 Recognise and take into account cultural and social differences and the extent to which different values may lead to variations in expectations of clients from different backgrounds and ages 2.5 Apply knowledge of human development and psychology of transitions to determine specific nature of client requirements 2.6 Advise clients that they may determine/author their ceremony and provide guidance as required to clarify issues relating to legislative and regulatory requirements, tradition and specific aspects of various ceremony options discussed 2.7 Review potential venues/settings in consultation with clients, advising on issues relating to preferred setting if required
3. Match services to client needs	3.1 Identify appropriate services from the range of services offered by the celebrant to match client needs 3.2 Advise client of appropriate referral agency/ service where client needs fall outside the celebrancy role 3.3 Provide clients with up-to-date information about services available to match their needs in a timely manner 3.4 Ensure all advice to clients about available services is consistent with current relevant legislative and statutory requirements 3.5 Undertake appropriate record-keeping and reporting in accordance with defined procedures

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ELEMENT	PERFORMANCE CRITERIA
4. Follow up ceremony	4.1 Seek client feedback using various techniques
	4.2 Use feedback to continuously improve service
	4.3 Seek collaboration with colleagues to develop, maintain and improve own skills and resources

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislative and statutory requirements and provisions relating to provision of celebrancy services
- Standards and code of ethics relevant to celebrancy
- Stages of human development and broad knowledge of psychology of change as a basis for determining specific nature of client requirements
- Recognition of range of ritual and ceremonial expression across different cultures
- Understanding of importance in relation to celebrancy of:
  - client-centred focus
  - ethical and moral issues
  - distinctions between religious and civil ceremony content i.e. Church vs State issues
- Understanding and awareness of cultural rights, multicultural contributions, and the place of the arts in culture and ceremony

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Determine and understand client needs and expectations and assist clients to feel at ease
- Demonstrate effective communication skills, including:
  - providing clear information, listening to and understanding the needs and expectations of clients, and clarifying ceremony requirements
  - maintaining awareness of and sensitivity to clients needs (e.g. sensitivity to issues of ethnic, religious beliefs, cultural background, language levels, personal capabilities of clients)
  - confirming procedures with translator as necessary
- Identify client needs and expectations and match available services to address those

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REQUIRED SKILLS AND KNOWLEDGE

needs, in conjunction with the client

- Demonstrate respect and courtesy to clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Personalise a ceremony or ritual to address specific identified client needs and expectations
- Demonstrate language and literacy competence, including:
  - literacy competence to satisfactorily fulfil the role of a celebrant including the ability to interpret legal requirements
  - language competence to provide clear information, listen to and understand the needs of clients and clarify ceremony instructions
- Convey an attitude of professionalism and compassion
- Use effective problem solving skills to clarify any legal or other business issues arising

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- For aspiring celebrants, this unit is most appropriately assessed by the observation of a simulated meeting with client and simulated ceremony or through role play and the completion and submission of documents
- For existing celebrants choosing to be assessed against the competencies, this unit is most appropriately assessed prior to and during the conduct of a ceremony and the completion and submission of completed documents
- Assessment should enable assessment of response to a diverse range of clients in a range of situations
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit may include access to:
	  • relevant or appropriately simulated environment where assessment can take place
	  • relevant legislation, guidelines and range of required documentation

Method of assessment may include:	• Observation of simulation and/or role play of client interview • Observation of simulation and/or role play of ceremony • Evidence of completion of documentation if required • Evidence of the appropriate use of ceremony and symbolism

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Individual differences may relate to:	• Cultural • Age and developmental status • Economic • Social • Gender • Physical • Emotional • Language • Spiritual
Client needs may include:	• Religious • Cultural • Spiritual • Ceremonial
Client information may include:	• Personal and confidential information provided by the client and/or referring person • Client feedback data • Information resulting from meetings with the client

Unit Sector(s)

Not Applicable

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CHCCH225A Prepare to work in social housing

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for the context within which social housing work occurs

Application of the Unit

Application	This unit may be applied in a range of community services work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the *context* of the social housing	1.1 Demonstrate understanding of the role of social housing sector
2. Develop knowledge of the social housing sector	2.1 Ensure all work reflects the knowledge of the current issues which impact on the sector and *different models of work*
3. Demonstrate commitment to the *central philosophies of the social housing sector*	3.1 Demonstrate a *commitment to access and equity principles* in all work in the sector 3.2 Where appropriate, ensure clients participate in all aspects of service planning and support activities as required 3.3 Identify personal values and attitudes regarding social housing and take them into account when planning and implementing all work activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of community delivered service provision
- Holistic and client-centred service
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Awareness of components of the social housing sector, including:
  - homelessness
  - crisis management
  - crisis refuges - youth and family violence
  - cooperatives
  - transitional housing
  - long term housing
- Policy, regulatory, legislative and legal requirements include:
  - residential tenancy legislation or equivalent
  - legislation underpinning the principles of privacy, equal opportunity, individual rights, and freedom of information

and may include:

  - housing legislation, as appropriate
  - National Community Housing Standards
  - Disability Services Act and standards
  - national housing policy
  - relevant state based legislation
- Context of social housing provision, including: historical, social, political and economic aspects
- Current issues facing clients and existing services to address their needs and rights

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REQUIRED SKILLS AND KNOWLEDGE

- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Legal system:
  - courts
  - police powers
  - court reports
  - tribunals
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of own work role within the context of the social housing sector
- Demonstrate understanding of organisation role within the context of the social housing sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Prepare reports so that the information and organisation of information is appropriate to its purposes and audience
- Work as part of a team or as a sole worker
- Demonstrate the application of skills in:
  - interpersonal communication with clients and other stakeholders
  - problem solving

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • This unit must be assessed with all other specialisation units chosen as part of a package at a particular Australian Qualifications Framework level
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment may include:

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Statutory framework within which work takes place
- Changing social context of work e.g. consumer centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants

Different models of work in the sector may include:

- Housing management
- Tenancy management
- Tenancy support
- Tenancy advice/advocacy
- Community development and education
- Case management

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RANGE STATEMENT

Stakeholders may include:	• Consumers/service users/clients/members/tenants • Local community • Community organisations • Government representatives and service providers • Peak bodies and networks in the sector • Management, colleagues, team members
Central philosophies of the social housing sector may include:	• A social justice perspective • Community development approach • Housing as a right not a privilege • A holistic and consumer-centred approach • Commitment to meeting the needs and upholding the rights of consumers • Commitment to empowering the consumer
A commitment to access and equity principles includes:	• Creation of a consumer oriented culture • A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Unit Sector(s)

Not Applicable

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CHCCH301C Work effectively in social housing

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH301B Work effectively in social housing	CHCCH301C Work effectively in social housing	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required for the context within which social housing work occurs

Application of the Unit

Application This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the *context* of the social housing sector	1.1 Work with an understanding of the role of the social housing sector 1.2 Ensure all work in the sector reflects consideration of the historical *context* of the sector 1.3 Ensure all work reflects consideration of the changing social, political and economic context, including community housing, public housing, homelessness, supported housing, transitional housing and crisis housing 1.4 Apply legal and ethical requirements appropriate to work role
2. Develop knowledge of the social housing sector	2.1 Apply knowledge of the *current issues* which impact on the sector and *different models of work* 2.2 Collect and use the views of key *stakeholders and representatives* from relevant target groups when collecting information about the social housing sector

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate commitment to the central philosophies of the social housing sector	3.1 Demonstrate consideration and understanding of the *underpinning values and philosophies* of the sector in all work undertaken 3.2 Demonstrate a *commitment to access and equity principles* in all work in the sector 3.3 Where appropriate, ensure clients participate in all aspects of service planning and support activities as required 3.4 Identify personal values and attitudes regarding social housing and take these into account when planning and implementing all work activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Components and structure of the social housing sector (range and variety of service provision) including:
  - homelessness
  - crisis management
  - crisis refuges - youth and family violence
  - cooperatives
  - transitional housing and
  - long term housing
- Causal and structural issues of homelessness
- Context of social housing provision, including: historical, social, political and economic aspects
- Current issues facing clients and existing services to address their needs and rights
- Early intervention including sustaining tenancies
- Funding requirements
- Holistic and client-centred service
- Impact of homelessness including social, economic and psychological
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Legal system:
  - courts
  - police powers
  - court reports
  - tribunals
- Organisation procedures relating to:
  - safety issues and prevention in social housing work, including basic home fire safety
  - emergency response
  - security
- Organisation's role within the context of the social housing sector

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REQUIRED SKILLS AND KNOWLEDGE

- Own work role within the context of the social housing sector
- Policy, regulatory, legislative and legal requirements include:
  - residential tenancy legislation or equivalent
  - housing legislation, as appropriate
  - legislation underpinning the principles of privacy, equal opportunity, individual rights, and freedom of information
  - Human Rights Charter or equivalent

and may include:

  - National Community Housing Standards
  - community service standards and guidelines
  - SAAP guidelines and requirements
  - Disability Services Act and standards
  - national housing policy
  - Cooperatives Act or other equivalent governing legislation
  - relevant state based legislation
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Principles of community delivered service provision
- Principles and practices of:
  - ethics and values
  - confidentiality
  - duty of care
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to apply knowledge of:

- Own work role within the context of the social housing sector
- Organisation's role within the context of the social housing sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Conduct interpersonal communication with clients and other stakeholders
- Demonstrate the application of skills in:
  - problem solving

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REQUIRED SKILLS AND KNOWLEDGE

- effective use of relevant information technology in line with work health and safety (WHS) guidelines
- Prepare reports so that the information and organisation of information is appropriate to its purposes and audience
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work as part of a team or as a sole worker

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • This unit must be assessed with all other specialisation units chosen as part of a package at a particular Australian Qualifications Framework level

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
- Economic context e.g. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs
- Historical context of work e.g. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants
- Political context e.g. government policies and initiatives affecting social housing work
- Statutory framework within which work takes place

Current issues include:

- Complex needs
- Disability
- Domestic and family violence
- Drug and alcohol issues
- Homelessness and risk of homelessness
- Housing availability and affordability
- Mental health
- Needs of migrants and recent arrivals

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RANGE STATEMENT

Different models of work in the sector may include:	• Case management • Community development and education • Homelessness and crisis management (within confines of organisation policy and guidelines) • Housing management • Tenancy advice/advocacy • Tenancy management • Tenancy support
Stakeholders and representatives may include:	• Community organisations • Consumers/service users/clients/members/tenants • Government representatives and service providers • Local community • Management, colleagues, team members • Peak bodies and networks in the sector
The underpinning values and philosophies of the sector may include:	• A holistic and consumer-centred approach • A social justice perspective • Commitment to empowering the client • Commitment to meeting the needs and upholding the rights of consumers • Community development approach • Housing as a right not a privilege
A commitment to access and equity principles include:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Creation of a consumer oriented culture • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

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RANGE STATEMENT

Basic home fire safety includes knowledge of:	• Behaviour that may contribute to fire injury and/or fatality • High fire risk groups • Optimum placement of smoke alarms • Referring client for smoke alarm installation and maintenance • Role of a working smoke alarm • Smoke alarm testing and cleaning • Types of smoke alarms

Unit Sector(s)

Not Applicable

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CHCCH317A Respond to property maintenance enquiries

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for application where housing workers and/or community service workers are required to respond to maintenance enquiries relating to social housing properties

Application of the Unit

Application

This unit applies to property found in urban, semi urban and non-urban environments, as well as low, medium and high-density housing estates and within Body Corporate arrangements

It also applies to both publicly owned and managed properties, as well as privately owned and leased properties

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply a client-focused approach to maintenance	1.1 Apply understanding of the role of responsive maintenance in the social housing context
	1.2 Apply understanding of property maintenance and principles of the asset maintenance system in the context of provision of social housing
	1.3 Apply understanding of the importance of a quality client focused service
	1.4 Address *client* in a courteous and professional manner
	1.5 Promptly establish client requirements and degree of urgency
	1.6 Identify impact of *relevant legislation* or organisation policy for dealing with enquiry and ability to respond
	1.7 Allocate a priority to *enquiries* requiring additional research and arrange for follow up
	1.8 Ensure communication addresses needs of diverse client groups and clarifies technical building issues

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ELEMENT	PERFORMANCE CRITERIA
2. Research information relevant to enquiry	2.1 Identify information relevant to client needs from organisation and industry sources as required 2.2 Assess accuracy and type of information available from client to determine if an on-site *inspection*, or further action is required 2.3 Assess probability of associated problems and impact on property operations from available information and advise other parties where appropriate
3. Determine suitable response	3.1 Prepare response to the enquiry within organisation and legislative time requirements 3.2 Establish need for written/verbal response or action in accordance with organisation and legislative requirements and nature of enquiry 3.3 Provide client with options and alternatives where appropriate 3.4 Ensure response is consistent with industry codes of practice and relevant legislation
4. Communicate advice and information	4.1 Present written and verbal responses in clear and simple terms so that they can be understood 4.2 Provide property information for routine and specified enquiries where these service client requirements 4.3 Promptly attend to client requirements for follow up information 4.4 Seek feedback from client to ensure satisfaction with response where appropriate 4.5 Schedule and confirm *relevant bookings* with client

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ELEMENT	PERFORMANCE CRITERIA
5. Update relevant files and records	5.1 Complete *documentation* in accordance with organisation procedures 5.2 Promptly advise relevant staff of work allocations 5.3 Collate information on the type and source of enquiries to identify maintenance trends 5.4 Collate and analyse feedback from tenants 5.5 Recommend changes to policy or service provision as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Business operations, budget restraints and property maintenance processes
- Organisation's property maintenance policies and procedures
- Relevant industry codes of practice and regulations
- Organisation's computer systems and processes
- Types of client expectations, including diversity of clients with complex needs
- Legislative constraints and timelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Achieve client satisfaction with manner and approach to enquiry, including the ability to change communication style where appropriate
- Review the actual work performed under normal industry operating conditions
  If assessment of this is not practicable, evidence obtained in simulated environments may be substituted
- Follow asset management principles

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Access internal and external property information
- Demonstrate the application of skills in:
  - telephone client relations

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REQUIRED SKILLS AND KNOWLEDGE

- interpersonal interactions
- dispute resolution
- verbal and written communication
- questioning and listening

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment of competency may be made through practical demonstration in the work environment or in an industry approved simulated work environment • Assessment should incorporate case files of work records demonstrating diversity of application of the performance criteria • It is recommended that assessment of this competency includes handling a client enquiry from at least four different client types with different client needs

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to
  - a work environment or relevant simulated work environment where assessment can take place
  - an appropriate property recording system

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

This unit is relevant to activity within the following market sectors:

- Public housing
- Community housing
- Supported accommodation programs
- State government
- Affordable housing
- Crisis accommodation

Enquiries may include:

- Repairs to rented premises
- Lease enquiries
- Property management policy/procedures
- Repairs to rented premises
- Complaints about non-compliance with lease or contract
- Maintenance charges against tenants

Inspection may cover:

- Proposed property uses
- Site conditions
- Lease compliance
- Demonstrations

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RANGE STATEMENT

Client may include:	• Management • Business owners • Specialist consultants and advisers • Other property companies • Tenants • Contracted and casual tradespersons
Relevant bookings may include:	• Visits • Meetings • Inspections • Demonstrations • Work orders to tradespersons • Reports from specialist consultants
Documentation may be manual or computerised and may include:	• Enquiry records • Financial records • Schedules • Diary entries • Client histories • File notes • Property condition records • Tenancy records
Relevant legislation (*Federal, State and Local*) *and industry codes of practice cover areas including*:	• The market sector • Environment • Construction • Land use • Zoning • Native title • Utility use (water, gas, electricity) • Freedom of information • Consumer affairs

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Unit Sector(s)

Not Applicable

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CHCCH410B Manage and maintain tenancy agreements and services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH410A Manage and maintain tenancy agreements and services	CHCCH410B Manage and maintain tenancy agreements and services	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to manage tenancy agreements and associated housing services, including termination, where necessary, for application in agencies responsible for sustainable tenancy management

Application of the Unit

Application

This unit is to be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Correctly complete tenancy agreement	1.1 Complete all necessary clerical and administrative functions as required
	1.2 Make suitable appointment time for signing and organise interpreters, if necessary
	1.3 Complete property conditions report
	1.4 Inform clients of documentation and money required prior to sign-up
	1.5 Advise clients of the rebate and rental payment options when necessary
	1.6 Supply clients with all *relevant information*
	1.7 Address all *legal requirements* in respect of executing agreements
	1.8 Organise documentation and legal representation for 'under age' client prior to signing tenancy agreement

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ELEMENT	PERFORMANCE CRITERIA
2. Explain the range of housing services provided to new tenants	2.1 Provide information on rent payment systems and housing providers expectations with regard to tenant rent payment and arrears 2.2 Where applicable, provide information on rental bonds, in accordance with the organisations policies and procedures and rental bond legislation, to new tenants 2.3 Follow relevant organisation or department policies and procedures 2.4 Explain the maintenance system e.g. urgent, priority, normal, after hours to new tenants 2.5 Explain the rental rebate system and grievance procedures to new tenants 2.6 Explain other services provided by the organisation as applicable 2.7 Make explanations simply and clearly, taking into account cultural, mental, physical and intellectual differences of tenants
3. Recognise crisis and the need for immediate intervention	3.1 Utilise specialist expertise of other agencies and community services as appropriate 3.2 Apply organisation procedures to *crisis situations* 3.3 Respond appropriately to individuals who are experiencing homelessness or who are at risk of becoming homeless 3.4 Work with understanding of legal and duty of care requirements when dealing with young people who are experiencing or at risk of becoming homeless 3.5 Make appropriate referrals for individuals who are experiencing homelessness or who are at risk of becoming homeless

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ELEMENT	PERFORMANCE CRITERIA
4. Promote landlord and tenant responsibilities (per the tenancy agreement)	4.1 Ensure maintenance of dwellings through inspections and review of complaints 4.2 Manage rental accounts in accordance with current guidelines 4.3 Manage rental bonds, if applicable, in accordance with organisations policies and relevant legislation 4.4 Monitor and act upon nuisance and annoyance incidents in accordance with organisation guidelines 4.5 Ensure clients are made aware of their rights and responsibilities, including landlord responsibilities
5. Respond to *tenant's changing needs*	5.1 Implement criteria for succession to proceed 5.2 Display sensitivity to client circumstances 5.3 Request and *note supporting documentation* 5.4 Check supporting documentation for accuracy and use in decision-making process 5.5 Consider *asset management issues*
6. Manage tenancy termination processes, where necessary	6.1 Apply understanding of *reasons for tenancy termination* 6.2 Apply correct understanding of tenancy termination processes 6.3 Follow termination procedures of organisation, including fulfilling legal requirements 6.4 Maintain client confidentiality within organisation policies and procedures 6.5 Assist tenants, where appropriate, including referrals to appropriate tenant/advocate/legal representation 6.6 Complete all documentation and filing, as required

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ELEMENT	PERFORMANCE CRITERIA
7. Facilitate appeal process, where necessary	7.1 Demonstrate understanding of appeal process and client right of appeal and use in work role 7.2 Give client a clear explanation of appeal process 7.3 Encourage clients to present all facts relevant to appeal 7.4 Gather information on changes in circumstances and use to inform appeal process 7.5 Arrange an interview if necessary and assess the need for an interpreter or advocate 7.6 Request relevant information during interview 7.7 Review facts obtained previously and make decision as per delegation 7.8 Document decision
8. Take appropriate action in response to a complaint	8.1 Investigate complaint appropriately by listening to the person lodging the complaint and visiting parties concerned and neighbours 8.2 Conduct investigation to determine if the client has attempted to resolve the problem e.g. talked to neighbours, contacted police, council, department of community services 8.3 Decide whether *intervention* should be taken by organisation 8.4 Document case if decision is made that the organisation should intervene 8.5 Gather information, reports, etc. from tenants, neighbours, police, tenant groups, etc. 8.6 File a comprehensive record of complaint and action taken

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ELEMENT	PERFORMANCE CRITERIA
9. Use other agencies to assist in resolving a problem	9.1 Seek other relevant people's opinions via confidential interviews when necessary 9.2 Consider all options 9.3 Mediate between involved parties in an attempt to resolve situation satisfactorily 9.4 Adhere to legal responsibility of reporting alleged criminal behaviour

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- All aspects of the rental system, including knowledge of residential tenancy legislation
- Grievance procedures
- Rights and responsibilities of clients and the organisation
- Organisation's complaints process
- Principles of sustaining tenancies
- Socioeconomic impact of homelessness
- Primary, secondary and tertiary definitions of homelessness

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate compliance with legislative and organisation requirements
- Respond appropriately to immediate client needs, including needs of individuals who are experiencing homelessness or who are at risk of becoming homeless

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - effective customer relations
  - administration to manage tenancy arrangements
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit must be assessed in realistic workplace situations or relevant simulated work environments
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
Method of assessment:	• Assessment may be via observation, questioning and examination of documentation

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant information may be gathered:

- From written sources
- By observation
- From inside the organisation
- From external sources

Relevant information may be delivered in the form of:

- Informal discussion
- Structured interview
- Leaflets/brochures
- Correspondence/written reports
- Audio-visual
- Newsletters/circulars
- Posters/graphic representation

Advise clients may include, but is not limited to:

- Rights and obligations - Residential Tenancy Act
- Rights and obligations in relation to policies and procedures of housing provider
- Rights and obligations under other legislation related to residential tenancies
- Location of type of housing providers and/or related support agencies available

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RANGE STATEMENT

Information or advice may be provided in the form of, but not restricted to:	• Informal discussion • Structured interview • Telephone discussion • Written information, pamphlets, brochures, newsletters, etc • Posters/graphic representations • Audio-material
Other information that may be provided to new tenants is:	• Tenant handbook • Relevant brochures: • Payment options • Contact details for the organisation • Guarantee of service • Maintenance procedures • Rebates process • Mutual exchange • Local government regulations (services provided) • Community information • Special services specific to allocated area
Legal requirements may be detailed in:	• Residential Tenancies Act and regulations
Eligibility criteria for tenants are outlined in:	• Current Housing Authority guidelines • Community Housing Policy • Public housing policy
Crisis situations may include:	• Extensive property damage • Tenant experiencing family violence • Deaths in the property
Tenant's changing needs may include:	• Succession • Change in household circumstances (e.g. increase or decrease in size • Need for disability modifications

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RANGE STATEMENT

Supporting documentation may be:	• Proof of meeting housing body eligibility requirements e.g. identification and income
	• Proof of circumstance:
	  • Marriage certificate
	  • Death certificate
	  • Search on 'rebate'
	  • Custody documents
	  • Statutory declaration from outgoing tenant agreeing to succession of tenancy

Note support documentation may be carried out:	• By photocopying documentation
Asset management issues may include:	• Assets 'under occupancy' • Disposal • Redevelopment • Sale
Intervention may include:	• Referral to Community Justice Centre • Referral to Community Health Centre • Referral to housing information services • Referral to other community support services
Options to resolve a problem may include:	• Rehouse one or more tenants • Mutual exchange • Referral to Community Justice Centre or other legal resources • Involvement of Community Health Centre • Proceed to Residential Tenancy Tribunal for orders - nuisance and annoyance
Reasons for tenancy termination may include:	• Voluntary (e.g. instigated by tenant) • Involuntary (e.g. eviction) • Abandonment • Tenant no longer eligible for assistance (e.g. no longer meets *eligibility criteria*)

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Unit Sector(s)

Not Applicable

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CHCCH411A Manage housing application processes

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for processes involved in managing housing applications

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist client with information and provide relevant brochures/ application form re organisation policy and procedures	1.1 Provide information to clients on *current organisation policies* and procedures in relation to entitlements 1.2 Provide assistance to ensure equal access/opportunity to organisation services 1.3 Provide assistance within own work role/ responsibilities 1.4 Provide information on other relevant welfare agencies, if required and refer as appropriate 1.5 Establish client information needs promptly 1.6 Select appropriate form/information and provide to client

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ELEMENT	PERFORMANCE CRITERIA
2. Receive and receipt application	2.1 Accept completed application forms from client/s 2.2 Check application to determine if it has been completed correctly and fully 2.3 Identify and investigate false statements 2.4 If form is incomplete or information incorrect, take steps to obtain missing or correct information 2.5 Receipt application in a manner which is consistent with organisation requirements
3. Assess application for funding	3.1 Assess application to determine client's choice of location, dwelling type and special requirements 3.2 Use previous records when assessing current application to determine if client has made a previous application, received assistance or been a tenant on a previous occasion 3.3 Assess household complement to determine correct bedroom entitlement within current guidelines 3.4 Ensure equal access/opportunities to organisation services 3.5 Assess application using current eligibility criteria, determine decision and documented it according to organisation procedure
4. Manage waiting lists	4.1 Place client on the appropriate waiting list 4.2 Notify clients of decision

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A wide range of services and resources which will be useful for tenants and prospective tenants
- Organisations recording and reporting systems
- Effective communication strategies
- Allocation zones and respective waiting lists
- Knowledge of eligibility criteria
- Knowledge of eligibility procedure on computer system
- Organisation requirements for receiving and receipting applications, including use of computer systems
- Agency policies, procedures in relation to entitlements
- Computer systems in use
- Temporary and emergency accommodation protocols and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of current policies and procedures in relation to entitlements when providing information and assessing applications for assistance
- Meet information requirements of client
- Use information sources identified in the Range Statement
- Provide appropriate forms (application, wage report, aboriginality, etc.) to clients
- Understand purpose of and carry out stamp procedures for forms
- Check completed form for accuracy, client signature and required documentation
- Use computer system to check for records of previous action
- Process application to clear checklist items

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REQUIRED SKILLS AND KNOWLEDGE

- Enter application details, admit to waiting list and queue appropriate letters
- Understand/implement FOI policy/principles/procedures

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - interview techniques
  - computer work
  - analysing information against policy and procedure

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit should be assessed in the workplace or through a relevant simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to
  - a workplace where assessment can be conducted, or a realistic simulated workplace setting

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Current organisation policies may include:

- First and second approvals
- 'One offer'
- Removal of people from waiting list
- Reviewing process (6-12 months)
- Number of bedrooms (eligibility criteria)
- Income (eligibility criteria)
- Queue control
- Hard to lets
- Knowledge of delegations
- Process for ineligible applications

Information will be gathered:

- By speaking to others
- From written sources
- By observation
- From inside the organisation
- From external sources

Information will be delivered in the form of:

- Informal discussion
- Structured interview
- Leaflets/brochures
- Correspondence/written reports
- Audio-visual
- Newsletters/circulars
- Published material
- Posters/graphic representation

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Unit Sector(s)

Not Applicable

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CHCCH412C Manage housing allocations

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for administration of housing allocation

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Match resources to client needs	1.1 Interview *client* to organisation standards to identify level of need
	1.2 Conduct interviews in a manner which meets organisation requirements and standards
	1.3 Assess client needs against the organisation's products and services
	1.4 Advise client of outcome according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Manage re-housing applications	2.1 Conduct an interview to determine eligibility for re-housing 2.2 Review client's supporting documentation according to organisation procedures 2.3 Assess re-housing approvals to ensure they are in line with current guidelines 2.4 Advise clients of rehousing decision and appeals rights if declined 2.5 Offer alternative options to clients if rehousing is declined 2.6 Review eligibility 2.7 Document decision according to organisation procedures
3. Coordinate tenant relocation during redevelopment, decanting or emergency	3.1 Liaise with client and *relevant agencies and community workers* to assess options 3.2 Identify client re-location options and assess client needs so accommodation needs can be met 3.3 Organise physical re-location in accordance with organisation policy and procedures
4. Implement *priority housing criteria*	4.1 Identify critical elements of applications 4.2 Assess previous tenancy records 4.3 Make appropriate referrals to outside agencies according to organisation procedures 4.4 Record client outcomes in relation to organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Interview processes
- Cultural protocols and systems
- Communication and decision-making processes
- Relevant information management protocols
- Range of available and/or appropriate services
- Alternative 'Mutual Exchange' and the 'Mutual Exchange Register' or equivalent
- Factors and level of risk in relation to domestic violence issues and harassment
- Assessment processes to determine appropriate stock or bedroom category for household complement
- Review processes for eligibility according to organisation policy
- Asset management issues i.e. financial assets, budgetary constraints, exercising business judgement
- Processes to identify rehousing circumstances where direct, immediate relocation are required
- Alternative options such as mutual exchange, SRS, DRS subsides, rental assistance scheme or referral to support agencies or equivalent

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply policies and procedures within the organisation
- Apply appropriate policies and legislative requirements at the Residential Tenancies Tribunal or equivalent
- Involve stakeholders in evaluation of organisation's policies in relation to housing allocation
- Apply computer systems, where available, particularly 'letting enquiry queue' to advise client of approximate waiting time in preferred area of choice
- Implement, where relevant, computer rehousing module or equivalent

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Review and develop policy
- Interpret and analyse policies, guidelines and legislation
- Demonstrate the application of skills in:
  - interview techniques
  - negotiation, mediation and conflict resolution
  - highly developed written communication skills
  - effective verbal communication

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit should be assessed in the workplace or through a relevant simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to
  - a workplace where assessment can be conducted, or a realistic simulated workplace setting

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- New service users
- Existing service users seeking re-housing
- Clients of other housing services

Priority housing criteria may be based upon:

- Organisation policy or guidelines
- As directed by relevant departmental/funding guidelines

Relevant agencies and community workers include:

- Telstra
- Emergency services
- Gas company
- Removalists
- Welfare and community agencies
- Relevant government agencies/organisations

Unit Sector(s)

Not Applicable

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CHCCH413A Manage tenancy rent, charges and rental arrears

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to manage all aspects of tenancy rent and other tenancy related charges

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement organisation policy and procedures re rental management	1.1 Calculate rents using organisation procedures and appropriate computer information systems 1.2 Conduct rent reviews using organisation procedures and fulfilling *legal requirements* 1.3 Discuss rent calculations and rent reviews with relevant parties/tenants as appropriate 1.4 Document actions as required
2. Implement organisation policy and procedures re arrears and rental management	2.1 Regularly update rental account and tenant charge systems to maintain currency and accuracy 2.2 Discuss rental accounts in arrears and tenant debts with relevant parties/tenants and negotiate arrears and/or debt agreement/offers with tenant

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ELEMENT	PERFORMANCE CRITERIA
3. Manage arrears and tenant debt procedures	3.1 *Reconcile accounts* taking into consideration all pending adjustments 3.2 Prioritise accounts requiring action 3.3 Apply early intervention strategies to maximise sustainability of tenancies 3.4 Contact tenant when account is in arrears 3.5 Review systems generated arrears and/or debt letters for appropriateness, alter as necessary and issue to tenant
4. Review client payment history	4.1 Access rental account and tenant charge systems to gather information on client payment history 4.2 Review client payment history 4.3 Monitor total debt 4.4 Take decision to terminate tenancy, only after all other options have been explored
5. Analyse and interpret financial performance	5.1 Collect and analyse information in required timeframe 5.2 If tenant is in arrears/debit, feasible optional identify strategies in accordance with organisation goals
6. Initiate *recovery actions* on accounts in arrears	6.1 Carry out *recovery actions* on accounts in arrears 6.2 Make referrals to other government and non government agencies (e.g. credit and debit counselling, Salvation Army etc.), as required 6.3 Record actions taken according to organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
7. Utilise computer software, or equivalent, relating to arrears management	7.1 Complete arrears and/or tenant debt reports which provide sufficient information to support further action 7.2 Monitor offers to repay arrears/debts 7.3 Update computer information systems, or equivalent, as required
8. Implement organisation/government policy/procedures re eviction process	8.1 Maintain client confidentiality within organisation policies and procedures 8.2 Liaise with outside agencies to ensure customer is given every opportunity for assistance 8.3 Enlist support of outside agencies to assist in resolution of arrears 8.4 Fulfil *legal requirements* in relation to termination of tenancy 8.5 Document actions 8.6 Consider all options available 8.7 Negotiate tenant/advocates/legal representation 8.8 Follow eviction procedures of organisation
9. Recognise/analyse client circumstances	9.1 Treat clients with consideration and respect 9.2 Respond to customer circumstances/inquiries 9.3 Undertake office/field interviews, as required 9.4 Conduct client service visits in accordance with organisation policies and procedures 9.5 Complete records of visits/interviews, as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Key elements of rental management and rent arrears management
- Principles for sustaining tenancies and early intervention strategies
- Factors which signal difficulties in tenancies in relation to payment of rent
- Factors related to establishing clear and appropriate processes of communication with tenants in relation to rental management
- Rental account system and its operation within the organisation
- Computer systems used in the organisation
- Client confidentiality
- Eviction procedures
- Legal requirements in relation to termination of tenancies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply policies and procedures within the organisation
- Apply appropriate policies and legislative requirements at the Residential Tenancies Tribunal or equivalent
- Involve stakeholders in evaluation of organisation's policies in relation to rental management

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Interpret and analyse legislation
- Calculate rents, rebates, other relevant subsidies
- Demonstrate the application of skills in:
  - mediation and conflict resolution
  - policy development and review

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit should be assessed in the workplace or through a relevant simulation

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to
  - a workplace where assessment can be conducted, or a realistic simulated workplace setting

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Reconcile accounts involves:

- Appropriate assessment of rent rebate entitlements (including interpretation of income statements and supporting documentation)
- Investigation of tenant charges

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RANGE STATEMENT

Recovery actions may include:	• Negotiations with tenant/s • Initiation of legal action to recover debt, if alternative forms of negotiation have been unsuccessful, as per Department of Housing Arrears Management Strategy or equivalent
Legal requirements include:	• Residential Tenancies Act • Policies and procedures of Department of Housing or equivalent

Unit Sector(s)

Not Applicable

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CHCCH414C Manage rental assistance process

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to apply the process used in managing rental assistance

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine nature of client inquiry and access, resources / services, if appropriate	1.1 Identify referral options 1.2 Advise client of information and arrange interview 1.3 Review current/previous application and/or tenancies 1.4 Consider supporting documentation from client or relevant supporting agencies
2. Explain and implement assistance policy with applicant	2.1 Interview applicant with appropriate support people as identified 2.2 Complete assessment checklist or equivalent, explaining process to client

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ELEMENT	PERFORMANCE CRITERIA
3. Assess eligibility against criteria	3.1 Apply relevant assessment guidelines to determine eligibility 3.2 Determine level of assistance to be given 3.3 Document decision according to guidelines 3.4 Determine and document out-of-guidelines decisions according to policy 3.5 Advise applicant appropriately of assessment outcome

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Factors affecting need for rental assistance
- Relevant policy, procedures, legislation and statutory mandates
- Cultural protocols and systems
- Communication and decision-making processes
- Relevant documentation protocols
- Range of available services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Calculate level of assistance according to assessment criteria
- Apply relevant organisation statutory and legislative requirements
- Demonstrate knowledge of factors affecting need for rental assistance

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - conflict resolution, negotiation and mediation techniques
  - facilitation
  - high level writing skills
  - interpersonal and communication
  - interview processes

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
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- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to
  - a workplace where assessment can be conducted, or a realistic simulated workplace setting

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

Rental assistance may vary according to:	• Organisation policy • Relevant departmental guidelines
Relevant legislation, policies and guidelines may include:	• Residential Tenancies Act or equivalent • Housing policies and procedures of relevant department • Anti-discrimination legislation or equivalent

Unit Sector(s)

Not Applicable

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CHCCH416C Manage vacant properties

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to manage rental properties which have become vacant

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage vacancies	1.1 Implement allocations management policy to ensure targets are met for rehousing, immediate housing and wait-turn housing 1.2 Minimise rent loss through prompt restoration 1.3 Determine allocation, disposal or redevelopment of a vacant property using total asset management principles
2. Manage abandoned properties and goods	2.1 Confirm abandonment of property by inspection, and action according to Residential Tenancies Act 2.2 Assess *abandoned goods* and vehicles and arrange storage or disposal in accordance with the Residential Tenancies Act 2.3 Maintain security of property

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ELEMENT	PERFORMANCE CRITERIA
3. Property condition is assessed and managed	3.1 Undertake pre-vacation/post-vacation reports 3.2 Identify client charge items and obtain commitment 3.3 Maintain security of property 3.4 Void property and update computer system as appropriate 3.5 Prepare advice of vacant dwellings 3.6 Identify necessary repairs and cleaning 3.7 Raise orders on computer system 3.8 Arrange repairs and cleaning 3.9 Prepare final inspection and property condition report 3.10 Raise debit notes, as required
4. Identify vacant properties and implement arrears management procedures	4.1 Provide written acknowledgment of advice to tenant including balance of account at cessation date 4.2 Employ police/security services regarding vandalism where necessary 4.3 Recognise legal implications/status of squatters

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The principles of housing asset management
- Organisation policy
- The key elements of a planned maintenance program
- The relevant sections of residential tenancy legislation in relation to repairs and maintenance

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake debt recovery action as per organisation guidelines
- Undertake repairs and maintenance in a manner consistent with both the policies of the organisation and the relevant residential tenancy legislation
- Take a planned approach to housing asset management
- Work cooperatively with tenants and contractors to achieve effective outcome

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - mediation and conflict resolution
  - effective interpersonal communication
  - planning and coordination of complex processes

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit should be assessed in the workplace or through a relevant simulation
- Assessment must include a variety of repair and maintenance situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to
  - a workplace where assessment can be conducted, or a realistic simulated workplace setting

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Abandoned goods relates to:

- Those items remaining on a property after either tenancy termination of abandonment of property

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RANGE STATEMENT

Housing assets may include:	• Rental properties directly managed by the organisation • Property in which organisation is located
Repairs and maintenance will include:	• Minor repairs as a result of accident or wear and tear • Emergency maintenance, in a manner consistent with tenancy legislation • Routine maintenance • Major repairs

Unit Sector(s)

Not Applicable

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CHCCH419C Manage property maintenance implementation

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH419B Manage property maintenance implementation	CHCCH419C Manage property maintenance implementation	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for the process of maintaining property assets

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop *maintenance procedures*	1.1 Develop maintenance procedures according to the organisation's long term asset planning strategy
	1.2 Identify budget requirements to ensure funding allocation is secured
	1.2 Determine requirements for a maintenance schedule by considering both cyclical and responsive maintenance requirements
	1.3 Ensure adequate staff resources are available to meet maintenance schedules
	1.4 Use available appropriate industry benchmarks to determine maintenance intervals and budget costs
2. Contract with *maintenance parties*	2.1 Develop maintenance specifications to reflect the requirements of the organisation's asset management plan
	2.2 Prepare and distribute tender documents according to *relevant legislation* and best practice
	2.3 Select maintenance contractors based on a transparent selection process
	2.4 Prepare contracts to meet client and legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor maintenance performance	3.1 Undertake regular reviews and inspections of maintenance to establish impact on performance of maintenance being exercised 3.2 Seek feedback from tenants and other *stakeholders* about contractor performance 3.3 Ensure maintenance is carried out in accordance with contract documentation 3.4 Collect reliable, accurate and up-to-date data 3.5 Recognise non compliance with performance requirements and act quickly to rectify position 3.6 Prepare reports to accurately reflect maintenance performance against benchmarks and budget requirements
4. Maintain currency of maintenance system	4.1 Maintain in-house maintenance systems to ensure currency of information and industry trends 4.2 Update *asset maintenance plan* when work is completed

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Asset management plan
- Industry benchmarks for maintenance procedures
- Work health and safety (WHS) requirements
- Relevant building service, trades and operation for maintenance operations
- Relevant legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify effective and poor maintenance within a normal industry environment
- Prepare a maintenance contract demonstrating all principles identified in the standard

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - business written and verbal communication
  - computer skills for data management, analysis and report writing
  - data analysis as applied to asset performance data
- Negotiate contract terms and conditions
- Take into account, use and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Prepare procedures documentation

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessors should review actual work performed under normal industry operating conditions
- If this is not practicable, evidence obtained in simulated environments may be substituted

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to
  - computer based system which facilitates recording of trainee profiles and progress
  - typical property services plant

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

This unit is relevant to activity within the following social housing sectors:

- Aboriginal and/or Torres Strait Islander housing
- Affordable housing
- Community managed capital properties
- Not for profit rental housing
- Publicly owned housing
- Short and long term crisis accommodation

This unit applies to property found in urban, semi urban and non urban environments

Assets may be:

- Dynamic
- Static

Stakeholders may include:

- Board of directors of not for profit managed property
- Government housing authority
- Maintenance contractors
- Property managers
- Real estate
- Support agencies
- Tenants

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RANGE STATEMENT

Asset maintenance plan may include life cycle maintenance of:

- Air conditioning
- Electrical
- Emergency lighting
- Fire lighting
- Floor coverings
- Kitchen
- Laundry
- Painting
- Pests
- Plumbing
- Sanitary disposal
- Security systems
- Vertical movement
- Waste disposal
- Water heater
- Weather proofing
- Window screens

Maintenance procedures may include:

- Contracting to private contractors
- Contracting to public maintenance services

Maintenance parties may include:

- Building trades contractors
- Cleaners
- Painters
- Security agents
- Waste collection

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RANGE STATEMENT

Relevant legislation (*Federal*, *State and Local*) *and industry codes of practice cover areas including*:	• Building • Construction • Environment • Financial transactions • Land use • Native title • WHS • State tenancy legislation • Utilities use (water, gas, electricity) • Zoning

Unit Sector(s)

Not Applicable

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CHCCH422B Manage a formal service level support agreement

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop, implement and evaluate formal client support agreements and partnerships between generalist housing providers and specialist support providers

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate partnership opportunities	1.1 Gather and analyse information on potential partners
	1.2 Target partners according to the organisations needs analysis and strategic directions where appropriate
	1.3 Contact relevant *partner organisations*
2. Negotiate *support* agreement terms and conditions	2.1 Conduct negotiations, maintaining a partnership focus and protecting the client's interests
	2.2 Conduct negotiations in a flexible manner within previously determined parameters
	2.3 Clearly define roles and responsibilities of each partner, including level and type of *support*
	2.4 Address confidentiality and privacy issues where appropriate
	2.5 Address dispute resolution issues
	2.6 Develop and follow protocols for communication
	2.7 Sign service support agreement

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ELEMENT	PERFORMANCE CRITERIA
3. Implement support agreement	3.1 Negotiate and schedule regular meetings with partners as appropriate 3.2 Consult clients at all stages of implementation 3.3 Develop and use disputes resolution strategies where necessary 3.4 Ensure all reporting requirements are met in accordance with organisation procedures
4. Evaluate support agreements	4.1 Develop criteria for evaluation of partnership 4.2 Seek client feedback in the evaluation process 4.3 Measure performance against agreed criteria 4.4 Amend and re-negotiate support agreements with partner organisation where appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Funding guidelines
- Referral networks
- Confidentiality and Privacy Act
- Support needs of clients
- Community needs and key issues
- Relationship between service providers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate effective work relationships with relevant organisations
- Negotiate, develop and sign off on a partnership contract
- Demonstrate understanding of organisation and community needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - negotiation
  - analysis
  - facilitation
  - communication
  - networking

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REQUIRED SKILLS AND KNOWLEDGE

- referral

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation in the work environment or in a simulated work setting
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment may include:	• Observation • Written assessment • Case studies • Evidence of materials developed in the workplace • Questioning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Partner organisations may include but are not limited to:

- Women's refuges
- Social housing providers
- Youth refuges
- Aboriginal services
- Mental health teams
- Disability services
- NESB services
- Education providers
- Migrant resource centres
- Local councils
- Drug and alcohol services
- Charities and welfare agencies
- Juvenile justice
- Area health services

Documentation could include but is not limited to:

- Partnership contract/service agreement
- Promotional material
- Protocols
- Dispute process

Relevant legislation may include, but is not limited to:

- Privacy legislation
- Residential tenancy legislation

Support may include:

- Visits
- Participation in case conferences
- Telephone contact
- Education
- Exchange of reports
- Life skills training
- Emotional support
- Social support
- Legal support
- Referral to other agencies

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Unit Sector(s)

Not Applicable

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CHCCH423B Provide advice to tenants and clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide information and advice to tenants and/or clients

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse relevant tenancy legislation	1.1 Identify relevant *legislation* and clarify its implications regarding the tenant and landlord relationship 1.2 Explain and clearly define *rights* and responsibilities of *landlords* and tenants 1.3 Assist tenants and/or clients to identify their *rights*
2. Develop information resources	2.1 Identify resource requirements through consultation with networks and *key people and organisations* 2.2 Develop written material in easy to read English and/or culturally appropriate format 2.3 Investigate existing resources and assess their capacity to meet the needs of tenants and/or clients 2.4 Incorporate the use of new technologies in resource development, where appropriate 2.5 Ensure information provided to tenants and/or clients is researched, current, relevant

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ELEMENT	PERFORMANCE CRITERIA
3. Develop and implement information strategies	3.1 Plan information strategies 3.2 Identify appropriate agencies for dissemination of information 3.3 Ensure promotion supports tenant understanding of their own *rights* and responsibilities 3.4 Develop and maintain relevant networks 3.5 Develop information strategies within budgetary consideration 3.6 Investigate and develop strategies for dissemination of information
4. Advocate for clients on request	4.1 Advise tenants and/or clients of their *rights* in regards to tenancy legislation 4.2 Initiate, negotiate and implement relevant strategies for addressing client needs 4.3 Keep information in confidence unless authorisation is given to release it 4.4 Refer client to other services where appropriate
5. Provide tenancy and/or client *education program*	5.1 Develop *education program* in consultation with key people and organisations, identifying priorities and desired outcomes 5.2 Prepare and disseminate marketing materials 5.3 Prepare and distribute education/resource materials 5.4 Seek feedback on education services from tenants and/or clients
6. Collect information and contribute to policy and law reform issues	6.1 Identify, collect and analyse *relevant statistical and other data* 6.2 Prepare reports and distribute to appropriate stakeholders

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ELEMENT	PERFORMANCE CRITERIA
7. Review and evaluate strategies	7.1 Assess strategies against planned goals and objectives 7.2 Consult key stakeholders in developing future directions from results of review and evaluation 7.3 Document review and evaluation outcomes and distribute to relevant stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Residential tenancy legislation
- Residential tribunal legislation
- Privacy legislation
- Social justice issues
- Housing tenure options
- Court and tribunal frameworks and systems

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the application of skills in:
  - observation
  - written assessment
  - case studies
  - evidence of materials developed in the workplace
  - questioning

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate skills in:
  - confidentiality
  - communication

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REQUIRED SKILLS AND KNOWLEDGE

- cultural awareness
- interpersonal and advocacy skills
- social justice
- tenancy rights
- conflict resolution
- interpretation and analysis of legislation
- record-keeping
- group work skills
- research skills (including web search)

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation in the work environment or in a simulated work setting

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace where assessment can be conducted
Method of assessment may include:	• Observation • Written assessment • Case studies • Evidence of materials developed in the workplace • Questioning • Workplace project

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislation may include but is not restricted to:

- Tenancy legislation
- Privacy legislation
- Tribunal legislation
- Consumer law
- Anti-discrimination legislation

Appropriate resources may include but are not limited to:

- Printed material in easy to read English and/or culturally appropriate
- Video/audio
- Seminars
- Internet

Relevant statistical and other data may include but is not restricted to:

- Tenancy and/or client enquiries
- Tribunal representation
- Demographic details
- Personal details such as gender, Aboriginal or Torres Strait Islander person, non-English speaking background, disability, housing tenure, housing type (public, community, private)
- Nature of enquiry

Rights may include:

- Rights under tenancy legislation
- Under other legislation
- Rights under organisation's constitution

Landlords may include:

- Item private landlord
- Item public housing landlord
- Community housing landlord
- Person or corporation

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RANGE STATEMENT

Education program may include but are not limited to:	• Single events - formal or informal such as an information stall at a shopping centre or a seminar • Multi session education and skill development program • A complex large scale series of activities
Key people and organisations may include, but are not limited to:	• Private and social housing tenants • Potential tenants • Social housing providers • Funding bodies • Staff

Unit Sector(s)

Not Applicable

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CHCCH424B Manage leasehold properties

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to identify, acquire and manage properties head-leased from the private rental market

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify property *needs of the organisation*	1.1 Develop leasehold property acquisition strategy in accordance with organisation's needs analysis 1.2 Undertake research on market conditions to ensure strategy is achievable 1.3 Plan strategy to meet tenancy mix and income stream projections and property portfolio projections
2. Identify and acquire leasehold properties	2.1 Promote the organisation to landlords/agents to ensure an understanding of the principles of social housing, the organisation's goals and objectives 2.2 Inspect property for appropriateness and assessment against organisations budgetary requirements 2.3 Prepare head tenancy agreements with landlord 2.4 Build and maintain relationships with the landlord/ agent

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ELEMENT	PERFORMANCE CRITERIA
3. Manage and maintain leasehold properties	3.1 Prepare and complete tenancy documentation in accordance with relevant legislation and organisation's policies and procedures 3.2 Keep appropriate records 3.3 Identify rights and responsibilities of tenant and landlord in property maintenance issues and apply in accordance with organisation policies and procedures 3.4 Discuss and resolve relevant insurance issues with landlord 3.5 Carry out property inspections on a regular basis
4. Manage vacant leasehold properties	4.1 Negotiate end of tenancy issues with landlord/ agent in accordance with relevant legislation and organisation policy and procedures 4.2 Prepare relevant reports and provide to appropriate parties

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Local property knowledge
- Residential Tenancy legislation and principles of property management
- Research and needs analysis

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of head tenancy agreements
- Communicate effectively with landlords/agents
- Implement Residential Tenancy legislation
- Maintain record-keeping of property management details

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work within budgets
- Demonstrate the application of skills in:
  - record-keeping
  - written and verbal communication
  - negotiation
  - liaison
  - promotion of the organisation
  - property inspection and reporting

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment of this unit will usually be conducted as part of work assignment involving negotiating with landlords/agent in the head-leasing of property

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment may include:

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Needs of the organisation may include but are not limited to:

- Special needs of tenants
- Appropriate or minimum property standards
- Location of properties
- Length of tenure of properties
- Priorities according to budgetary considerations
- Market availability

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RANGE STATEMENT

Stakeholders could include but are not limited to:	• Property owners • Real estate agents • Tenants • Applicants • Government departments

Unit Sector(s)

Not Applicable

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CHCCH426B Support client participation in the organisation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to involve service users in the organisation

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Encourage *client participation* in organisation's activities	1.1 Design activities to encourage *client participation* 1.2 Create opportunities for comments from clients on service provision 1.3 Seek specific feedback on activities which may directly affect clients
2. Identify barriers to *client participation*	2.1 Create opportunities to identify client barriers to participation 2.2 Refer identified barriers to appropriate people within the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Culture of community housing provision
- Issues affecting the client group
- Rights of clients and workers
- Working with individuals and groups

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of client's role and functions within the organisation
- Demonstrate support for client participation structures and activities within the organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - establishing rapport
  - active listening
  - interpretation of verbal and non-verbal communication
  - observation skills
  - reporting skills

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider client participation requirements within the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Client participation includes:	• Organisation processes which require/encourage active participation in the organisation by clients of the service

Unit Sector(s)

Not Applicable

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CHCCH427B Work effectively with people experiencing or at risk of homelessness

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH427A Work effectively with people experiencing or at risk of homelessness	CHCCH427B Work effectively with people experiencing or at risk of homelessness	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for working with people who are experiencing homelessness or risk of becoming homeless, including women and children experiencing family violence

Application of the Unit

Application

This unit may be applied in a range of community services work contexts, working with people who are homeless

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop knowledge of causes and impacts of homelessness	1.1 Demonstrate consideration of the changing social, political and economic *context* in which homelessness occurs
	1.2 Demonstrate understanding of the historical context of homelessness, supported housing, transitional housing and crisis housing
	1.3 Demonstrate understanding of the structural causes which allow and maintain homelessness
	1.4 Apply knowledge of the current issues which impact on homelessness
	1.5 Identify additional barriers in accessing safe, secure housing for *people in specific circumstances* experiencing homelessness or risk of becoming homeless
	1.6 Demonstrate understanding of the complexity surrounding family violence
	1.7 Collect and use the views of key *stakeholders and representatives* from relevant target groups when collecting information about homelessness

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate commitment to the central philosophies and legal requirements of working with people who are experiencing homelessness or risk of becoming homeless	2.1 Demonstrate consideration and understanding of the *underpinning values and philosophies* of working with people who are experiencing homelessness or risk of becoming homeless 2.2 Work within relevant service standards and guidelines 2.3 Demonstrate understanding of the legal requirements when dealing with young people who are experiencing homelessness or risk of becoming homeless 2.4 Demonstrate understanding of the legal requirements when dealing with people who are experiencing family violence 2.5 Demonstrate understanding of duty of care requirements and the law of negligence in delivering services to those experiencing homelessness or risk of becoming homeless 2.6 Demonstrate a *commitment to access and equity principles* in all work 2.7 Where appropriate, ensure opportunities are provided for client participation in service planning and support activities 2.8 Identify personal values and attitudes regarding homelessness and take these into account when planning and implementing work activities

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ELEMENT	PERFORMANCE CRITERIA
3. Develop a professional rapport with people who are *experiencing homelessness or risk of becoming homeless*	3.1 Conduct interpersonal communication in a manner that enhances a client-centred approach consistent with organisation standards 3.2 Communicate with clients respectfully and in a manner that builds trust 3.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 3.4 Recognise how one's own ethnicity, religion, class and gender will affect interactions with clients 3.5 Recognise the communication needs of clients who are experiencing homelessness or risk of becoming homeless 3.6 Define boundaries and use communication skills that will establish a trusting and respectful relationship 3.7 Take appropriate measures to resolve conflict and interpersonal differences
4. Address issues associated with people who are experiencing homelessness or risk of becoming homeless	4.1 Evaluate personal safety of those experiencing homelessness or risk of becoming homeless 4.2 Make appropriate referrals to ensure client's safety requirements are met 4.3 Recognise trauma and refer to appropriate personnel or services 4.4 Evaluate issues impacting on the person's homeless situation and modify approach appropriately 4.5 Support clients to deal with a range of complex issues 4.6 Work with client to identify potential solutions to complex issues raised including referral to appropriate services and personnel 4.7 Support clients to deal with discrimination 4.8 Advocate as required to facilitate addressing of issues on behalf of people who are experiencing homelessness or risk of becoming homeless

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ELEMENT	PERFORMANCE CRITERIA
5. Support people who are experiencing homelessness or risk of becoming homeless	5.1 Advocate and negotiate in conjunction with clients where appropriate 5.2 Support clients to advocate and/or negotiate on their own behalf 5.3 Effectively negotiate and create access pathways with support services and the full range of social and private housing providers 5.4 Use a range of advocacy techniques to support people from differing cultural backgrounds, in addition to gender sensitive and age appropriate practice

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own work role within the context of delivering services to homeless people
- Organisation's role within the context of the sector
- Principles of community delivered service provision
- Primary, secondary and tertiary definitions of homelessness
- Holistic and client-centred service
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Policy, regulatory, legislative and legal requirements include:
  - community service standards and guidelines
  - relevant guidelines and requirements
  - residential tenancy legislation or equivalent
  - legislation underpinning the principles of privacy, equal opportunity, individual rights, and freedom of information
  - Human Rights Charter or equivalent

and may include:

  - housing legislation, as appropriate
  - National Community Housing Standards
  - waiting list guidelines
  - Disability Services Act and standards
  - child protection
  - national housing policy
  - Cooperatives Act or other equivalent governing legislation
  - relevant state based legislation
- Historical and structural causes of homelessness
- Gender context of homelessness
- Political and economic context of homelessness
- Current issues facing clients and existing services to address their needs and rights

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REQUIRED SKILLS AND KNOWLEDGE

- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Legal system:
  - courts
  - police powers
  - court reports
  - relevant state residential tenancy tribunals
- Range of issues impacting on people who are experiencing homelessness or risk of becoming homeless
- Understanding of the case management framework
- Understanding of the pathways of the homelessness service system including crisis, transitional, community housing, public housing, housing associations, cooperatives

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the case management framework
- Work within relevant legislation
- Demonstrate a range of communication styles to engage a broad cross section of those experiencing homelessness for example young people, those with cultural differences, women and children experiencing family violence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Conduct interpersonal communication with clients and other stakeholders
- Prepare reports so that the information and organisation of information is appropriate to its purposes and audience
- Work individually or as part of a team
- Demonstrate the application of skills in:
  - problem solving
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - create access pathways for transient, marginalised clients
  - recognising indicators of family violence, mental health issues, substance abuse and child protection issues

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- This unit is recommended to be assessed in conjunction with all other specialisation units selected as part of a qualification or skill set

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Context includes:	• Statutory framework within which work takes place • Historical context of work e.g. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants • Changing social context of work e.g. client-centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants • Political context e.g. government policies and initiatives affecting social housing work • Economic context e.g. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs • International/United Nations conventions, such as Human Rights and Convention on the Rights of the Child - CROC • State based Human Rights Charters
People in specific circumstances include:	• Young people • Indigenous people • Gay, lesbian, bisexual, transgender and inter-gender people
Different models of work in the sector may include:	• Community development and education • Case management • Social housing provision • Housing information and referral • Outreach work
Stakeholders and representatives may include:	• Clients/service users/members/tenants • Local community • Community organisations • Government representatives and service providers • Peak bodies and networks in the sector • Management, colleagues, team members

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RANGE STATEMENT

The underpinning values and philosophies may include:	• A social justice perspective • Community development approach • Housing as a right not a privilege • A holistic and client-centred approach • Commitment to meeting the needs and upholding the rights of clients • Commitment to empowering the client
A commitment to access and equity principles includes:	• Creation of a client oriented culture • A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, gender, religious, economic, social
Experience of homelessness may impact:	• Those who are homeless • Those at risk of becoming homeless • Young people • Older people • Families • Gay, lesbian, bisexual, transgender, inter-gender • Those exiting institutions - prisons, hospital • Those with mental health issues • Those with alcohol and/or other drug issues • Those who are experiencing financial hardship

Unit Sector(s)

Not Applicable

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CHCCH428B Work effectively within the Australian housing system

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH428A Work effectively within the Australian housing system	CHCCH428B Work effectively within the Australian housing system	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the skills and knowledge required to assist people who are looking for or need assistance with housing and accommodation

Application of the Unit

Application This unit may be applied in a range of community services work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an understanding of the Australian housing system	1.1 Work with knowledge of the *context* within which the system of housing has developed in Australia
	1.2 Apply knowledge of different levels of government and their role in the housing system
	1.3 Maintain an understanding of current factors which impact on the provision of housing
	1.4 Maintain awareness of ongoing changes over time in the Australian housing system and associated issues
	1.5 Develop understanding of different consumers, their needs, complex issues and types of solutions available to address these needs and issues
2. Apply understanding of different types of tenure	2.1 Work with understanding of the levels of *different types of tenures*
	2.2 Develop specialised knowledge of tenures in *fields* in which you work
	2.3 Develop and apply knowledge of key stakeholders in these fields
	2.4 Demonstrate an understanding of mix of tenures in geographic area in own work area

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ELEMENT	PERFORMANCE CRITERIA
3. Apply understanding of private rental system	3.1 Work with understanding of legislative and regulatory requirements applying to the private rental sector 3.2 Develop and apply knowledge of common rental and leasing agreements and financing arrangements for rental properties 3.3 Develop and apply knowledge of management arrangements for rental properties 3.4 Develop and apply understanding of private rental sector stakeholder issues
4. Provide assistance to clients with housing issues	4.1 Apply knowledge of key agencies to provide referrals 4.2 Provide advice and assistance on housing options 4.3 Provide assistance to maintain tenancies 4.4 Demonstrate *commitment to access and equity principles* within the Australian housing system

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Historical, social and political context and development of the Australian housing system, including changes over time and associated issues
- Federal and state legislation and regulatory requirements relating to housing
- Levels of government in Australia and their role in the housing system
- Access and equity issues in the housing sector
- Current and historical factors which impact on the provision of housing
- Range of consumers and consumer groups in relation to the Australian housing system, their demographics, needs, complexity of issues
- Housing options available to address consumer needs and issues
- Range and mix of housing types and tenures and associated consumers
- Private rental system
- Own work role within the context of delivering services within the Australian housing system
- Consumer needs and rights including duty of care
- Cultural issues which impact on housing system for minority groups such as newly arrived refugees and for Aboriginal and Torres Strait Islander people
- Principles of client empowerment/disempowerment and community delivered service provision
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of ethics and values, confidentiality and duty of care

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the Australian housing system
- Determine and comply with legislative and regulatory requirements applying to own work role
- Apply knowledge of the Australian housing system within scope of work role

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Conduct interpersonal communication with clients and other stakeholders
- Work as part of a team or as a sole worker
- Demonstrate the application of skills in:
  - problem solving
  - communication
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • This unit must be assessed with all other specialisation units chosen as part of a package at a particular Australian Qualifications Framework level

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants
- Changing social context of work e.g. consumer centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
- Political context e.g. government policies and initiatives affecting social housing work
- Economic context e.g. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs

Different types of tenure include:

- Home ownership
- Private rental
- Social housing

Fields may include:

- Private rental
- Social housing
- Caravan parks
- Residential services
- Aged accommodation

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RANGE STATEMENT

A commitment to access and equity principles includes:	• Creation of a consumer oriented culture • A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Unit Sector(s)

Not Applicable

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CHCCH518B Manage property maintenance planning

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for the development of plans and strategies for maintenance of property assets

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify a framework for asset maintenance planning in a social housing context	1.1 Apply understanding of asset maintenance in terms of strategic asset management 1.2 Apply understanding of the role of asset management in the wider context of social housing 1.3 Identify an appropriate model for asset management which is customer focused and flexible to meet changing customer expectations and external influences 1.4 Apply legislative and regulatory requirements for preparing an asset maintenance plan based on key principles of asset maintenance planning 1.5 Identify appropriate human and IT resources to develop and document the asset management plan 1.6 Assess property condition according to relevant standards 1.7 Cost services accurately and ratify operational budgets with *relevant parties* 1.8 Establish planning and operating systems that enable regular monitoring of performance 1.9 Identify appropriate strategic and financial reporting and risk management processes

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ELEMENT	PERFORMANCE CRITERIA
2. Estimate life cycle performance of asset components	2.1 Identify *industry benchmarks* that prescribe expected performance of assets in varying conditions 2.2 Identify specifications, conditions and manufacturers' requirements for asset maintenance and operation 2.3 Establish user, contractual and legislative requirements for asset performance
3. Establish an *asset register*	3.1 Identify criteria for establishing an *asset register* that meet *client* and legislative requirements 3.2 Adopt cost effective procedures or methods for the collection and assessment of asset data 3.3 Ensure data collected on assets is quantifiable in terms of selected criteria 3.4 Maintain asset register with accurate and up to date information 3.5 Produce accurate reports of asset characteristics relevant to use in the *maintenance strategy*
4. Specify maintenance requirements	4.1 Clearly identify operational and maintenance requirements to achieve identified asset performance in accordance with operational plans 4.2 Ensure maintenance requirements specify priorities, conditions, method of maintenance and/or performance requirements

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ELEMENT	PERFORMANCE CRITERIA
5. Schedule activities	5.1 Schedule work allocations to maximise productivity and meet client expectations 5.2 Plan service activities to minimise backtracking, travel time and staff downtime in accordance with *relevant legislation* and company policy 5.3 Take into account in work allocation, specific skills, preferences and capacities of staff and licences relevant to the work being performed 5.4 Enable achievement of required business targets over defined period through scheduling 5.5 Schedule emergency and urgent work requirements for priority attention
6. Monitor and adjust *schedules*	6.1 Record changes and reasons for variations to schedule to enable adjustment of future work requirements 6.2 Minimise disruption to achievement of business targets by adjustments 6.3 Advise clients in advance of rescheduled work
7. Review asset performance and requirements	7.1 Determine and maintain methods and procedures for review of the asset management plan 7.2 Ensure data on asset performance has integrity, appropriate accuracy and is recorded at time of inspection 7.3 Undertake periodic review to meet client and legislative expectations for compliance and data integrity 7.4 Rectify variations to condition and performance of assets to ensure property performance is not at risk

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Building practices in relevant property types
- Building services and operation methods and practices
- Client needs and preferences for different property types
- Industry performance benchmarks
- Maintenance procedures, including vendor specifications
- Monitoring and evaluation systems
- Relevant occupational health and safety requirements
- Relevant property and services legislation
- Standards for building equipment operation
- Understanding of the social housing context

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct a performance review study on a series of assets
- Prepare a maintenance plan/strategy under normal industry operating
- Undertake condition establishment and maintain an asset register

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop strategies and options based on information
- Demonstrate the application of skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- financial planning
- planning and scheduling
- suitable computer application skills
- information analysis
- risk management

- Take into account, use and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Undertake decision-making against fixed and variable criteria

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment of competency may be made through practical demonstration in the work environment or in a relevant simulated work environment

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to
  - a work environment or relevant simulated work environment where assessment can take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

This unit is relevant to activity within the following social housing sectors:

- Affordable housing
- Community housing property portfolio
- Cooperative housing
- Private properties headleased to community housing
- Properties managed by churches
- Properties managed by public and community housing with support agreements
- Public housing assets
- Short term and medium term crisis leasehold and capital properties

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RANGE STATEMENT

This unit applies to property found in urban, semi urban and non urban environments

Maintenance strategy and asset maintenance plans may include life cycle maintenance of :

- Air conditioning
- Electrical
- Emergency lighting
- Fire lighting
- Floor coverings
- Kitchen
- Laundry
- Painting
- Pests
- Plumbing
- Sanitary disposal
- Security systems
- Vertical movement
- Waste disposal
- Water heater
- Weather proofing
- Window screens

Relevant parties may include:

- Community housing boards
- Community housing managers
- Institutions
- Owner occupiers
- Private Funds providers
- Public housing
- Real estate agents
- Social housing tenants

Specialised areas may include:

- Machinery specific maintenance requirements
- Sources of maintenance support

Asset register may include:

- Age of property
- Condition of internal and external property assets
- Construction type
- Data on all properties the provider has maintenance responsibilities for
- Geographic location

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RANGE STATEMENT

Asset register may be:

- Computerised
- Manual

Asset performance criteria may include:

- Age
- Condition assessment
- Cost
- Depreciation
- Downtime
- Emergency operation and backup
- Functionality
- Life span
- Maintenance requirements and cost
- Replacement
- Safety
- Security
- Service levels

Industry benchmarks can be:

- Community housing national standards
- Government statistics
- Industry reports and indices
- Public housing asset standards
- Published analytical reports
- Published and reliable information from industry operators or other interested parties
- Social housing performance registration systems

Appropriate sources may include:

- Industry experience
- Local operating data
- Manufacturers' documentation
- Previous asset performance

Methods of maintenance may include:

- External private contractors
- In-house employee services
- Lease contractual obligations
- Outsourcing through external contracts with arms length organisations

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RANGE STATEMENT

Schedules may be prepared for:	• Daily • Weekly • Monthly or annual timeframes
Client may include:	• Builder • Building inspector • Owner • Property agent • Real estate agent • Tenant
Relevant legislation (*Federal*, *State and Local*) *and industry codes of practice cover areas including*:	• Australian Standards for construction • Building code of Australia • Construction • Contracts • Environment • Financial transactions • Land use • Native title • Property Council of Australia Codes of Practice • Safety • Taxation • The market sector • Utilities use (water, gas, electricity) • Zoning

Unit Sector(s)

Not Applicable

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CHCCH521B Develop social housing enterprise opportunities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to investigate, negotiate and implement new business opportunities for social housing providers

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify resources for *new business or project* opportunities	1.1 Investigate and identify project opportunities 1.2 Undertake feasibility study to determine likely project *viability* 1.3 Assess practicability of project opportunity in line with perceived risks, returns sought and resources available
2. Undertake a risk management analysis for new business or project opportunities	2.1 Assess risks associated with new projects and take steps to maximise outcomes 2.2 Involve *stakeholders* in risk management
3. Develop business or project ideas and options	3.1 Identify and assess financial costs and resource requirements 3.2 Develop project timeframe 3.3 Implement appropriate structures to oversee new projects/business as relevant 3.4 Establish, monitor and review policies and procedures to manage the use of staff, equipment and other physical assets, on a regular basis

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ELEMENT	PERFORMANCE CRITERIA
4. Implement new business or project strategies	4.1 Communicate new business strategies to relevant stakeholders 4.2 Clearly communicate roles and responsibilities of all parties 4.3 Implement the project or new business in line with all relevant guidelines, legal and taxation requirements 4.4 Maintain and keep required records to ensure legal organisation and statutory requirements are met 4.5 Develop and sign contracts where appropriate 4.6 Establish regular feedback mechanisms
5. Evaluate new business or project opportunities	5.1 Ensure that evaluation strategy and related techniques devised to collect and analyse data, meet the needs of decision-makers, funding organisations, business partners and others with a stake in the project or new business 5.2 Consult all stakeholders on criteria used to evaluate the effectiveness of the project/business 5.3 Use evaluation information for project or business revision, ongoing development and implementation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Project development and management
- Submission writing protocols
- Budgeting/financial management
- Investigation of funding opportunities
- Legal and industry standards knowledge
- Change management processes
- Knowledge of the taxation environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake project management within principles of best practice
- Devise, initiate, manage and evaluate projects and new business
- Provide verbal and written feedback

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - submission writing
  - high level of written and oral communication
  - negotiation
  - financial management

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REQUIRED SKILLS AND KNOWLEDGE

- consultation
- project management
- communication
- delegation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communications systems

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment may include:

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

New business or project opportunities may include but are not limited to:

- Government funding
- Private partnerships
- Private investment
- Philanthropic opportunities
- Community partnerships
- Government partnerships

Identifying and acquiring resources includes:

- Preparing submissions
- Liaising with key stakeholders
- Assessing availability and accessibility to funding

Relevant information may include but is not limited to:

- Business plans
- Funding guidelines

Stakeholders may include but are not limited to:

- Local business
- Tenants
- Applicants
- Funding bodies
- Staff
- Board of Directors

Viability may include, but is not limited to:

- Opportunities available
- Market competition
- Timing/ cyclical considerations
- Skills available
- Resources available
- Location and/ or premises available

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Unit Sector(s)

Not Applicable

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CHCCH522B Undertake outreach work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH522A Undertake outreach work	CHCCH522B Undertake outreach work	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to work in an outreach capacity with vulnerable or at risk groups such as those experiencing homelessness, mental health, alcohol or other drugs (AOD) issues

Application of the Unit

Application

This unit addresses workers who are required to deliver services to people who are experiencing homelessness, risk of being homeless, mental health or AOD issues

It includes preparation and follow up as well as working safely in an unfamiliar and potentially unpredictable environment

Application of this unit should be contextualised to reflect any specific work requirements and practices

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for outreach work	1.1 Establish where *outreach service* is to take place and purpose of service
	1.2 Clarify *history of service and/or client* in relation to unexpected issues and needs
	1.3 Identify any *potential risks or issues* in *environment* of intended visit
	1.4 Prepare *resources and documents* required to undertake outreach activity including contingency plan
	1.5 Allow time in schedule for contingencies
	1.6 Ensure organisation and co-workers are aware of intended time and place of outreach activity and contact details
	1.7 Develop respect for and understanding of the environment and culture of the setting where outreach is being conducted
	1.8 Assess boundaries of practice

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ELEMENT	PERFORMANCE CRITERIA
2. Undertake outreach service	2.1 Check for *hazards* to own and others' health and safety and take action to control risk 2.2 Follow agency's outreach policies 2.3 Take standard safety precautions and where required, take additional precautions 2.4 Demonstrate respect for clients and each client's environment and act with sensitivity in the environment 2.5 Demonstrate respect for client's friends/associates should they be present and act with sensitivity in the environment 2.6 Identify risk management practices appropriate for outreach setting 2.7 Follow risk management practices developed to address own role in delivering services 2.8 Demonstrate and apply understanding of relevant legislation
3. Establish client relationship	3.1 Communicate with purpose of visit and confirm acceptance regarding outreach service 3.2 Communicate with client and others in the environment in a manner that builds trust 3.3 Utilise a client-centred approach when establishing a relationship 3.4 Provide opportunity for client to identify and express any issues or concerns in relation to the service and/or associated matters 3.5 Provide appropriate support and information within scope of own work role and record and report relevant issues or concerns promptly to appropriate person 3.6 Deal with difficult or challenging situations promptly, firmly and diplomatically in accordance with relevant policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
4. Follow up outreach service	4.1 Document all aspects of the outreach service in line with organisation policies and procedures 4.2 Promptly report and refer any *areas of concern* to an appropriate person or authority 4.3 Ensure any arrangements for follow up visits are recorded and implemented 4.4 Evaluate overall effectiveness of outreach services provided

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Work health and safety (WHS) issues and procedures in relation to working in unfamiliar and unpredictable environments
- Best ways to contact clients and predict client movements
- Safety practices in relation to own work role and applied to working in unfamiliar and unpredictable environments
- Legislative, regulatory and organisation requirements relating to reporting issues
- Primary, secondary and tertiary definitions of homelessness
- Historical and structural causes of homelessness
- Political and economic context of homelessness
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Legal system
- Courts
- Range of issues impacting on people who are experiencing homelessness, mental health issues, drug and/or alcohol issues
- Consumer needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Boundaries of outreach practice
- Knowledge of debates associated with public space
- Behavioural impacts of mental health conditions
- Behavioural impacts of drugs and/or alcohol
- Social justice principles
- Crisis response
- Crisis debriefing
- Personal values
- Personal boundaries

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prepare appropriately for outreach services
- Work with others and display understanding of issues relevant to outreach services
- Communicate clearly and sensitively with clients who are experiencing homelessness, risk of homelessness, mental health or AOD issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use problem solving skills, including the ability to use available resources in a potentially difficult environment
- Use language, literacy and numeracy skills to:
  - communicate in English and/or community language, depending on client group
- Use oral communication skills, including:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
- Demonstrate safe and effective use of workplace technology in line with WHS guidelines
- Work autonomously
- Work within a multi-disciplinary team

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - access to equipment and resources normally used in the workplace

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EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Outreach service may include:

- Provision of a range of services
- Meetings with clients to establish needs
- Delivery of products, materials or equipment
- Consultation with client and/or others
- Regular or planned follow up

History of service and/or client may include

- Type of service previously delivered
- Issues related to delivery of service
- Client issues, including reasons for specific issues, such as homelessness
- Accessibility to services

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RANGE STATEMENT

Potential risks and issues may include but are not limited to:

- Worker unable to obtain safe access to environment
- Interpreter required
- Unpredictable client behaviour (e.g. aggression, dementia, mental health issues, alcohol and other drugs (AOD) issues)
- Specific identified health and safety risks
- Client in need of basic supplies (e.g. food or medication)
- Hazardous environments
- Infection risks
- Client friends/acquaintances

Environment may include:

- Squats
- Empty buildings
- Outdoor areas including parks, under bridges etc
- Churches
- Food/coffee sites
- Shopping malls
- Friend's accommodation
- Boarding/community rooming houses
- Transitional housing properties

Resources and documents may include:

- Equipment
- Document relevant to outreach service
- Safety equipment such as mobile phone/radio

Hazards include:

- Safety of physical environment
- Number of people in area
- Infection control practices

Areas for concern may include but are not limited to:

- Client very sick, injured or deceased
- Signs of violence or abuse (physical or mental)
- Signs of neglect
- Signs of deterioration of client's physical or mental condition
- Client in need of basic supplies (e.g. food, other consumables or medication)

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Unit Sector(s)

Not Applicable

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CHCCH620D Acquire properties by purchase or transfer

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to negotiate the purchase in property or transfer of property from public to community housing

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Formulate terms and conditions of *contract* or transfer agreement element	1.1 Formulate draft *contract*/transfer agreement terms and conditions to protect client's interests 1.2 Issue instructions to legal *consultants* to prepare draft contract where appropriate 1.3 Formulate draft contracts and/or agreements to meet relevant industry, company and legislative requirements 1.4 Convey draft contract/agreement terms and conditions to the relevant party or its agent before negotiations are undertaken
2. Negotiate contract/agreement terms and conditions	2.1 Hold discussions with interested parties to enable agreement to be reached on form and contents of contract/agreement 2.2 Ensure contract/agreement is signed by all parties once agreement has been reached on the form and content

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ELEMENT	PERFORMANCE CRITERIA
3. Confirm acceptability of contract	3.1 Issue instructions to relevant consultants to enable the property inspection to be effected 3.2 Liaise with relevant parties regarding upgrades or maintenance requirements of identified properties 3.3 Convey decision to interested parties in a timely manner and in writing

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Commercial and contract law
- Due diligence processes
- Economics as they relate to the property industry
- Property appraisal methods and interpretation of findings
- Feasibility studies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify terms and conditions acceptable to all parties being determined
- Successfully conduct due diligence review
- Execute a contract which reflects the relevant positions of each party

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - collection and analysis of financial performance information
  - negotiating
  - communication both verbal and written
  - planning
  - instructing consultants
  - analysing

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REQUIRED SKILLS AND KNOWLEDGE

- decision-making

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment of competency may be made through practical demonstration in the work environment or in a relevant simulated work environment
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

This unit is relevant to activity within the following market sectors:

- Not for profit rental housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

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RANGE STATEMENT

Contract may be initiated by:	• The purchaser or • Vendor
Consultants may include:	• Legal • Banking • Financial • Architectural • Engineering • Surveying • Environmental • Valuation • Planning • Insurance
Relevant legislation (*Federal, State and Local*) *and industry codes of practice cover areas including*:	• The market sector • Financial transactions • Taxation • Environment • Construction • Land use • Zoning • Native title • Utilities use (water, gas, electricity)

Unit Sector(s)

Not Applicable

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CHCCH621A Evaluate social housing organisation against registration standards

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to facilitate evaluation of an organisation involved in social housing work against State/ Territory registration standards

This may include evaluation in the following areas:

- Governance
- Probity
- Risk management
- Management of the organisation
- Financial viability
- Tenancy management
- Housing management and maintenance

Application of the Unit

Application

The skills described in this unit may be applied in a social housing context across a range of community service settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish basis for ensuring organisation's probity	1.1 Establish a code of conduct which takes into account: • the conduct of the governing body and employees • transparency and accountability in all dealings • confidentiality of the organisation's business transactions and the privacy of individuals dealing with the organisation • protection of the organisation's assets • management of personal conflicts of interest or organisation conflicts of interest • prevention of exploitation of knowledge or information about the affairs of the organisation for personal financial gain 1.2 Put in place policies and procedures to support implementation of code of conduct

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ELEMENT	PERFORMANCE CRITERIA
2. Ensure effective governance of social housing organisation	2.1 Develop organisation's mission, purpose, values to reflect the relevant state standards, National Community Housing Standards and legal requirements for the delivery of affordable housing services 2.2 Ensure members of the governing body have sufficient training and communication to carry out their role effectively 2.3 Develop and maintain a resource kit for members of the governing body which outlines their legal requirements, estimated time commitments, organisation expectation of the member, organisation code of conduct and division of responsibility between the governing body and management of the organisation 2.4 Establish strategies to identify, manage and mitigate potential conflicts of personal interest and conflicts of organisation interest 2.5 Identify situations which may require specialist advice and appropriate professionals to provide such advice 2.6 Establish and maintain accurate record-keeping systems
3. Manage risk effectively	3.1 Determine risks (including environmental) to the business and identify appropriate financially sustainable strategies to address these risks 3.2 Establish authority and accountability for management of risks to the business 3.3 Establish an accurate system of communicating risks to the governing body 3.4 Develop relevant and reliable reports to provide information on risks to other management staff and the governing body 3.5 Develop a continuous improvement process of evaluating risks against the business plan

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ELEMENT	PERFORMANCE CRITERIA
4. Manage *staffing issues* to address organisation performance	4.1 Develop and maintain policies on staff recruitment, development and management that reflect the signposts of good practice outlined in the National Community Housing Standards 4.2 Develop and maintain position descriptions which include organisation's code of conduct, management objectives and role of individual employee in achieving those objectives 4.3 Develop and maintain systems to ensure staff remuneration is commensurate with their skills and experience, scale and complexity of the organisation's operations and in line with relevant industrial awards and other like agencies 4.4 Clearly and appropriately define the relationship between remuneration, organisation performance and individual performance to ensure transparency
5. Manage *financial viability issues*	5.1 Develop long term business plan that demonstrates financial viability and solvency of the organisation 5.2 Develop and implement policies and strategies to minimise prolonged vacancies in housing stock and subsequent loss of rental income 5.3 Establish authority and accountability in accordance with organisation's guidelines and National Community Housing Standards in regard to financial, administrative and information management systems

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ELEMENT	PERFORMANCE CRITERIA
6. Develop and implement tenancy management strategies	6.1 Develop and implement systems to review rent modelling and impact of organisation policy on the tenant population and organisation's financial viability 6.2 Develop policies and strategies to sustain tenancies where the tenant faces financial difficulty with rent arrears 6.3 Develop and implement policies and strategies in line with National Community Housing Standards in relation to fair and equitable access and allocation of housing, meeting requirements of clients with complex needs on low income
7. Oversee management and maintenance of housing stock	7.1 Develop and implement systems to ensure the properties under the organisation's ownership or management are maintained to a community standard and never below habitable standards 7.2 Develop and implement policies and processes to ensure a regular program of inspection, maintenance and upgrade of properties that complies with the signposts of good practice in regard to asset management outlined in the National Community Housing Standards 7.3 Develop systems to ensure the organisation consults with tenants in relation to the acquisition and development of new housing stock

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Continuous improvement principles
- Quality assurance principles
- Good governance principles
- Long term financial solvency
- National Community Housing Standards
- Risk management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and implement a code of conduct to ensure probity of organisation's dealings in the housing sector
- Develop and implement strategies, policies, procedures and supporting resources to ensure effective governance of social housing organisation
- Ensure effective risk management of an organisation working in social housing
- Develop and manage implementation of policies to support staff recruitment, development, and management to address organisation performance needs
- Manage issues to ensure organisation's financial viability
- Develop and implement tenancy management strategies
- Oversee management and maintenance of housing stock

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in a work context or in a simulated workplace and under the normal range of workplace conditions
- Performance can be demonstrated through assessment of evidence generated from work practice
- It is recommended that assessment take place on more than one occasion

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - relevant state/territory registration standards

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Staffing issues may include but are not limited to:

- Recruitment
- Industrial issues and work conditions
- Remuneration and associated performance expectations
- Positions descriptions and work role expectations
- Development of skills and knowledge
- Grievance processes

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RANGE STATEMENT

Financial viability issues include:

- Solvency and cash flow issues
- Income variability and ongoing expenditure issues
- Financial reporting requirements

Unit Sector(s)

Not Applicable

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CHCCHILD301B Support behaviour of children and young people

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCHILD301A Support behaviour of children and young people	CHCCHILD301B Support behaviour of children and young people	Updated terminology 'challenging behaviour' to 'behaviours of concern'

Unit Descriptor

Descriptor

This unit describes the knowledge and skills for workers to apply strategies to guide responsible behaviour in a safe and supportive environment

Application of the Unit

Application

This unit applies to a range of community service contexts providing services to children and young people

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to a safe, supportive environment	1.1 Identify *characteristics of a supportive environment* 1.2 Use *safe, supportive and equitable practices* appropriate to the development stage and needs of the child and/or young person 1.3 Identify any disabilities, learning difficulties or mental health issues of child or young person that may have potential *impacts on behaviour*
2. Use *positive support* techniques	2.1 Establish *expectations for behaviour* in consultation with supervisor and in line with organisation expectations 2.2 Provide instructions in a manner appropriate to the child or young person's need and context of the work environment and activity 2.3 Use positive reinforcement to support responsible and appropriate behaviour 2.4 Use age appropriate and clear *non-verbal communication strategies to acknowledge responsible behaviour* 2.5 Employ appropriate *strategies to redirect behaviour and defuse situations*

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ELEMENT	PERFORMANCE CRITERIA
3. Observe and collect data to assist with development of appropriate strategies for support	3.1 Observe and *collect data* as a basis for functional analysis of when, where and what a child or young person is doing while involved in a task 3.2 Use data to demonstrate the frequency, intensity and duration of problem behaviours
4. Implement strategies to support children or young people with additional needs	4.1 Implement *strategies* to support child or young person with guidance from supervisor 4.2 Implement *strategies* designed by a specialist according to directions and in cooperation with supervisor 4.3 Identify *issues of concern* for discussion with supervisor 4.4 Contribute effectively to development of personalised *behaviour support* plans
5. Monitor and review strategies	5.1 Closely monitor new strategies and record responses of child or young person in accordance with organisation's policy and procedures 5.2 Adapt *levels of support* required and provided based on need and response of child or young person, after consultation with supervisor 5.3 Confirm the parameters of *additional needs* through discussion with supervisor 5.4 Identify, document and offer to supervisor opportunities for additional support through observation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Demonstrate an understanding of a safe, supportive environment
- Factors that may affect behaviour of children and/or young people
- Child development and needs of the age group
- Potential impacts of disabilities, learning difficulties and mental health issues on behaviour of children and/or young people
- Potential impacts of illness on behaviour of children and/or young people
- Communicative function of behaviour
- Impacts of environment and culture on behaviour of children and/or young people
- Definitions of and differences between disruptive and behaviours of concern
- Whole of organisation behaviour support plan
- Level of responsibilities of the work role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate supportive behaviour techniques, in cooperation with staff and others
- Communicate to give clear directions, communicate issues, negotiate solutions use body language and tone of voice to best effect
- Maintain equilibrium in the management of inappropriate behaviour
- Use teamwork to confer with and be guided by staff and other relevant personnel
- Make accurate observation and recording of interactions of children and/or young people
- Use judgement to determine when to involve other staff for supported intervention

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate the application of skills in:
  - data collection
  - cooperative problem-solving and planning

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in Range Statement, including:
  - relevant policy, protocols and procedures
  - educational materials
  - access to the organisation behaviour support plan
  - organisation policies and procedures for behaviour support
  - access to copies of documentation compiled by the candidate (evidence submitted for assessment must respect the privacy of children and young people, students, parents and other staff)

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Opportunities to listen to language may include:

- Rhymes, poems, stories
- Language games
- Music
- Dramatic play
- Film, video, television
- Everyday conversations
- Discussions
- Transactions
  - greetings
  - shopping
  - directions
  - instructions

Behaviour support may be based on models such as:

- Glasser/choice model
- Applied behavioural analysis
- Limit setting/Canter and Canter
- Humanism
- Cognitive behaviour model
- Systems theory model
- Neo-Adlerian model
- Positive behaviour intervention support and work of George Sugai and Tim Lewis

Characteristics of a supportive environment include:

- Ergonomically appropriate furniture and fittings
- Accessible
- Designed to stimulate learning but to eliminate stimuli that may precipitate behaviour problems
- Caters for a variety of levels of activity, experiences and/or learning
- Resources are well maintained and appropriately stored in accordance with health and safety guidelines
- Pleasant atmosphere is the norm
- Respect is shown to all
- Individuals are valued
- Inclusiveness is practised

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RANGE STATEMENT

Safe, supportive and equitable practices may include:

- Use of verbal and non-verbal positive reinforcement
- Differentiation of individual needs
- Individual learning styles are catered for
- Shared decision-making
- Inclusive language, attitudes and activities
- Provision of equal opportunities for participation
- Positive behaviour support:
  - A comprehensive set of strategies meant to redesign environments in such a way that problem behaviours are prevented or inconsequential, and to teach new skills, making problem behaviours unnecessary

Potential impacts on behaviour of disability may include:

- Short concentration span leading to disruptive behaviour
- Lack of reaction to stimuli
- Control of bodily functions may not be developed
- Unduly violent reactions to certain stimuli
- Tiredness due to extra effort needed to participate may precipitate outbursts
- Frustration caused by
  - restricted or limited capacity for sensory intake
  - delayed cognitive development
  - limited communication skills
  - limited social skills

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RANGE STATEMENT

Positive support for children and/or young people may include:	• Demonstrating respect for cultural and religious beliefs of child or young person • Structuring supportive socialisation activities • Building self-esteem and confidence of child or young person by providing positive reinforcement, responses and encouragement • Assisting children and/or young people to develop problem solving skills • Modelling positive attitudes to learning • Modelling positive attitudes to others • Providing opportunities for extended learning or experiences • Provision of adaptive technologies where required • Use of child's or young person's first language as appropriate • Use of supportive, equitable behaviour modification techniques according to organisation policy and procedures and within parameters of the job role
Expectations for behaviour may include:	• Behaviour inside and outside e.g. walk on the cement, sit while you eat, take turns to speak, listen to instructions, keep your hands to yourself, etc. • Group rules developed with children and/or young people • Using equipment and resources with respect • Providing assistance to others • Showing respect for others and other opinions • Specific expectations for certain situations

Non-verbal communication strategies to acknowledge appropriate behaviour may include:	• Macro:
	  • hand gestures
	  • clap
	  • touch on the shoulder
	• Micro:
	  • smile
	  • nod

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RANGE STATEMENT

Strategies to redirect behaviour and defuse situations may include:

- Use a quiet, even tone of voice
- Lowering the volume and pitch of the voice
- Calm repetition of instructions/directions
- Establish eye contact
- Providing verbal assistance to clarify misunderstandings
- Repositioning students/ resources/materials
- Encouraging students to problem-solve
- Diversionary techniques
- Removal of stimuli
- Physical restraint if the safety of any student is at risk

Collect data may include:

- Anecdotal notes
- Diary entries
- Recording specific indicators determined with the supervisor
- Using formats provided by the supervisor
- Checklists
- Charts
- Observation notes
- Observation of child's and/or young person's interactions with a range of other people
- Asking other workers involved with child or young person
- Consulting resource staff or others with relevant expertise
- Consulting parents and other family members
- Talking to other children and/or young people in the service if appropriate

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RANGE STATEMENT

Additional needs may include needs due to any of the following:

- Learning
- Personality
- Mood
- Disability
- Behavioural or psychological disorders
- Family circumstances and needs
- Cultural differences from the culture of his/her peers
- Communication difficulties
- Risk of not achieving identified outcomes
- Unknown diagnosis

Strategies to be implemented may be:

- Define goals and how these will be achieved
- Align with the whole of organisation behaviour support plan
- Be guided by supervisor in consultation with child/young person specialists, workers and parents as appropriate
- Be tailored to the needs of individuals and the group
- Encourage children and/or young people to learn new skills
- Ensure the safety of all children and young people
- Be consistently implemented across the organisation

Issues of concern may include:

- Unexpected changes in responses of child or young person
- Symptoms of distress or illness
- Incidents not addressed by planned strategies
- Lack of progress

Levels of support required may vary between:

- Acknowledgement
- Encouragement
- Scaffolding
- Redirection
- Intervention

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Unit Sector(s)

Not Applicable

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CHCCHILD401B Identify and respond to children and young people at risk

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCHILD401A Identify and respond to children and young people at risk	CHCCHILD401B Identify and respond to children and young people at risk	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to address duty of care requirements, working within an ethical framework and applying relevant legislation, policies and procedures in responding to children and young people

Application of the Unit

Application

This unit applies to workers involved in delivering services to children and young people including: community services, health, policing, juvenile justice, recreation, family services, education, alcohol and other drugs work and mental health

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement work practices which support the protection of children and young people	1.1 Identify children and young people at risk of harm by observing signs and symptoms, asking non-invasive questions, being aware of protective issues and using *child protection procedures* where appropriate
	1.2 Respond to disclosure, information or signs and symptoms in accordance with *accepted standards*, techniques, and legislative obligations
	1.3 Comply with *lawful instructions*, *regulations* and duty of care in all work activities
	1.4 Routinely employ *child focused work practices* to uphold the rights of children and young peoples to participate in decision-making where it is age appropriate
	1.5 Employ communication and information gathering techniques with children and young people in accordance with current recognised good practice
	1.6 Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements
	1.7 Maintain own knowledge and skills as required to work effectively and participate in practice supervision processes
	1.8 Maintain confidentiality as appropriate
	1.9 Provide an appropriate *response* as determined by organisation procedures, legal and work role obligations
2. Report indications of possible risk of harm	2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with organisation procedures, ethics and legal requirements
	2.2 Promptly report risk of harm indicators accordance with statutory and organisation procedures
	2.3 Work collaboratively with relevant agencies to ensure maximum effectiveness of report

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ELEMENT	PERFORMANCE CRITERIA
3. Apply ethical and nurturing practices in work with children and young people	3.1 Protect the rights of children and young people in the provision of services 3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people 3.3 Develop ethical and nurturing practices in accordance with professional boundaries when working with children and young people 3.4 Recognise indicators for potential ethical concerns when working with children and young people 3.5 Respond to unethical behaviour of others by reporting to the *appropriate person*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Statutory and policy requirements relating to job role
- Ethical obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
- Ethical approaches that incorporate the conventions on the rights of the child, and human rights
- Responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries
- State/territory requirements and processes for notifying suspected abuse and reporting process
- Child protection system: including reporting protocols, responses to reporting, interagency policies
- Organisation guidelines and policies for responding to risks of harm to children and young people
- Duty of care responsibilities
- Ethical obligations as defined by the job specification and employing organisaiton
- Principles of ethical decision-making
- Recording procedures appropriate to job role
- Common risks to child's safety
- Indicators of the different types and dynamics of abuse including as they apply to age, gender, disability, culture, sexuality
- The different types of abuse: serious psychological, physical, sexual, neglect, domestic violence
- Impact of risk of harm
- Appropriate responses to disclosure
- Overview of legal system and it pertains to the job role
- Outline of common legal issues as relevant to work undertaken with children and young people such as:
  - abuse in all forms
  - domestic and family violence

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REQUIRED SKILLS AND KNOWLEDGE

- neglect
- exploitation
- alcohol and other drugs (AOD) concerns
- systems abuse

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide an appropriate response to indications of risk of harm

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply indicators of abuse to make judgements about risks of harm
- Follow procedures and instructions
- Apply principles of ethical decision-making
- Maintain professional boundaries in work with children and young people
- Provide required reports and records, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
- Use child focused work practices including:
  - communication skills
  - awareness and sensitivity to children and young person's needs
  - inclusiveness of children and young people in participatory decision-making process
  - making special allowances to met needs of children and young people
  - ways of engaging children and young people
  - observance and presence of children and young people as primary clients
- Distinguish between legal and ethical problems
- Work within a legal and ethical framework
- Apply problem solving and negotiation skills to resolve problems of a difficult nature within organisation protocols

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment may occur both in the workplace and in off-the-job learning contexts through methods that present workplace practice situations, using case studies, simulations etc.
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Lawful instructions and regulation may include:	• Restraining orders • Supervision and custody orders • Legislation

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RANGE STATEMENT

Lawful instructions may include instructions received from:	• Licensing authorities • Organisation supervisor • Courts of Law • Police
Child focused work practices	• Legislation • Policies of organisation • Client self determination
Child protection procedures will be determined and defined by:	• The specific job role • Organisation procedures • Interagency agreements • Legislation within jurisdictions
Response will be determined by:	• Job role and • will range from reporting to implementing disciplinary action
Accepted standards include:	• State coordinating bodies • Interagency agreements and guidelines • Protocols defined in legislation • Organisation procedures • Codes of ethics • Practice standards • Licensing and accreditation standards
The appropriate person to report suspected risk of harm will vary according to the legislation in the State/territory and organisation policies. *The person may be*:	• Ombudsman • State Child Protection Agency • Supervisor in the service • Individual carer • Individual worker

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Unit Sector(s)

Not Applicable

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CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers who use a range of strategies that aim to prevent child abuse and neglect by building the capacities of individuals and communities to care for children

Application of the Unit

Application	This unit can apply to working with individuals, groups or a community It focuses on providing access to appropriate developing information and support networks

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide information that promotes the safety, well being and welfare of children	1.1 Identify *sources of accurate information* 1.2 Disseminate *accessible information* 1.3 Use *available opportunities* to provide relevant information to clients and others
2. Provide support to families	2.1 Identify *support needed by families* in caring for children 2.2 Identify *support services* available to families 2.3 *Facilitate access* by families to support services by providing referral and contact details

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ELEMENT	PERFORMANCE CRITERIA
3. Build community resources to care for children	3.1 Monitor the availability of resources within the community that promotes the well being of children 3.2 Identify gaps in *community infrastructure* 3.3 Develop *partnerships to address gaps* in information provision

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Tasks of families in raising children (physical care, emotional nurture, socialisation, education)
- Support needs of families (practical and emotional)
- The link between supporting families and promoting well being of families
- Factors that place children and young people at risk of harm
- Range of prevention strategies to address risk factors
- Strategies of family and interagency collaboration in promoting the well being of children

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Research, develop and implement strategies which promote the safety, well being and welfare of children and young people

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research
  - networking
  - providing information
  - referral

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment may occur both in the workplace and in off-the-job learning contexts through methods that present workplace practice situations, using case studies, simulations etc.

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
Method of assessment:	• This units may be assessed through a combination of observation, portfolio, supervisor's reports and checklist to ensure the full range of local relevant information sources are accessed

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Sources of accurate information include:	• Local community social plans • Bodies with statutory responsibility for child protection • State and national child protection coordinating bodies • Peak bodies and interest groups related to child protection
Accessible information may include:	• Information displays within agencies • Information displays in public locations • Written material in a range of languages • Material designed for those with low level reading skills • Conduct of information sessions • Conduct of parenting groups • Media campaigns
Available opportunities may include:	• Request for information from an individual or group • Respond to an issue of local or media interest
Support needed by families in caring for children may be affected by:	• The informal support networks available to the family • Particular circumstances e.g. disability or illness of child or carer • Ability of family to access services due to financial. cultural, language or other restraints
Support services may include:	• Facilities operating in a local area e.g. playgroups, self-help groups, counselling, education and advice services • Financial and other practical benefits to which families are entitled

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RANGE STATEMENT

Facilitate access to support may include:	• Ensuring services of own agency are known to families • Providing information and advice about services • Provision of appropriate referrals • Advocacy on behalf of families
Community infrastructure may include:	• Accessible child care • Services to assist families under stress or in crisis • Affordable housing • Locations for families to informally meet and create networks • Family accessible transport systems, leisure options, shopping facilities • Family friendly workplaces
Partnerships to address gaps can include:	• Resourcing families to lobby for change or new services • Interagency collaboration to develop new services • Participating in community campaigns

Unit Sector(s)

Not Applicable

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CHCCHILD404B Support the rights and safety of children and young people

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCHILD404A Support the rights and safety of children and young people	CHCCHILD404B Support the rights and safety of children and young people	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to address duty of care requirements, working within an ethical framework and applying relevant legislation, codes of conduct, international agreements (such as Convention on the Rights of the Child (CROC)–), policies and procedures in identifying, responding and supporting children's and young people's rights and safety

Application of the Unit

Application

This unit applies to workers involved in delivering services to children and young people, including in community services, health, policing, youth work, recreation, family services, education, alcohol and/or other drugs work (AOD), mental health , youth work and other services to children

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement work practices which support the protection of children and young people	1.1 Comply with *lawful instructions*, *regulations*, duty of care and boundaries of practice in all work activities
	1.2 Routinely employ *child-focused work practices* to uphold the rights of children and young peoples to participate in decision-making where it is age appropriate
	1.3 Employ communication and *information gathering techniques* with children and young people in accordance with current recognised good practice
	1.4 Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements
	1.5 Maintain own knowledge and skills as required to work effectively and participate in practice supervision processes
	1.6 Maintain confidentiality as appropriate
	1.7 Provide an appropriate *response* as determined by organisation procedures, legal and work role obligations

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ELEMENT	PERFORMANCE CRITERIA
2. Identify indicators of abuse and act appropriately	2.1 Identify children and young people at risk of harm by routinely implementing *child protection procedures* when appropriate 2.2 Respond to disclosure in accordance with *accepted standards* ,techniques, and legislative obligations 2.3 Gather information about the child and young persons behaviour in order to identify uncharacteristic behaviour or other indicators which may indicate abuse 2.4 Monitor the circumstances of children who are identified as highly vulnerable to abuse 2.5 Identify indicators of abuse and report indications of possible risk of harm 2.6 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with organisation procedures, ethics and legal requirements 2.7 Promptly report risk of harm indicators in accordance with statutory and organisation procedures 2.8 Work collaboratively with relevant agencies to ensure the report has maximum effectiveness of report
3. Apply ethical practices and safeguard the rights and interests of children and young people	3.1 Protect the rights of children and young people in the provision of services 3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people 3.3 Develop ethical practices for implementing professional boundaries consistent with child protection legislation in relevant jurisdiction 3.4 Recognise indicators for potential ethical concerns when working with children and young people 3.5 Respond to unethical behaviour of others by reporting to the *appropriate person*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Statutory and policy requirements relating to job role
- Applied knowledge of relevant child protection agencies and purpose
- Role and processes of workers as advocates for children and young peoples rights
- Ethical obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements and as defined by job specification
- Ethical approaches that incorporate the conventions on the rights of the child, and human rights
- Responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries
- State/territory requirements and processes for notifying and reporting suspected abuse
- Child protection system, including reporting protocols, responses to reporting and interagency policies
- Organisation guidelines and policies for responding to risks of harm to children and young people
- Duty of care responsibilities when supporting the rights and safety of children and young people
- Recording procedures appropriate to job role
- Common risks to child safety and common risks and dynamics particular to young people including, violence, self-harm, abuse types, AOD use/misuse and health issues
- Indicators of the different types and dynamics of abuse including as they apply to age, gender, disability, culture and sexuality
- The different types of abuse (e.g. emotional, psychological, physical, sexual, neglect and domestic violence)
- Overview of legal system and it pertains to the job role
- Outline of common legal issues when working with children and young people including:
  - abuse in all forms
  - domestic and family violence

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REQUIRED SKILLS AND KNOWLEDGE

- neglect
- exploitation
- family members with AOD issues
- family members with mental health concerns
- systems abuse
- refugee status and children who have experienced torture and trauma
- family law issues
- duty of care obligations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Respond appropriately to disclosure
- Provide an appropriate response to indications of risk of harm
- Apply indicators of abuse to make judgements about risks of harm
- Work with the specific needs of children and young people of vulnerable populations including those with
  - parents/carers with a mental illness, AOD misuse, in prison, or a disability or health concerns
  - experiences of torture and trauma related to refugee status

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow procedures and instructions
- Apply principles of ethical decision-making
- Maintain professional boundaries in work with children and young people
- Provide required reports and records, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
- Use child focused work practices including:
  - communication skills
  - awareness and sensitivity to children and young person's needs
  - inclusiveness of children and young people in participatory decision-making process
  - making special allowances to met needs of children and young people
  - ways of engaging children and young people
  - observance and presence of children and young people as primary clients
- Distinguish between legal and ethical problems
- Work within a legal and ethical framework:
  - apply problem solving skills that will require negotiation skills to resolve problems of

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REQUIRED SKILLS AND KNOWLEDGE

a difficult nature within organisation protocols

- Demonstrate fair, prompt and consistent performance of duties with all children
- Undertake advocacy for young people and children's rights according to the Declaration on Rights of the child

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment may occur both in the workplace and in off-the-job learning contexts through methods that present workplace practice situations, using case studies, simulations etc. • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment may include:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Child protection procedures will be determined and defined by:	• The specific job role • Organisation procedures • Interagency agreements • Legislation within jurisdictions
Lawful instructions and regulation may include:	• Restraining orders • Supervision and custody orders • Legislation
Lawful instructions may include instructions received from:	• Licensing authorities • Organisation supervisor • Courts of law • Police
Child (*and young person*)*-focused work practices*	• Legislation • Policies of organisation • Client self-determination • Appropriate use of language considering the age and developmental stage of the child/young person • Surroundings appropriate for a child • Child and/or young person-directed communication
Information gathering techniques may include:	• Observation • Consultation with appropriate persons including child or young person • Consulting documentation and records held by the organisation or from third party

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RANGE STATEMENT

Response will be determined by:

- Job role
- Relevant policy and legislation

And will range from reporting to implementing disciplinary action

Response types may include:

- Reporting to relevant child protection authority
- Reporting to police
- Reporting to appropriate supervisor

Accepted standards include:

- State/territory coordinating bodies
- Interagency agreements and guidelines
- Protocols defined in legislation
- Organisation procedures
- Codes of ethics
- Practice standards
- Licensing and accreditation standards

The appropriate person to report suspected risk of harm will vary according to the legislation in the state/territory and organisation policies.
The person may be:

- Ombudsman
- State/Territory Child Protection Agency
- Supervisor in the service
- Individual carer
- Individual worker

Recording techniques include:

- Written
- Verbal
- Use of multi media
- Completion of appropriate forms and documentation

Unit Sector(s)

Not Applicable

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CHCCHILD504C Assess risk of harm to children and young people

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCHILD504B Assess risk of harm to children and young people	CHCCHILD504C Assess risk of harm to children and young people	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by designated workers who are responsible for assessing, investigating and responding to reports/notifications of risk of harm within a statutory organisation immediately following report/notification and throughout all phases of protective work

Application of the Unit

Application

This unit applies to protective work within a statutory organisation immediately following report/notification and throughout all phases of child protection investigation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan response to report/ notification through assessment/investigation	1.1 Develop assessment/investigation plan and establish timeframes with regard to assessed risks to child/young person at intake stage
	1.2 Incorporate legislative requirements and relevant legal processes into assessment/investigation plan
	1.3 Advise other workers about their role using *established procedures* and protocols
	1.4 Anticipate personal safety arrangements, negotiate with supervisor and incorporate into plan for contact with child/young person and/or family
	1.5 Where agencies/professionals are known to be involved, consider visiting jointly in accordance with organisation policy and procedures
	1.6 Access and analyse existing *reports and other information* and document appropriately
	1.7 Identify and monitor level of risk to worker and child/young person/family, and plan actions accordingly
	1.8 Contact other agencies as per established protocols and guidelines
	1.9 Facilitate rapid medical and other relevant assessments and treatment to ensure safety of child and/or young person where appropriate
	1.10 Discuss strategies for protective behaviour with child and/or family members as appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. Undertake assessment	2.1 Demonstrate clear understanding and ability to articulate risk in a child protection context
	2.2 Elicit information regarding alleged harm in an holistic context and based upon an endorsed model of risk assessment as appropriate
	2.3 Include all relevant family members, significant others and service providers in the assessment
	2.4 Identify secondary sources of information and contact as appropriate
	2.5 Include previous history of notifications/reports in risk assessment
	2.6 Analyse information with reference to issues of vulnerability, resilience and consequences, in accordance with an endorsed model or risk assessment as appropriate
	2.7 Make a professional judgement of assessed levels of risk, harm and well being (including immediate risk) in accordance with an endorsed risk assessment model and discuss with supervisor
	2.8 Make referrals to other organisations in accordance with organisation policy as appropriate
	2.9 Implement and record policy and procedures as appropriate, based on established priority ratings
	2.10 Seek views of parents/caregivers regarding the alleged concerns and incorporate into the assessment of risk
	2.11 Facilitate processes for engaging children/young people and families in problem solving
	2.12 Organise and oversee *specialist assessments* as required
	2.13 *Observe* and review all aspects of the child/young person's development and behaviour and include in the assessment
	2.14 Discuss strategies for protective behaviour with child and/or family members as appropriate

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ELEMENT	PERFORMANCE CRITERIA
3. Undertake analysis and decision-making	3.1 Gather information in accordance with principles of natural justice 3.2 Demonstrate awareness of client's social/ economic/cultural context and the impact of their current situation and include in the assessment 3.3 Collect expert medical and other reports to contribute to analysis and decision-making processes 3.4 Ensure all decision-making and resultant action is in accordance with organisation policies, protocols and procedures, legal requirements and authority 3.5 Involve the child/young person and family in the decision-making processes as appropriate, and provide information through the process 3.6 Prepare recommendations consistent with the case plan, assessed risk/need and available resources

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Information collection and planning procedures
- Demonstrated knowledge of statutory and organisation requirements
- Organisation's risk of harm framework
- Indicators and effects of abuse, types of abuse, children and young people who are particularly vulnerable
- The range of legal services available to the client and protocols regarding notification of suspected abuse
- Legal implications and responsibilities of statutory work
- State and federal jurisdictions, including all courts within the jurisdictions.
- Child protection policy and procedures including inter-agency protocols.
- Legislation relevant to child protection including Family Court protocols and practice and policy guidelines including legal definitions of abuse.
- Risk assessment, comprehensive psychosocial assessment and family assessment
- Indicators of harm, types of harm, definitions and dynamics of harm.
- Theories on vulnerability and resilience of children
- The change process
- Child development (cognitive, emotional, physical and social)
- Workings of court, legal systems and legal processes
- Legal implications of material collected through interviews
- Family dynamics in different cultures
- Recording and reporting systems
- How to access interpreters for clients and their families who are from a non-English speaking background or who are hearing or speech impaired.
- Use of child centred, family focused practice approaches

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Identify goals of assessment and conduct assessment according to established criteria to meet identified goals
- Draw on relevant models, policies, and procedures to identify appropriate interventions
- Determine the level of risk using established criteria and recommend appropriate action
- Interpret statutory mandates and balance statutory power, rights of the client and significant others
- Establish rapport/working relationship with client
- Demonstrate application of skills in:
  - identification of problems and issues
  - information collection and planning procedures
  - participative case planning
  - appropriate use of supervision and consultation
  - monitor the impact of own values and beliefs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Interpret policies, procedures, standards and statutory obligations
- Use communication techniques such as; active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Use solution focused interviewing techniques to interview and engage children, young people and their families in communication exchange
- Effectively and impartially collect and analyse information according to risk assessment frameworks or models
- Articulate rationale for decision-making
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Use age appropriate language and questioning techniques
- Utilise conflict resolution skills
- Manage grief and change processes
- Engage and establish a professional relationship with children and young people
- Monitor own level of stress and implement stress management strategies to demonstrate effective self management under stressful situations
- Work appropriately with cross cultural issues and address issues of cultural significance
- Prepare court reports, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
- Present factual, non-emotive information succinctly
- Engage children, young people and their families in communication exchange

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REQUIRED SKILLS AND KNOWLEDGE

- Use age/developmental appropriate language
- Interview for the purposes of gathering information and analyse information gathered
- Exercise professional judgement
- Demonstrate effective and impartial collection and analysis of evidence capacity to make informed decision under pressure

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace within a statutory child protection authority and under the normal range of workplace conditions and would need to include supervisor's reports and observations
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Method of assessment:

Evidence for assessment of competence may be gathered by appropriate combination of the following:

- Demonstration of competency within the working environment in assessing risk of harm in a statutory child protection environment
- Assessment should be in the workplace, however, where there is not an opportunity to cover all aspects of the work environment the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any workplace documentation produced by the candidate related to assessment of risk of harm in a statutory child protection environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Reports and other information may *include*:	• Child/young person/family records • Health records • Other agency records • Agency files and records

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RANGE STATEMENT

Effective communication includes:	
Exercising effective communication skills, including:	• Identifying and evaluating what is occurring within an interaction in a non-judgemental way • Making decisions about appropriate words, behaviour, posture based on the age and developmental stage of the child or young person. • Using active listening • Using clarifying, summarising questions • Using open, non-leading questions • Putting together a response that is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring the impact of this on the communication • Exploring and unpacking problems • Reflective listening • Providing sufficient time to enable stories to be told • Providing summarising and reflective response in conflict situations
Non-verbal communication including:	• Gestures • Posture • Facial expression • Use of space • Eye contact
Child-centred dialogue, including:	• Appropriate use of language considering the age and developmental stage of the child/young person • Surroundings appropriate for a child • Child-directed communication
Questioning techniques may include:	• Summarising • Re-phasing • Paraphrasing • Open and closed questions • Non-leading questioning • Cognitive interviewing • Free narrative

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RANGE STATEMENT

Observe refers to observation which include:

- Behaviours
- Interaction with others
- Physical appearances
- Emotional appearances
- Representations thorough stories and art

Established procedures include those related to:

- Mandatory reporting processes
- Seeking medical assessments
- Seeking evidence statements
- Seeking accounts of incidents including dates, times, frequency of behaviour
- Conducting interviews
- Seeking first hand observation and statements
- Taking and recording details of notifiers
- Limits of statutory agency power and delegations
- Role and rights of notifiers
- Ways of identifying level of risk and determining appropriate priorities
- Recording information
- Privacy an confidentiality

Proof of evidence may result from:

- Observation
- Interviews
- Research/articles
- Case records
- Medical reports
- Reports from other specialist workers
- Photographs

Recording techniques include:

- Written
- Verbal
- Use of multi media
- Completion of appropriate forms and documentation

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RANGE STATEMENT

Procedures for conducting interviews are defined by:	• Legal obligation • Cultural considerations • Natural justice • The agency/organisation • The age and development of the child or young person
Specialist assessments include	• Forensic • Medical • Criminal • Psychosocial • Developmental
Responsibilities of workers may be outlined in the following regulations and guidelines:	• Statements of regulatory bodies • Professional registration requirements • Legal precedents • Service standards • Mission statements, policies and philosophies of an organisation

Unit Sector(s)

Not Applicable

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CHCCHILD505B Work effectively in child protection and out of home care for children and young people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for work in the context within which a range of child protection services are delivered It covers the knowledge and skills required to support the rights and interests of children/ young people and families to meet duty of care and legal requirements

Application of the Unit

Application	This unit applies to work undertaken in paraprofessional child protection occupations in government and non government organisations

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of key issues related to work in the child protection environment	1.1 Demonstrate understanding of the history and recent developments in child protection/direct care work 1.2 Demonstrate understanding of the *legal, political and social framework* within which the work is undertaken 1.3 Reflect understanding of the system structure and the various roles and responsibilities of the *stakeholders* that operate in the child protection system in work undertaken 1.4 Demonstrate and apply understanding of practice related to effective worker safety / well being and *self management activities* appropriate to the professional role 1.5 Demonstrate *understanding of children's court procedures* appropriate to professional role 1.6 Reflect understanding of the processes for risk assessment appropriate to the professional role 1.7 Acknowledge the *challenges of child protection work* and manage appropriately 1.8 Reflect in all work, understanding of indicators, effects and dynamics of child abuse and neglect appropriate to the professional role 1.9 Reflect in all work, basic understanding of the relationship and practice implications of child abuse and family violence; substance use; mental illness; and disability appropriate to the professional role 1.10 Demonstrate and manage sensitively/effectively, understanding of the power imbalance inherent in child protection/out of home care work

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate commitment to quality care for children or young people	2.1 Reflect in all work, understanding of key issues facing children and young people who may be at risk of harm 2.2 Reflect in all work undertaken, duty of care, context of policy, regulatory, legislative and legal requirements as they apply to the area of work 2.3 Apply and demonstrate organisation procedures and policies are as appropriate 2.4 Identify personal values and attitudes regarding children or young people and acknowledge their potential impact on service delivery when planning and implementing all work activities 2.5 Reflect in own work, a focus on *supporting the rights, interests and needs of children, young people and families* 2.6 Characterise communication with children/young people and families by sensitivity, openness, respect and warmth and appropriate to the age and ability of the child 2.7 Demonstrate understanding of *issues related to the placement of children* away from family in all forms of out of home care, and the practice issues for statutory child protection workers and direct care givers
3. Demonstrate ethical work practices	3.1 Routinely observe lines of accountability in all work undertaken in the child protection area, including appropriate consultation and explaining decisions and actions to those to whom the worker is accountable 3.2 Explain decisions and actions taken to children, young people and their families/carers 3.3 Use the relevant code of ethics, professional and organisation standards to guide service delivery 3.4 Plan responses to address emergency situations and other contingencies based on ethical standards and organisation requirements

Required Skills and Knowledge

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation
- Indicators, effects and dynamics of abuse and neglect
- Responsibilities of duty of care
- Roles and responsibilities of each of the key players in the child protection area
- Organisation protocols relating to child protection work
- Effective stress management techniques
- Legal implications and responsibilities of statutory work
- Relevant policy and procedures
- Stages of child development (Physical, cognitive, emotional and social)
- Interview processes and legal requirements
- Effects of removal, incarceration
- Parenting and family dynamics in different cultures
- Impact of Government Policies on indigenous communities, e.g. Stolen Generations
- Case management processes
- Child centred family focused practice approaches

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the legal framework to protect children
- Manage own values so they do not impede effective work and manage the stress of the work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Interpret policies, procedures, standards and statutory obligations

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REQUIRED SKILLS AND KNOWLEDGE

- Communicate effectively with clients and significant others
- Demonstrate active listening, reflective, summarising questions and statements
- Demonstrate empathy and rapport building
- Use age appropriate language and questioning techniques
- Demonstrate conflict resolution
- Manage grief and change processes
- Work with adolescents and their significant others

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should be based on requirements of the range of situations of specific need encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legal, political and social framework includes:

- Legislation including mandatory reporting (in some jurisdictions) and reciprocal reporting
- Government strategic plans
- The current political environment within the jurisdiction and any recent developments including reviews
- Significant incidents that influence policies and procedures
- Practice principles
- Standards of care
- Quality systems (e.g. licensing)
- Resourcing the industry (funding programs, information/communication networks
- Child protection orders (overview)
- The impact of relationships and integration
- Developing and implementing child safe, child friendly resources, environment and work tools

Stakeholders include:

- Children, young people and their families and carers
- State-wide services including education, health and police.
- Peak bodies
- Government departments
- Specialist teams
- Family, youth, support and placement agencies

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RANGE STATEMENT

Self management activities include:

- A proactive approach to own professional development
- Identifying and appropriately managing the challenges of child protection work
- Understanding and appropriately managing stress
- Managing conflict appropriately
- A professional approach to stress and personal safety management
- Overcoming barriers to effective self care
- Developing a safety plan for direct contact with children, young people and families
- Developing, understanding and working from personal frameworks
- Taking responsibility for professional development /career long learning.
- Participating in supervision
- Accepting the responsibility of the beginning practitioner
- Developing and implementing work plans

An understanding of children's court procedures includes:

- Court processes
- Preparing for court
- Attending court
- Writing the court report
- Working as a rural practitioner/court
- Preparing and supporting children, young people and families pre and post court

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RANGE STATEMENT

The challenges of child protection work include:	• Engaging and working in partnerships with families where a range of complicating risk factors exists • Working in partnership with other professionals • A strengths-based approach • Using authority wisely • Confidentiality (communication) • Attitudes and values • Organisation values • Working with cultural diversity (specific unit) • Working with Aboriginal and Torres Strait Islander people
Issues related to the placement of children (*and young people*) *in out of home care include*:	• Attachment and separation • Sensitive responses to introducing and managing children and young people in out of home care • The importance of maximising safe family involvement/contact during placement • The importance of a professional partnership between protective and direct care workers, and clear placement/protective planning • Ongoing assessment of risk whilst in placement • The importance of pre crisis planning for young people in out of home care • Ensuring a focus on all life dimensions whilst in placement not solely protection (LAC) • Restoration/reunification planning for the child/young persons return home
Supporting the rights, interests and needs of children, young people and families includes:	• Child or young person is supported and encouraged to exercise their rights where appropriate • Legal responsibilities and duty of care are complied with • Seeking additional assistance • Providing a child friendly environment where children and young people are welcomed, valued and respected

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Unit Sector(s)

Not Applicable

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CHCCM401D Undertake case management

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to participate in carrying out specific activities in a case/care plan

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide for client needs and monitor progress on a regular basis	1.1 Provide for client *needs* and contribute to the case/care plan 1.2 Discuss feedback on case management implementation with client and relevant parties, and feed into case review processes as appropriate
2. Promote client's development	2.1 Take appropriate action according to the skill plan 2.2 Identify opportunities for enhancing learning and take appropriate action to promote involvement of clients 2.3 Take appropriate action to remove barriers, attract learning and enhance client development 2.4 Use appropriate communication to promote involvement in learning activities 2.5 Provide all relevant parties with feedback on client progress and involvement in learning activities 2.6 Provide clients with appropriate encouragement, reinforcement and feedback to maximise learning outcomes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Awareness of overall direction of case plan
- Family structure and dynamics, communication and decision-making
- Range of services available
- Awareness of statutory requirements
- Indicators of abuse and intervention strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and collect feedback about behaviour, actions and progress
- Identify limits of role and taking actions to contact appropriate people
- Present information and feedback within informal and formal settings
  This may include oral communication skills and written communication skills, and will depend on the format required by the organisation for presenting feedback to supervisors

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess progress on goals and activities
- Demonstrate application of skills in:
  - objective observation of behaviour
  - stress management
  - behaviour management

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment should include a range of case management plans to reflect the normal range of workplace activities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to: • an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace or simulated environment, including written case studies

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for monitoring activities within case plan include:	• Placement setting; e.g. home, alternative care placement, and detention facility • Client/s involvement
Needs are identified within requirements established by:	• International, commonwealth and state legislation • Organisation policy and procedures • Relevant program standards

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RANGE STATEMENT

Needs are identified for the purpose of:	• Reporting • Planning for the full range of support e.g. day to day care, mid term care, and family support • Planning activities and/or programs
Feedback mechanisms include:	• Communicating daily with client or significant others about meeting of needs • Participating within a case conference • Recording observations about progress on activities

Unit Sector(s)

Not Applicable

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CHCCM402E Establish and monitor a case plan

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCM402D Establish and monitor a case plan	CHCCM402E Establish and monitor a case plan	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to develop a case management plan to address specific client needs

Application of the Unit

Application This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a case management plan	1.1 Assess client needs in accordance with organisation procedures
	1.2 Collect *information* on a range of suitable interventions to address immediate, short and longer term needs of clients
	1.3 Undertake appropriate consultation with stakeholders to ensure issues and options for their resolution are explored thoroughly
	1.4 Negotiate and agree common goals, objectives and processes with clients and stakeholders to ensure needs are addressed with statutory and organisation frameworks
	1.5 Explore a full range of options for addressing client and stakeholder needs and include in case management plan
	1.6 Ensure processes for monitoring achievement of goals, timeframes and resourcing are agreed in the planning stage
	1.7 Define roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers
	1.8 Negotiate and agree processes for appeal and for the termination and/or renegotiation of intervention and include in the plan
	1.9 Identify relevant family, community, cultural and ideological *considerations* and address in the case plan

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ELEMENT	PERFORMANCE CRITERIA
2. Define plan implementation procedures	2.1 Implement practical arrangements to support clients and stakeholders 2.2 Define negotiable and non negotiable aspects of the intervention and implement processes to ensure they are maintained 2.3 Negotiate and agree ongoing case management processes with clients and stakeholders 2.4 Where appropriate, develop and agree contracts with external service providers and accurately reflect timing and resourcing constraints 2.5 Implement procedures to ensure information sharing between key stakeholders is facilitated 2.6 Implement procedures to ensure progress of specialist client service delivery is monitored in accordance with agreed procedures, against defined performance indicators 2.7 Define, and implement where necessary, *procedures to deal with crisis situations*
3. Establish review and evaluation systems	3.1 Negotiate case plan with supervisor 3.2 Set up appropriate evaluation processes for ongoing implementation of the plan 3.3 Complete all relevant reporting procedures in accordance with organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policy, procedures and legislation and statutory requirements related to the area of work
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Family support and family casework strategies
- Range of community services and resources available
- Indicators of abuse and accepted intervention strategies
- Effects of abuse on human development
- Effects of different forms of intervention
- Effects of incarceration

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interpret and apply legislation, policies and procedures
- Respond to and manage crisis
- Develop and assess actions appropriate for intervention
- Collect and assess information
- Document plans

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop and maintain appropriate networks
- Demonstrate application of skills in:
  - operational planning processes

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REQUIRED SKILLS AND KNOWLEDGE

- report writing and documentation, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
- stress management techniques
- verbal communication including interviewing skills, negotiation and cross cultural communication
- interpersonal relationships, including establishing and maintaining relationships and networks
- meeting procedures and facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment must include the normal range of workplace situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment
- Workplace evidence can be testimonials, portfolios or copies of completed workplace records/ documentation

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for establishing a case plan could include:

- Decision to implement an intervention
- A result of a notification
- A result of a court order
- A result of a contract to provide a service
- Part of a case planning meeting or conference where clients, their families of origin, carer families and service providers establish actions for the safety, well being and development of the client

Establishment of a case plan will be carried out within requirements established by:

- Commonwealth and state legislation
- Relevant international conventions
- Organisation policy and procedures
- Relevant program standards

Resources include:

- Training programs
- Staff, peers and specialist personnel
- Information and materials

Skill development includes:

- Life experience, vocational, social, recreational and personal skills

Information may include:

- All official documentation relating to client, full family history, developmental and medical history
- All available records, anecdotal material and individual interviews

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RANGE STATEMENT

Considerations may include:

- Indigenous and ethnic considerations
- Power relationship structures
- Rituals, beliefs, hierarchies and practices
- Politics
- Gender

Procedures to deal with crisis situations include:

- Ensuring security and safety of all relevant parties including protection and custodial issues and the level of intervention required
- Appropriate crisis services such as counselling, respite care, debriefing

Unit Sector(s)

Not Applicable

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CHCCM404A Undertake case management for clients with complex needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide case management to clients who have already been assessed and whose needs have been identified as extending across a number of areas, such as aged care, community care, disability, mental health, drugs, alcohol or homelessness

Application of the Unit

Application	This unit may apply to work in a range of community service contexts, including aged care and home and community care

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a case management framework suitable for the client's needs	1.1 Identify a range of *case management models* that have established effectiveness 1.2 Develop or adapt and apply case management processes appropriate to implementing statutory requirements 1.3 Develop or adapt and apply case management processes appropriate to the unique case management requirements of the client 1.4 Determine, with the client and relevant others, the outcome to be achieved through case management 1.5 Provide information of the case management process to the client and *relevant others* 1.6 Provide information on the client's role in the case management process 1.7 Provide information on rights of appeal and avenues of complaint so that the person understands their rights

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ELEMENT	PERFORMANCE CRITERIA
2. Identify services required to deal with the client's *complex needs*	2.1 Work with the client to identify the range of issues that will require service input 2.2 Work with the client to identify the interaction and relationships between the different presenting issues 2.3 Work with the client to identify consequences of not addressing all of the issues 2.4 Identify the full range of appropriate service and/or support options 2.5 Provide information about different service and support options with details on aspects that may be appropriate for the client
3. Develop priorities for service and support inputs	3.1 Work with the client to identify the priority for different service and support requirements 3.2 Work with the client to identify possible timeframes and overlaps of service and support requirements 3.3 Work with the client to identify their *capacity to meet the logistic requirements of services and supports* 3.4 Respond to concerns about client self-harm and/or harm to others within statutory and duty of care requirements 3.5 Provide information about referral procedures 3.6 Determine the level of support the client will require to self refer 3.7 Determine the roles of the client, relevant others and the worker in the referral process

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ELEMENT	PERFORMANCE CRITERIA
4. Implement and monitor agreed upon activities and processes	4.1 Implement strategies to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction 4.2 Assess the need for changes in case plan, including the need for ongoing intervention, and develop strategies for alternatives as appropriate 4.3 Successfully negotiate with relevant parties, any proposed changes arising from case review 4.4 Utilise processes for case closure as appropriate, to comply with organisation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Different approaches and models of case management
- A full range of services and supports that might be needed
- Indicators of imminence of self-harm or harm to others
- Referral requirements of services
- Organisation procedures and standards
- Formal meeting processes
- Relevant policy, procedures, legislation and statutory mandates
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Relevant documentation protocols
- Range of available services and supports

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement case management model in line with organisation policies and procedures
- Conduct research to locate a wide range of service and support options based on individual needs
- Facilitate a person's active involvement in service planning and monitoring
- Match individual needs with service and support options
- Identify indicators of imminent self-harm or harm to others
- Identify and gain agreement on role boundaries
- Apply organisation statutory and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and

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REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - planning, decision-making and goal setting
  - defining boundaries
  - planning and goal setting
  - facilitation
  - assertion
  - high level writing skills
  - interpersonal and communication
  - supervision and delegation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment should include a range of case management plans to reflect the normal range of workplace activities

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace or simulated environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Case management models may include current practices across a range of sectors, including:

- Youth
- Home and community care
- Disability
- Mental health
- Alcohol and other drugs (AOD)
- Aged care
- Homelessness
- Trauma

Relevant others may include:

- Family members
- Primary carer
- Friends
- Neighbours
- Other services

Complex needs may include:

- Clients requiring multiple service types
- Clients with a range of needs that cannot be met by one service type
- Clients who have family and carer needs that require additional service inputs

Client capacity to meet the logistic requirements of services and supports may include:

- Time to participate in services and supports
- Transport
- Cost
- Level of wellness
- Willingness to engage in services and supports

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Unit Sector(s)

Not Applicable

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CHCCM501A Coordinate complex case requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to coordinate multiple service inputs for clients with complex needs

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit of competency must be assessed after achievement of related unit:

- CHCCM404A Undertake case management for people with complex needs

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish coordination function	1.1 Work with the client and other services to determine the nature of *service inputs*
	1.2 Determine the interaction effect of all service inputs
	1.3 Develop a plan identifying all service inputs, their timeframes and expected outcomes
	1.4 Work with the services to identify the *requirements and boundaries of the coordination role*
	1.5 Work with the services to establish *communication requirements*

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ELEMENT	PERFORMANCE CRITERIA
2. Support the client accessing multiple service inputs	2.1 Provide information to the client to establish an understanding of the coordination role 2.2 Determine any *client confusion, concerns and barriers* in relation to accessing the range of services 2.3 Where appropriate, work with the client and other services to resolve client confusion, concerns and barriers 2.4 Work with the client to establish communication requirements
3. Monitor service inputs	3.1 Facilitate communication between services to identify duplication of service inputs 3.2 Work with services to manage service duplication 3.3 Work with the client and services to monitor progress toward outcomes 3.4 Work with the client and services to identify barriers to attaining outcomes 3.5 Work with the client and services to develop solutions to attaining outcomes in a coordinated manner 3.6 Work with the services to minimise client confusion and concerns in a coordinated manner

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Different approaches and models of case management
- A full range of services and supports that might be needed
- Issues faced by clients, their family and carers, accessing multiple services
- Impact of service duplication
- Principles and practices of planning complex service inputs
- Principles and practices of working across multiple services
- Range and requirements of different funding arrangements
- Indicators of imminence of self-harm or harm to other
- Referral requirements of services
- Organisation procedures and standards
- Formal meeting processes
- Relevant policy, procedures, legislation and statutory mandates
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Relevant documentation protocols
- Range of available services and supports

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan for complex needs
- Facilitate cooperation and coordination
- Communicate complex messages to clients, family and carers
- Develop and maintain systems of communication
- Identify indicators of imminent self-harm or harm to others

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REQUIRED SKILLS AND KNOWLEDGE

- Identify and gain agreement on role boundaries
- Apply organisation statutory and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - planning, decision-making and goal setting
  - defining boundaries
  - planning and goal setting
  - facilitation
  - assertion
  - high level writing skills
  - interpersonal and communication
  - supervision and delegation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to: • an appropriate workplace where assessment can take place or simulation of realistic workplace setting
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Service inputs may include:	• Formal interventions • Support services • Services to clients • Services to family and carers
Requirements and boundaries of the coordination role may include:	• Providing a central point of contact for the client • Monitoring overall impact of service interventions • Facilitating communication • Monitoring client confusion, concerns and barriers
Communication requirements may include:	• Meetings • Identifying triggers indicating the need for communication between services • Defined timeframes
Client confusion, concerns and barriers may include:	• Not understanding the relevance of different service inputs • Need to provide the same information to multiple services • Time to commit to service demands • Not understanding how services compliment each other

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Unit Sector(s)

Not Applicable

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CHCCM503C Develop, facilitate and monitor all aspects of case management

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to facilitate all aspects of case planning

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct case management meetings	1.1 Facilitate information sharing with the client by establishing an appropriate rapport with the client and implementing appropriate procedures including: • establish purpose, objectives and agenda of the meeting • facilitate discussion • resolve conflict where relevant • identify, negotiate and record outcomes 1.2 Identify and agree boundaries and processes within service delivery, including: • rights, roles, responsibilities, decision-making processes, accountability and outcomes • ways of addressing experience, skills, values and development of participant • impact of statutory mandates on interventions, the client and significant others • the impact of value systems of worker, client and key stakeholders on outcomes • information sharing and planning • appropriate conflict resolution techniques to be employed 1.3 Define and explore individual family and community needs and rights, and organisation responsibilities to assure the rights are protected for all concerned
2. Develop an appropriate approach to case management	2.1 Develop and utilise case management processes appropriate to implementing statutory requirements 2.2 Implement appropriate processes to facilitate client setting of goals and participation in case management processes 2.3 Integrate appropriate cultural considerations into all aspects of case management planning 2.4 Provide information on rights of appeal and avenues of complaint so client understands their rights

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ELEMENT	PERFORMANCE CRITERIA
3. Develop an appropriate case management plan	3.1 Develop a case management plan to reflect initial assessment of needs 3.2 Identify the full range of appropriate immediate, short and long term needs of the client and other relevant parties 3.3 Develop action plans to reflect: • integration of expertise of relevant stakeholders and other service deliverers • negotiated and agreed goals and operational processes • a range of strategies to address each goal and to maximise participation in plan • appropriate resource allocation • agreed responsibility for delivery • realistic and agreed indicators of success • rights and responsibilities of client 3.4 Establish processes for monitoring and changing case plan 3.5 Identify strategies to deal with *complex or high risk situations* 3.6 Match requirements of case plan to experience, workload and geographical location of worker 3.7 Focus plan on assisting clients to set and achieve realistic targets for change or action and to take personal responsibility
4. Manage case work activities and processes	4.1 Implement strategies to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction 4.2 Assess the need for changes in case plan, including the need for ongoing intervention, and develop strategies for alternatives as appropriate 4.3 Successfully negotiate with relevant parties, any proposed changes arising from case review 4.4 Utilise processes for case closure as appropriate, to comply with organisation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Behaviour change models and practices
- Organisation procedures and standards
- Formal meeting processes
- Relevant policy, procedures, legislation and statutory mandates
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Relevant documentation protocols
- Range of available services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access and use a range of family and community resources
- Identify and gain agreement on role boundaries
- Facilitate groups and support participants to engage in information sharing and planning
- Apply organisation statutory and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - Planning, decision-making and goal setting
  - Managing group dynamics
  - Conflict resolution, negotiation and (where required) mediation techniques

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REQUIRED SKILLS AND KNOWLEDGE

- Defining boundaries
- Planning and goal setting
- Facilitation
- Assertion
- High level writing skills
- Interpersonal and communication
- Supervision and delegation where appropriate to job role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for facilitation of information sharing and planning include:	• All formal processes included in case management e.g. case conferences, case review meetings, formal briefings on client progress
Evaluating ongoing implementation includes:	• Monitoring case plan implementation • Facilitating review activities and feedback from workers on progress of intervention • Liaison with service providers, clients, significant others • Advising on how case plans can be modified, ensuring that changes are communicated appropriately

Complex or high risk situations are to be defined as:	• Life threatening/high risk situations
	• Cases where at least three of the following factors are combined:
	  • serious/sustained abuse
	  • multiple difficulties present in family
	  • intellectual or psychiatric disability
	  • chronic and serious drug addiction affecting individuals capacity
	• Where a wide range of other agencies are involved, e.g. community services, legal, medical and police agencies
	• Where involvement of protective and custodial agencies with the family has been over a lengthy and sustained period
	• When age of the client creates special considerations
	• Cases with high public/political sensitivity requiring sensitive and experienced case investigation and management

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RANGE STATEMENT

Negotiate actions includes:

- Gaining agreement on course of actions, goal setting, milestone setting and agreement, timeline setting, establishment of review points in case plan

Unit Sector(s)

Not Applicable

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CHCCM504D Promote high quality case management

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCM504C Promote high quality case management	CHCCM504D Promote high quality case management	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to disseminate information and provide advice on practice issues relating to case management

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide a lead in case management practice	1.1 Implement appropriate strategies to ensure currency with accepted best practice and relevant legislation
	1.2 Where appropriate, provide practice advice and direction consistent with organisation service and professional standards
	1.3 Challenge and support worker to ensure casework plans and actions are based on organisation procedures, practices and legislative requirements
	1.4 Implement strategies to ensure worker has ready access to casework consultation with other workers to maximise their effectiveness
	1.5 Access and apply specialist practice knowledge in the workplace and provide coaching and mentoring to staff to optimise competent practice
	1.6 Advise worker on the full range of legislative provisions relevant to case management, and worker and organisation responsibilities

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ELEMENT	PERFORMANCE CRITERIA
2. Provide practice advice on complex cases	2.1 Thoroughly analyse and assess case management plans and feedback on their implementation and provide expert advice on options for actions and further development 2.2 Provide workers with information on organisation processes for collecting information from key stakeholders to ensure more effective operation 2.3 Routinely provided workers with information about relevant legislation and any changes in organisation practices and procedures to promote consistency and quality in practice 2.4 Routinely monitor progress on case plan and make changes as required to enable improved service delivery 2.5 Implement strategies to ensure appropriate stakeholders are consulted about specialist information and options for future action

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theory and practice of case management
- Provisions of all relevant legislation and statutory requirements
- Practice model of supervision
- Codes of practice/ethics
- Own value base and belief system

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Research current trends in case management
- Analyse and evaluate practices
- Plan for practice improvement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - role modelling
  - mentoring
  - facilitation of feedback
  - team management
  - high level report writing and documentation
  - research and analysis
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment is recommended to be conducted on one or more occasion and should reflect a range of information and advice that is disseminated

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to: • an appropriate workplace where assessment can take place or simulation of realistic workplace setting
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace environment, including testimonials from colleagues, portfolios etc

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for facilitation of ongoing case management practice include:	• Professional development and training programs • Practice reviews and audits
Facilitation of ongoing case management practice will be carried out within requirements established by:	• Organisation policy and procedures • Relevant program standards • Service and professional standards, including code of professional ethics or code of practice

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Unit Sector(s)

Not Applicable

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CHCCM506C Undertake case management in a child protection framework

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCM506B Undertake case management in a child protection framework	CHCCM506C Undertake case management in a child protection framework	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply the case management process in which case plans are developed and managed to address specific client needs

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish *client need* and/or risk	1.1. Assess client needs/risks in accordance with organisation procedures
	1.2 Develop assessment plan to reflect client needs
	1.3 Clearly explain worker's role and purpose to the *client*
	1.4 Identify, assess, and prioritise relevant *information*, taking into account the particular circumstances of the situation
	1.5 Ensure communication with client is of a level, type and manner appropriate to the individual and the nature of the issues raised
	1.6 Identify in the *case plan, support and prevention strategies* that promote and meet the needs of the family
	1.7 Provide information to ensure the client understands the intervention process, their *rights of appeal* and how to use avenues for complaint

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ELEMENT	PERFORMANCE CRITERIA
2. Develop a case management plan	2.1 Build into the case plan client strengths and/or protective factors 2.2 Develop case plan in partnership with the client 2.3 Collect information on a range of suitable intervention strategies to address immediate, short and longer term needs of clients 2.4 Explore a full range of options for addressing client needs and integrate into planning 2.5 Prioritise case management goals and objectives and negotiate and agree processes with the client 2.6 Negotiate goals, actions and timelines for the case plan in concrete, specific terms 2.7 Define roles, responsibilities and accountabilities for clients, *stakeholders*, workers and service providers 2.8 Explore and develop contingency plans 2.9 Integrate *cultural considerations* into goal setting and negotiation of timelines 2.10 Establish communication, review and evaluation systems 2.11 Document case plan and distribute to all parties
3. Implement case plan	3.1 Implement practical arrangements to support clients and stakeholders 3.2 Utilise established communication processes and protocols to make referrals 3.3 Identify roles, responsibilities, outcomes and processes involved in intervention and articulate with the client and service provider 3.4 Where appropriate, develop *contracts* and agree with external service providers, including accurate timing and resourcing constraints 3.5 Identify review activities and negotiate with client, service providers, and significant others 3.6 *Record information* in a manner consistent with organisation procedures and policies

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ELEMENT	PERFORMANCE CRITERIA
4. Establish review and evaluation systems	4.1 Set up appropriate evaluation processes for ongoing implementation of the plan 4.2 Assess and document progress towards achieving goals with client and service providers 4.3 Assess the need for ongoing intervention 4.4 Negotiate with relevant parties, proposed actions and timelines arising from case review 4.5 Complete all relevant reporting procedures in accordance with organisation requirements 4.6 Undertake appropriate consultation with the supervisor at key decision-making points

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ELEMENT	PERFORMANCE CRITERIA
5. Plan and participate in case conferences or protection *meetings*	5.1 Convene care meetings when they are judged to be the most effective case management decision-making strategy for the needs of the case or in line with legislative/organisation requirements 5.2 Clearly identify and articulate purpose of case conference/protection meeting to clients and other stakeholders 5.3 Establish agenda that clearly outlines purpose, participants, venue, date, time and process 5.4 Identify key persons and request their contribution by attending the conference or make reporting arrangements 5.5 Undertake work to prepare client for the meeting 5.6 Implement processes to ensure participation in the decision-making process of children, young people and their families 5.7 Anticipate areas of conflict and facilitate resolution 5.8 Identify and responded to participant needs for interpreters and other support 5.9 Arrange attendance of delegated decision-makers 5.10 Provide information equally to all parties 5.11 Prepare case history in accordance with agency requirements 5.12 Nominate and brief a chairperson and minute taker 5.13 Identify, negotiate and record outcomes

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ELEMENT	PERFORMANCE CRITERIA
6. Work with agencies to meet client needs	6.1 Identify appropriate service providers 6.2 Develop and maintain working relationships with relevant community groups 6.3 Access inter-agency protocols/guidelines and integrate into case management 6.4 Clarify the nature of advocacy and support required by the client 6.5 Explain range of interventions and reason for referral, and clarify and negotiate agreement with client, service providers and significant others 6.6 Discuss with the client all representations made on their behalf to the service provider 6.7 Ensure all information is kept in confidence according to organisation policy and legislation 6.8 Maintain links with service, client and other relevant parties and evaluate progress with achievement of goals
7. Undertake case closure	7.1 Analyse achievements of case plan goals against performance indicators and documented 7.2 Identify reasons for case closures 7.3 Negotiate case closure with client and relevant agencies 7.4 Advise relevant parties in writing of decision to close case 7.5 Ensure case closure that is implemented takes account of the needs of the client including the need to reflect on past interventions

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of legal implications and responsibilities of statutory work
- Understanding of state and federal jurisdictions, including all courts within the jurisdictions
- Detailed understanding of child protection policy and procedures including inter-agency protocols
- Detailed understanding of legislation relevant to child protection including Family Court protocols and practice and policy guidelines including legal definitions of abuse
- Understanding of risk assessment, comprehensive psychosocial assessment and family assessment
- Understanding of indicators of harm, types of harm, definitions and dynamics of harm
- Understanding of theories on vulnerability and resilience of children
- Understanding of the change process
- Understanding of stages of child development
- Understanding of workings of court, legal systems and legal processes
- Understanding of legal implications of material collected through interviews
- Understanding of family dynamics in different cultures
- Understanding of recording and reporting systems
- Understanding of how to access interpreters for clients and their families who are from a non-English speaking background or who are hearing or speech impaired

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interpret and apply legislation, policies and procedures and standards and statutory obligations
- Respond to and manage crisis
- Develop and assess actions appropriate for intervention
- Collect and assess information

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REQUIRED SKILLS AND KNOWLEDGE

- Document plans
- Apply all aspects of a structured case management framework to statutory child protection work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use communication techniques such as: active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Use solution focused interviewing techniques
- Interview and engage children, young people and their families in communication exchange
- Effectively and impartially collect and analyse information according to risk assessment framework or models
- Articulate rationale for decision-making
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Use age appropriate language and questioning techniques
- Utilise conflict resolution skills
- Manage grief and change processes
- Engage and establish a professional relationship with children and young people
- Monitor own level of stress and implement stress management strategies
- Work appropriately with cross cultural issues
- Prepare court reports
- Present factual, non-emotive information succinctly
- Demonstrate appropriate use of supervision and consultation
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace within a statutory child protection authority and under the normal range of workplace conditions
- Assessment must include the normal range of workplace situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment
- Workplace evidence can be testimonials, portfolios or copies of completed workplace records/ documentation
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in undertaking case management in a statutory child protection environment
  - assessment should be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any workplace documentation produced by the candidate related to case management in a statutory child protection environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for establishing a case plan could include:

- A result of a notification/report
- A result of a risk assessment
- A result of a placement in out of home care
- A result of a court order
- A result of a contract to provide a service
- Part of a case planning meeting or conference

Establishment of a case plan will be carried out within requirements established by:

- Commonwealth and state legislation
- Relevant international conventions
- Organisation policy and procedures
- Relevant program standards
- Inter-agency protocols/guidelines

Development of a case plan includes:

- Working collaboratively with the client and all stakeholders
- Identifying priority needs/target needs/risks
- Identifying and building on client strengths and/or protective factors
- Setting goals which are negotiated with the client
- Identifying strategies and actions, roles and responsibilities, timeframes and review
- Documentation using formats and procedures

Client need includes:

- Developmental needs (physical, social, cultural, emotional and psychological)
- Risks
- Early intervention/prevention
- Supports in parenting
- Practical e.g. housing, income

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RANGE STATEMENT

Stakeholders include:

- Child or young person
- Family
- Significant others
- Worker
- Carers
- Supervisor and organisation
- Court and legal practitioners
- Community

Information may include:

- All official documentation relating to client, full family history, developmental and medical history
- All available records, anecdotal material and individual interviews

Client can include:

- Child/children
- Young person/people
- Parents
- Family/relative
- Significant others
- Foster cares

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RANGE STATEMENT

Case management principles can include:

- Taking the least intrusive intervention necessary to ensure safety and support protection
- Safety, welfare and well being of child or young person is paramount consideration
- Using a strengths-based, partnership approach in practice
- Intervention is planned and purposeful
- Working in partnership with other service providers
- Consideration of culture, disability, language, religion, sexuality and any special needs in service provision
- Children and young people placed away from home are entitled to special protection and assistance
- Self determination of aboriginal and Torres Strait Islander communities
- Recognition of the importance of maintaining significant relationships and cultural identity of a child or young person when they cannot live with their family
- Working quickly to resolve permanency by planning placement stability and continuity of relationships
- Ethical practice
- Accountability for decisions and actions

Child centred practice includes:

- Engaging in direct work with children and young people
- Providing an advocacy role on behalf of children and young people
- Understanding the different, and range, of stages of development (including attachment) and how that can inform intervention and planning
- Ensuring that the child or young person is an active participant throughout the case management process
- Recognising that children and young people are part of families and communities
- Safeguarding children can not be separated from promoting their welfare
- The role of prevention and early implementation strategies in protecting and supporting children

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RANGE STATEMENT

Family focus includes:

- Recognition that parenting can be stressful and challenging
- Recognition of the impact of poverty and disadvantage on families
- Recognition of the potential impact of statutory intervention on families
- Recognition of the complex issues facing the family

Exercising effective communication skills includes:

- Identifying and evaluating what is occurring within an interaction in a non-judgemental way
- Making decision about appropriate words, behaviour, posture
- Using active listening
- Using clarifying, summarising questions
- Putting together a response that is culturally appropriate
- Expressing an individual perspective
- Expressing own philosophy, ideology and background and exploring the impact of this on the communication
- Exploring and unpacking problems
- Reflective listening
- Providing sufficient time to enable stories to be told
- Provide summarising and reflective response in conflict situations

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RANGE STATEMENT

Complex cases can include the presence of a number of complicating factors including:

- Multiple abuse/injuries
- Ritual abuse
- Life threatening/high risk situations
- Multiple difficulties present in family
- Intellectual or psychiatric disabled clients
- Chronic and serious substance abuse/addiction
- Family/domestic violence
- A wide range of other services involved which requires coordination
- Involvement of protective and custodial agencies in the family over a lengthy period
- Cases with high public/political sensitivity requiring sensitive and experienced case investigation and management
- Poverty including poor housing, inadequate and limited educational, health and social facilities, and high risk communities/neighbourhoods

Case plan may include:

- Assessment/investigation plan
- Support and management plan
- Out of home care plan
- Restoration/reunification plan
- Protection plan

Meetings may include:

- Case conferences
- Protection planning meetings
- Family group conferences
- Alternate dispute resolution

Cultural considerations include:

- Indigenous and ethnic considerations
- Power relationship structures
- Rituals, beliefs, hierarchies and practices
- Community politics
- Gender
- Parenting practice and family dynamics

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RANGE STATEMENT

Contracts for service provision include:	• Responsibilities of service/agency • Referral service/agency and client are articulated, documented, endorsed and explained to the client and relevant stakeholders • Agreement is sought from client and stakeholders about roles, responsibilities, timelines, actions, milestones and outcomes
Procedures used in crisis situations include:	• Ensuring security and safety of all relevant parties including protection and custodial issues and the level of intervention required • Appropriate crisis services such as counselling, respite care, debriefing
Support and prevention strategies includes:	• Provision of information • Early intervention and prevention services • Financial and practical benefits
Rights of appeal mechanisms may include:	• Those operating within all state departments, service provider organisations and external bodies
Record information relating to a case plan includes:	• Computer report, hand written, electronic, on file, etc
Feedback mechanisms include:	• Communicating daily with child, young person, family, significant other, about meeting of needs, participating within a case conference, recording observations about progress on activities
Each contact with client is recorded and includes:	• Telephone contact, face-to-face interviews, contact with service provider about the client, letters, anecdotal information received from others, enquiries conducted by the worker to other agencies e.g. schools, doctors etc

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RANGE STATEMENT

Relevant supporting information includes:	• Example reports e.g. medical, school, family assessment, out of home care history, intake forms, referees, financial assistance record etc

Unit Sector(s)

Not Applicable

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CHCCM605C Develop practice standards

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to ensure case management delivery reflects current best practice

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote practice standards	1.1 *Develop standards of practice* and promote to staff
	1.2 Identify strategies for continuous improvement mechanisms relating to case management practice and integrate into work systems
	1.3 Implement improvement processes that reflect current research related to practice performance

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ELEMENT	PERFORMANCE CRITERIA
2. Provide case work consultancy to promote best practice	2.1 Provide *coaching and advice* on *specific casework or supervision practice* as required to colleagues and co-workers 2.2 Focus coaching and advice on ensuring the objectives and principles of case work delivery are promoted and achieved 2.3 Take available opportunities to promote best practice in case management delivery

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation mission, philosophy
- Professional standards/code of ethics
- Relevant legislation
- Current research in practice standards
- Practice standards development models/processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain knowledge of latest practice
- Develop practice standards for a range of issues
- Provide consultancy on application of practice standards
- Demonstrate knowledge related to applying agency and legislative requirements
- Demonstrate use of typical processes listed in the Range Statement

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - mentoring
  - consultation
  - analysis
  - report writing
  - research
  - liaison with other agencies, professional associations

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to: • an appropriate workplace where assessment can take place or simulation of realistic workplace setting
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace setting

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contexts for developing practice standards include:	• Practice reviews and audits • Responsibility for interpreting organisation mission, philosophy into practice standards
Develop standards of practice will be carried out within requirements established by:	• Organisation mission, philosophy and outcomes • Agency policy and procedures • Relevant program standards • Service and professional standards
Specific casework or supervision practice includes:	• Developing basic practice skills in workers • Coaching in cases of increased complexity
Coaching and advice may utilise information gathered from:	• Current texts and journals • Legislation • Regulations • Practice guidelines and procedures • Relevant specific knowledge in key practice areas e.g. child protection, juvenile justice, adoption

Unit Sector(s)

Not Applicable

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CHCCM701B Undertake advanced client assessments

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCM701A Undertake advanced client assessments	CHCCM701B Undertake advanced client assessments	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake initial and ongoing client assessments, to determine eligibility, priority and need for services as part of a case management process or as part of an assessment service

Application of the Unit

Application

This unit may apply to work in a range of community sector contexts where high-level assessment skills and knowledge are required

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for initial assessment	1.1 Establish need for broad-based holistic assessment of person's needs based on referral or other documentation in line with organisation policy and procedures
	1.2 Establish rapport with person and obtain their consent to participate in the assessment process
	1.3 Identify additional stakeholders, such as carers and family members, whose input is required into the assessment process and outcomes
	1.4 Identify range of information, products and resources to be utilised in the assessment process
	1.5 Structure the assessment process to focus on identifying opportunities to build on strengths, improve functional capacity, and participation in social and community activities
	1.6 Organise appropriate time and place for assessment in conjunction with the person being assessed and associated carers, support workers and family, where appropriate
	1.7 Identify appropriate assessment tools and processes according to organisation policy and procedures
	1.8 Explain privacy and confidentiality principles, practices and procedures
	1.9 Ensure interpreter is available and has been briefed, where required

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ELEMENT	PERFORMANCE CRITERIA
2. Conduct assessment	2.1 Ensure communication with all people involved in the assessment is in language or form they understand 2.2 Clearly explain the assessment process and how information is used, including legal requirements and organisation policy and processes for mandatory reporting 2.3 Implement risk management processes, as required, to ensure safety of person being assessed and others involved in the assessment, including workers 2.4 Ensure appropriate and empowering involvement of the person, their carer/s and family in the assessment process 2.5 Use appropriate assessment tools and processes to identify, clarify and prioritise needs of the person, their carer/s and family, especially where there are multiple and complex issues involved 2.6 Collect and document information about the person, using an assessment tool if appropriate, including their: • family, housing, financial situation, health • social relationships • ability to undertake activities of daily living • relevant problems, if any 2.7 Where multi-organisation assessments are undertaken, take steps to ensure coordinated and streamlined approach to assessment, with consultation to avoid duplication and support sharing of information 2.8 Ensure those involved in the assessment are assisted to identify and prioritise the person's goals, needs and any risk factors 2.9 Ensure the assessment provides an effective basis for establishing a care plan to provide required services whilst optimising the person's independence and self-management capacity 2.10 Where carers are involved, ensure the assessment focuses on and empowers the care relationship rather than treating the individual in isolation 2.11 Ensure carers are informed about their role and rights in the assessment and decision-making processes, where appropriate, including their right to assessment of

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ELEMENT	PERFORMANCE CRITERIA
	their own needs
	2.12 Identify and assess work health and safety (WHS) risks and issues potentially associated with service and resource delivery
3. Undertake ongoing assessment and review	3.1 Respond appropriately to informal monitoring of health and well being of the person and/or their carer by workers, volunteers, carers or family
	3.2 Undertake regular and systematic reviews to ensure assessed needs of clients are being addressed effectively
	3.3 Use regular reviews to re-prioritise client needs for service and to ensure equitable access based on ongoing appraisal of prioritised needs
	3.4 Undertake reassessment of client needs in response to changes in client or carer health, review of risk management and/or WHS needs as specified in person's care plan or as required by personal circumstances
4. Respond appropriately to diversity	4.1 Ensure equitable access and culturally sensitive assessment processes are provided for culturally and linguistically diverse (CALD) and Aboriginal and/or Torres Strait Islander people
	4.2 Ensure appropriate interpreter support is provided in line with organisation protocols
	4.3 Where appropriate, build and maintain relationships with ethno-specific and multicultural organisations
	4.4 Where appropriate, build and maintain relationships with Aboriginal and/or Torres Strait Islander communities and organisations
	4.5 Recognise and support the role of ethno-specific, multicultural, Aboriginal and/or Torres Strait Islander organisations in linking their communities into the service system
	4.6 Use assessment processes and practices designed to build trust and confidence in mainstream services
	4.7 Where appropriate involve Aboriginal and/or Torres Strait Islander community and/or organisation representatives in the assessment process

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ELEMENT	PERFORMANCE CRITERIA
5. Respond appropriately to people with different levels of need including people with complex needs	5.1 Recognise the significant needs of people in complex circumstances in relation to supporting their access to assessment 5.2 Facilitate access to assessment for people with different levels of need including those in *complex circumstances and identified as having high levels of need* 5.3 Develop and maintain *inter-organisation relationships and agreements* as appropriate to address client, family and carer needs 5.4 Recognise the need for secondary consultation, medication administration/monitoring or additional specialist assessment, such as to be undertaken by a specified health professional, where the person's health is unstable to ensure the appropriate multi-disciplinary approach is applied 5.5 Identify and build on person's motivation to improve their functional capacity and set their own goals

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Roles, responsibilities and boundaries of own work role and of other organisations and personnel providing assessment and related services
- Validity and reliability requirements for assessment
- Assessment tools, processes and protocol requirements
- Range of relevant assessment approaches and practices related to identifying needs for delivery of services and resources in the community sector
- Organisation policy and procedure associated with individual assessment
- Processes applying to multi-organisation assessments and relevant inter-organisation relationships and agreements
- Reporting requirements of individual assessment
- Consent requirements for dissemination of a person's assessment results and associated privacy and confidentiality principles and practices
- Characteristics and needs of identified client population
- Understanding of the policy and planning context and systems of funding and providing services
- Professional standards/code of ethics
- Government legislation, regulations, standards and policies
- Awareness of own values
- Documentation requirements and practices
- Current research in assessment practice
- Relevant WHS risks and issues and associated risk management practices and how to assess these
- Strategies to provide equitable access and culturally sensitive assessment processes for CALD and Aboriginal and/or Torres Strait Islander people
- Relevant ethno-specific, multicultural and Aboriginal and/or Torres Strait Islander organisations
- Understanding the significance of setting, such as working in the client's home

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Undertake broad-based assessments of people, involving their carers and family members with a focus on service delivery within the community sector to optimise their functional capacity and participation in social, community and daily living activities
- Communicate effectively using interviewing, observation, negotiating, problem solving and motivating skills
- Record and report on assessment results within and across organisations as required to address complex needs in line with client requirements
- Work within professional standards and applicable legislation, regulations, policies and standards
- Implement WHS and risk management practices, as required, to ensure safety of person being assessed and others involved in the assessment
- Use appropriate assessment tools and processes to identify, clarify and prioritise needs of the person, their carer/s and family, especially where there are multiple and complex issues involved
- Apply aware reasoning and judgement based on knowledge, experience and skills
- Engage people in a problem solving approach to their issues
- Work individually and in multi-disciplinary and multi- organisation situations
- Undertake and respond appropriately to ongoing assessment and review, including informal monitoring and formal review and reassessment
- Work effectively with CALD and Aboriginal and/or Torres Strait Islander individuals and communities
- Practise in an ethical manner noted by professional discipline or defined ethical standards
- Work within guidelines for currently identified best practices
- Apply communication and leadership skills appropriately in work with other organisations
- Maintain client confidentiality when engaging stakeholders
- Identify and consider duty of care issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interviewing
  - appropriate home visit behaviours
  - use of assessment tools and other tools where relevant
  - communicating with a wide variety of people at different levels of functioning
  - analysis of social and other situations and relationships
  - report and case note writing
  - research

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REQUIRED SKILLS AND KNOWLEDGE

- liaison with other organisations and service providers
- facilitation
- advocacy

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace using case examples, role plays etc • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in CALD environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace setting
- Feedback from peers/other participants

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Complex circumstances and identified as having high levels of need may include:

- Families with children with disabilities where a number of different organisations are providing support
- People with disabilities with a diverse range of needs arising from physical and behavioural causes
- People with disabilities with a diverse range of needs arising from the type or types of disability
- People with disabilities requiring the development of appropriate responses for personal and/or respite care
- People with complex medical issues which may pose critical issues for assessment and care planning
- Older people with chronic illness and unstable health conditions requiring coordinated management across acute, sub-acute and community health sectors
- Older people with dementia and/or other brain disorders
- Older people who are extremely socially isolated and withdrawn
- Circumstances involving difficult WHS issues for community sector workers
- People with mental health issues, whose functional limitations may fluctuate substantially over time
- People with psychiatric disabilities where inter-organisation agreements may be required to access specialist assessment expertise
- People with family and carer needs that require additional service inputs

Inter-organisation relationships and agreements may relate to:

- Access to specialist expertise for secondary consultations, advice or assessment
- Extent and type of information provided on referral
- Joint assessment
- Case conferencing
- Care planning and ongoing support
- Use of specialist assessment tools
- Involvement in assessment of family members and other organisations providing services
- Receiving relevant information from health practitioners and/or from support workers

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Unit Sector(s)

Not Applicable

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CHCCM702B Implement goal directed care planning

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCM702A Implement goal directed care planning	CHCCM702B Implement goal directed care planning	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to plan care for clients through provision of services and resources aimed at maximising and enhancing their independence and quality of life

Application of the Unit

Application

This unit may apply to work in a range of community sector contexts where high level care planning skills and knowledge are required

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake *care planning* to address identified client needs and goals	1.1 Work with client to identify realistic and relevant goals as a basis for care planning 1.2 Undertake *care planning* to address identified goals and in line with needs assessment and document in line with organisation requirements 1.3 Undertake consultation with other organisation representatives to plan care in complex situations where multi-organisation involvement is required 1.4 Ensure care plan recognises and supports person's strengths and abilities as well as addressing their needs 1.5 Recognise and respect person's right to self-determination within legal parameters 1.6 Plan care in consultation with the person, their carer/s and family, friends or others involved in advocacy or decision-making on their behalf 1.7 Support person to make informed decisions about their care, reflecting understanding of their current situation, probable future situation and ensuing care needs 1.8 Investigate range of options available to address client-identified needs and achieve their goals 1.9 In conjunction with client, structure a range of services in a manner that supports informal care arrangements such as family support, and support of friends and/or neighbours 1.10 Devise alternative strategies to meet identified client needs when specific services are not available 1.11 Provide the person with cost details as required and work with them to ensure care plan is within their financial resources 1.12 Identify work health and safety (WHS) risks and plan for their management 1.13 Write care plan and clearly identify all work tasks and who is to perform them

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ELEMENT	PERFORMANCE CRITERIA
2. Implement care plan in conjunction with relevant others	2.1 Seek and obtain person's consent before undertaking any referrals 2.2 Provide person with clear understanding of available services and choices, so they are an informed participant in all stages of care planning 2.3 Work in collaboration with appropriate professionals and organisations to ensure services are provided in a manner that maximises person's potential for achieving their goals and addresses identified needs 2.4 Ensure planning clearly articulates roles and responsibilities of each service provider, including coordination role/s 2.5 Maximise involvement of client and carer/s in care planning processes and decision-making 2.6 Ensure effective involvement of relevant health/ community services professionals in care planning where clients have chronic or *complex needs* 2.7 Establish and maintain communication strategy and processes to ensure effective implementation of care plan 2.8 Ensure mechanisms are in place to support sharing of information between organisations and maintenance of updated information to all involved organisations 2.9 Support and develop person's ability to independently access alternative resources to ensure their needs are addressed in an appropriate manner

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor implementation of client care plan	3.1 Regularly monitor planned services, support and resources against client-identified goals to ensure effective implementation of their care plan 3.2 Ensure appropriate level of rapport and communication with client is maintained as required to support disclosure of information regarding delivery of services and resources in line with care plan 3.3 Maintain collaborative relationships with clients, carers and other service providers to support people with complex needs 3.4 Promptly identify problems with implementation of care plan and make adjustment as necessary to best meet person's needs 3.5 Document and report any variations to care plan in line with organisation requirements and communication strategy
4. Undertake review of care plan	4.1 Respond appropriately to informal monitoring of health and well being of the person and/or their carer by volunteers, carers or family 4.2 Undertake regular and systematic reviews to ensure assessed needs of clients are being addressed effectively 4.3 Use regular reviews to re-prioritise client needs for service and to ensure equitable access based on ongoing appraisal of prioritised needs 4.4 Contribute to adjustments in care plan in response to changes in client or carer health; review of risk management/WHS needs; or as specified in person's care plan or as required by personal circumstances

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ELEMENT	PERFORMANCE CRITERIA
5. Respond appropriately to diversity	5.1 Ensure care planning for CALD and Aboriginal and Torres Strait Islander clients is culturally sensitive 5.2 Ensure appropriate interpreter support is provided in line with organisation protocols 5.3 Where appropriate, work in conjunction with ethno-specific and multicultural organisations and with Aboriginal and Torres Strait Islander communities and organisations 5.4 Recognise and support the role of these organisations in linking their communities into the service system 5.5 Where appropriate involve Aboriginal and Torres Strait Islander community and/or organisation representatives in the care planning process
6. Respond appropriately to people with different levels of need including those with complex needs	6.1 Facilitate access to assessment for people with different levels of need including those in *complex circumstances and identified as having high levels of need* 6.2 Maintain and promote *inter-organisation relationships and agreements* as appropriate to address client, family and carer needs 6.3 Ensure care planning builds on person's strengths and motivation to improve their quality of life

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ELEMENT	PERFORMANCE CRITERIA
7. Evaluate client outcomes	7.1 Undertake periodic evaluation of care planning based on analysis of outcomes 7.2 Obtain information from clients, carers, families and other service providers to determine progress and evaluate against identified goals in care plan 7.3 Take into account adjustments made to services and resources to better address person's ongoing situation and changing needs 7.4 Ensure evaluation includes determination of client satisfaction, comparison of costs against benefits received and assessment of quality and effectiveness of service delivery and case management components 7.5 Work with person to evaluate ongoing support needs to meet their goals, including review of parameters for disengagement, where applicable 7.6 Demonstrate accountability for adjustments to the care plan and associated financial outcomes 7.7 Identify opportunities for person to maintain or develop independence within any aspects of their overall care 7.8 Document and report quantifiable impacts experienced by person as a result of implementation of care plan and indicate how client-centred outcomes have been achieved

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Literature on models and practices in goal-directed care planning
- The range of services, resources and holistic solutions available to clients with complex needs
- Components of service delivery system
- Gaps in the service system
- Characteristics and needs of identified client population
- Significance of the service setting, such as working in the client's home
- Organisation policies and practices relating to care planning
- Professional standards/code of ethics and relevant legislative requirements
- Government legislation, regulations, policies and standards
- Documentation requirements and practices
- Duty of care requirements when developing and implementing care plans
- Current research in area of practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within professional standards and applicable government legislation, regulations, policies and standards
- Use data drawn from a range of client needs assessment information as a basis for planning care services to address client needs
- Review and apply outcomes data as a means to continually improve practice and make adjustments to care plan
- Practise in an ethical manner noted by professional discipline or defined ethical standards
- Work within guidelines for currently identified best practices
- Minimise client dependency by developing their self management skills
- Examine issues related to sustainability of care to address client's level of need

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate actions to support improvement/maintenance of quality of life for clients
- Navigate the service delivery system to meet client needs and support encouragement of client independence where possible
- Apply communication and leadership skills with providers to services and resources meet client needs
- Maintain client confidentiality when engaging stakeholders

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - consultation, liaison and negotiation
  - analysis of assessment and other data
  - report, case note and care plan writing
  - liaison with other organisations and service providers
  - facilitation
  - advocacy

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions e.g. writing care plans based on case studies, writing case notes based on case studies
- Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace setting
- Examination of written examples of care plans and written examples of case notes

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Care planning may include, for example:

- Identifying range and type of specific services to be provided
- Planning details of each specific service to be provided, such as
  - domestic assistance
  - respite
  - nursing care
- Consideration of WHS and risk management issues and strategies to address these
- Referral strategies as required to address breadth of client needs
- Information about services, resources or activities the client may follow up independently, such as:
  - Health promotion
  - Local social or active living opportunities
  - Self management strategies and activities
  - Self-referral to other services

Complex needs may refer to:

- Client needs requiring multiple service types with heightened needs for collaboration between service providers
- Clients with a range of needs that may not be met by available services and resources
- Clients who have family and carer needs that require additional service inputs
- People who have broad range of care needs related to chronic and/or multiple health issues and who require assistance to access the service system as well as a high level of ongoing advocacy

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RANGE STATEMENT

People in complex circumstances and identified as having high levels of need may refer, for example, to:

- Families with children with disabilities where a number of different organisations are providing support
- People with disabilities with a diverse range of needs arising from physical and behavioural causes
- People with disabilities requiring the development of appropriate responses for personal and/or respite care
- People with complex medical issues which may pose critical issues for assessment and care planning
- Older people with chronic illness and unstable health conditions requiring coordinated management across acute, sub acute and community health sectors
- Older people with dementia and/or other cognitive impairment
- Older people who are extremely socially isolated and withdrawn
- Circumstances involving difficult WHS issues for community sector workers
- People with mental health issues, whose functional limitations may fluctuate substantially over time
- People with psychiatric disabilities where inter-organisation agreements may be required to access specialist assessment expertise
- People with family and carer needs that require additional service inputs

Inter-organisation relationships and agreements may relate to:

- Access to specialist expertise for secondary consultations , advice or assessment
- Extent and type of information provided on referral
- Joint assessment
- Case conferencing
- Care planning and ongoing support
- Use of specialist assessment tools
- Involvement in assessment of family members and other organisations providing services
- Receiving relevant information from health practitioners and/or support workers

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Unit Sector(s)

Not Applicable

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CHCCM703A Apply effective case management practice

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to undertake complex case management

Application of the Unit

Application	This unit may apply to work in a range of community sector contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate *complex case management process*	1.1 Confirm eligibility of persons for case management by matching client profile against service criteria 1.2 Obtain person's consent to their involvement in case management, ensuring the client understands their rights and responsibilities 1.3 Collect information about person, ensuring confidentiality and privacy and minimising any duplication 1.4 Work with person to identify and prioritise their needs to inform more comprehensive assessment and to identify relevant goals that are achievable within an identified timeframe 1.5 Recognise and respect person's right to self-determination within legal parameters 1.6 Identify social, economic, housing, personal and family factors that may influence person's health, well being and level of dependence/independence 1.7 Explain case management process to person, ensuring their understanding of relevant complaint/appeal processes and service criteria for disengagement 1.8 Ascertain specific cultural needs of person as a basis for providing appropriate services and support for their development
2. Identify and document *complex client needs*	2.1 In conjunction with person, identify their needs as a basis for planning an intervention and identifying appropriate resources 2.2 Document and confirm identified needs with person, using language that is understood by them 2.3 Work with person to identify and analyse risk factors and determine needs that may have greater impact on their well being 2.4 Estimate the level of case management support required to implement person's care plan and discuss this with those involved in aspects of case management

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ELEMENT	PERFORMANCE CRITERIA
3. Identify and consider possible solutions to complex issues	3.1 Identify complex legal and ethical issues and questions pertaining to aspects of case management and resolve in line with organisation guidelines and regulatory requirements or seek appropriate resources to assist with their resolution as required
	3.2 Identify complex issues relating to funding of service provision and administer resources within relevant regulatory framework
	3.3 Ensure ethical standards are addressed to protect the autonomy, dignity, privacy and rights of individuals
	3.4 Advocate for client-oriented solutions to complex identified needs at service delivery and policy-making levels
	3.5 Draw on established collaborative relationships as required to provide care and optimise outcomes for clients with complex needs
	3.6 Use collaboration to generate innovative responses to meet person's needs where available solutions are not sufficient or effective
	3.7 Maintain strong up-to-date knowledge of available resources and services within the community and area of expertise

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ELEMENT	PERFORMANCE CRITERIA
4. Develop plan of action to address identified priorities	4.1 Use client-identified goals and needs assessment as basis for developing and agreeing plan of action 4.2 Support person to make informed decisions, providing necessary information in a timely manner, reflecting understanding of their current situation, probable future situation and ensuing care needs 4.3 Support and develop person's ability to independently access alternative resources to address identified needs 4.4 Conduct research as required to establish an informed factual basis for formulating plan of action 4.5 Evaluate any *barriers that may restrict person's ability to meet identified goals* and determine strategies to minimise their impact 4.6 Ensure plan of action is within person's financial resources 4.7 Network with appropriate professionals and organisations to maximise potential for achieving person's goals and addressing identified needs 4.8 Convene and/or participate in case conferences with services providers and/or family carers and relevant others as required 4.9 Seek and obtain person's consent before undertaking any referrals to other services and/or organisations 4.10 Provide person with clear understanding of available services and choices, so they are an informed participant in all stages of case management process 4.11 Document person's goals, including measurable criteria, as a basis for determining effectiveness of interventions provided

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ELEMENT	PERFORMANCE CRITERIA
5. Monitor implementation of client care plan	5.1 Regularly monitor planned services, support and resources against client-identified goals to ensure effective implementation of their care plan 5.2 Ensure appropriate level of rapport and communication with client is maintained as required to support disclosure of information regarding delivery of services and resources in line with care plan 5.3 Foster and support collaborative relationships between clients, carers, service providers and funding bodies to support people with complex needs 5.4 Maintain professional rapport with service providers to enable objective discussion of case management plan, identification of problems and adjustment as necessary 5.5 Advocate for service system improvements by identifying and communicating gaps and/or inadequate services to program managers 5.6 Make adjustments to services, supports and resources as required to best meet person's needs 5.7 Document and report to relevant organisation or funding body, likely implications from any variations to expected care plan

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ELEMENT	PERFORMANCE CRITERIA
6. Evaluate client outcomes	6.1 Undertake periodic reassessment and evaluation of outcomes against expected outcomes with reference to available evidence
	6.2 Obtain information from clients, service providers, funding bodies and case managers to determine progress and evaluate against identified goals in care plan
	6.3 Take into account adjustments made to services and resources to better address person's ongoing situation and changing needs
	6.4 Ensure evaluation includes determination of client satisfaction, comparison of costs against benefits received and assessment of quality and effectiveness of service delivery and case management components
	6.5 Work with person to evaluate ongoing support needs to meet their goals, including review of parameters for disengagement, where applicable
	6.6 Demonstrate accountability for adjustments to the care plan and associated financial outcomes
	6.7 Identify opportunities for person to maintain or develop independence within any aspects of their overall care
	6.8 Document and report quantifiable impacts experienced by person as a result of implementation of care plan and indicate how client-centred outcomes have been achieved

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Case management models and practices literature
- Case Management Society of Australia's National Standards for Practice of Case Management
- Wide range of services and resources available to clients
- Components of service delivery system
- Funding processes and bodies related to provision of relevant services and resources
- Characteristics and needs of identified client population
- Nature and significance of service setting
- Organisation policies and practices relating to case management and client complaint and appeal processes
- Professional standards/code of ethics and relevant legislative requirements
- Government legislation, regulations, policies and standards
- Documentation requirements and practices
- Current research literature in area of practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within relevant case management standards, professional standards and applicable legislation, regulations and government policies
- Examine clients and aggregate data to reflect case manager performance
- Review and apply outcomes data for clients and programs as a means to continually improve practice
- Practise in an ethical manner noted by professional discipline or defined ethical standards

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REQUIRED SKILLS AND KNOWLEDGE

- Work within guidelines for currently identified best practices
- Minimise client dependency by developing their self-advocacy skills
- Examine issues related to sustainability of care to address client's level of need
- Demonstrate actions to support improvement/maintenance of quality of life for clients
- Navigate the service delivery system to meet client needs and support encouragement of client independence where possible
- Apply communication and leadership skills with providers to services and resources meet client needs
- Maintain client confidentiality when engaging stakeholders
- Identify and consider duty of care issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interviewing
  - convening and participating in meetings
  - consultation, liaison and networking
  - analysis of social, economic, housing, health, personal, family and other factors
  - report and case note writing
  - literature review
  - facilitation
  - advocacy

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • an appropriate workplace where assessment can take place
	  • simulation of realistic workplace setting e.g. role plays, writing case notes based on case studies

Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace setting

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Complex case management process may refer to:

- Complexity of client circumstances or needs
- Complex range of issues involved in addressing client needs
- Involvement of multiple service providers
- Longevity of case management process
- Family relationship problems
- One or more of social, economic, housing and health problems

Complex client needs may refer to:

- Client needs requiring multiple service types with heightened needs for collaboration between service providers
- Clients with a range of needs that may not be met by available services and resources
- Clients who have family and carer needs that require additional service inputs
- Clients having unstable health conditions.
- Clients have housing and/or financial problems
- Substance abuse

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RANGE STATEMENT

Barriers that may restrict person's ability to meet identified goals may include:	• Physical, mental or emotional issues or events • Legal or regulatory constraints • Incidents or accidents • Cultural issues • Service provider issues • Eligibility criteria • Unstable housing • Financial problems • Substance abuse • Unstable health

Unit Sector(s)

Not Applicable

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CHCCM705C Work effectively with carers and families in complex situations

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCM705B Work effectively with carers and families in complex situations	CHCCM705C Work effectively with carers and families in complex situations	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support the care relationship for clients with carers and families in complex situations

Application of the Unit

Application

This unit may apply to work in a range of community sector contexts, particularly in client assessment and case management, and working with clients who have complex needs requiring a range of care solutions

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and address the needs of carers and families	1.1 Work with carers and families of clients with complex needs to clarify their needs and identify available support options
	1.2 Provide information as required to assist and meet identified needs of carers and families
	1.3 Recognise the multi-dimensional and dynamic nature of caring relationships and respond appropriately to support individual relationships with each client
	1.4 Observe changes in the caring relationship over time and respond appropriately to those changes to address needs of carers and care recipients
	1.5 Recognise the key factors in *risks to the care relationship* continuing and respond appropriately to these
	1.6 Ensure that each person's carer/s and family are treated with dignity and respect and with sensitivity to cultural issues and expectations in the caring relationship
	1.7 Take steps to ensure all service providers are aware of and respond appropriately to address specific identified needs of carers and families
	1.8 Where appropriate, identify needs of children of parents with complex needs and apply strategies to address these needs, including where children adopt the caring role (young carers)

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ELEMENT	PERFORMANCE CRITERIA
2. Involve carers and families in assessment and *care planning* processes	2.1 Consult with care recipient to clarify the role and involvement of primary carer/s and other family members in the decision-making and service delivery processes 2.2 Ensure assessments are undertaken in the context of the care relationship and address the needs of both care recipients and carers, and address any areas of conflict 2.3 Ensure carers are well informed about their role and rights in assessment of the care recipient and care planning decision-making and that they are aware of their right to a carer assessment, which may be undertaken separately 2.4 Ensure carer assessment is empowering and builds carer relationships with service providers over time 2.5 Provide carers with clear understanding of available services and choices, so they are informed participants in the care planning process 2.6 Consult with all organisation representatives involved in assessment and care planning in complex situations to ensure carer and family involvement is clear 2.7 Ensure services are provided in a manner that recognises and optimises the caring relationship to maximise each person's potential for achieving their goals and addresses identified needs 2.8 Maximise agreed involvement of carer/s and family in assessment and care planning processes and decision-making 2.9 Ensure mechanisms are in place to support sharing and updating of information with carer/s and family

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ELEMENT	PERFORMANCE CRITERIA
3. Involve carer/s, family and other informal support persons in monitoring client care plan implementation	3.1 Ensure carer/s have a clear understanding of client-identified goals and the role planned services, support and resources have in achieving those goals 3.2 Ensure carer/s have identified their own goals and the role planned services, support and resources have in achieving those goals 3.3 Listen to observations of client, carer/s and family about aspects of care and services provided in relation to achieving those goals 3.4 Maintain appropriate level of rapport and communication with carer/s to support disclosure of information about delivery of services and resources in line with care plan 3.5 Maintain collaborative relationships with carers and other informal supporters (e.g. neighbours or friends), to ensure they can continue to provide the desired support to people with *complex needs* 3.6 Involve carer/s in identifying problems with implementing care plans and potential adjustments to best meet each person's needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Characteristics and needs of identified client population
- Components and relationships of service delivery system
- Documentation requirements and practices
- Government legislation, regulations, policies and standards
- Models and practices in assessment and goal-directed care planning
- Organisation policies and practices
- Professional standards/code of ethics and relevant legislative requirements
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Service and practitioner role boundaries
- Significance of service delivery setting, such as working in the client's home
- The nature of the family care relationship and family dynamics
- The range of services, resources and holistic solutions available to clients with complex needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate appropriate inclusion of carers and families in assessment, planning, implementation and review processes related to provision of services and resources to support the care relationship in complex situations
- Examine issues related to sustainability of care to address needs of care recipient and carer/s
- Identify and manage competing needs and conflict, when necessary to improve care outcomes for client
- Maintain client confidentiality when engaging stakeholders
- Navigate the service delivery system to meet needs of care recipient and carer/s and to encourage independence where possible
- Practise in an ethical and professional manner

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REQUIRED SKILLS AND KNOWLEDGE

- Support the care relationship to minimise client dependency by developing their self-management skills
- Use complex data drawn from a range of needs assessment information as a basis for planning care services to address complex needs of care recipients and their carer/s
- Work within guidelines for currently identified best practices

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - advocacy
  - consultation
  - engagement
  - facilitation
  - identification of stakeholders
  - liaison with other organisations and service providers
  - negotiating / problem solving
  - observation
  - report and case note writing
  - situation analysis
- Recognise, act upon and promote opportunities to enhance sustainability in the work context, including environmental, economic, workforce and social sustainability

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting, using case study examples, role plays etc

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace setting
- Feedback from peers/other participants may inform assessment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Care planning may include:

- Planning range and type of specific services to be provided
- Planning details of each specific service to be provided, such as
  - domestic assistance
  - respite
  - nursing care
- Consideration of work health and safety (WHS) and risk management issues and strategies to address these
- Referral strategies, as required, to address breadth of client needs
- Information about services, resources or activities the client may follow up independently, such as:
  - health promotion
  - local social or active living opportunities
  - self-management strategies and activities
  - self-referral to other services
- Communication strategies for ensuring clarity of responsibilities and effective coordination of service delivery

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RANGE STATEMENT

Complex needs may refer to:	• Client needs requiring multiple service types with heightened needs for collaboration between service providers • Client with unstable or deteriorating health where service needs for both client and carers are changing frequently • Clients who have family and carer needs that require additional service inputs • Clients with a range of needs that may not be met by available services and resources • Clients with diminished capacity to make own decisions • Situations where there is suspected abuse or competing, conflicting needs between clients and carers
Risks to the care relationship may include:	• Conflict in relationships with family or service providers • High intensity care • High levels of carer stress • Loss of formal or informal supports • Multiple competing role demands • Worsening carer health • Worsening health or behaviour of the person with care needs

Unit Sector(s)

Not Applicable

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CHCCN301C Ensure the health and safety of children

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCN301B Ensure the health and safety of children	CHCCN301C Ensure the health and safety of children	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required for a worker to ensure the health and safety of children

Application of the Unit

Application The application of skills and knowledge described in this unit relates to the health and safety of children in a variety of child care contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain a clean and hygienic environment	1.1 Ensure *cleaning* occurs as an ongoing process as per recognised state/ territory regulations and requirements
	1.2 Use appropriate cleaning agents as per recognised state/ territory regulations and requirements
	1.3 Follow standard precautions for infection control
	1.4 Adequately maintain ventilation, lighting and heating/cooling
	1.5 Adhere to personal hygiene/health procedures as per recognised state/ territory regulations and requirements
	1.6 Ensure beds and bedding conform to health, hygiene and safety requirements as relevant
	1.7 Ensure food preparation, handling, storage and serving areas comply with recognised state/ territory food safety and handling requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Recognise and respond to signs of potential illness	2.1 Report signs of potential illness 2.2 Seek medical assistance as necessary according to policies and procedures 2.3 Inform child's parents as soon as possible 2.4 Separate child from other children as required and as practicable 2.5 Comfort and settle child 2.6 Identify, manage and monitor food allergies and medical food conditions such as coeliac disease and diabetes
3. *Provide a safe environment*	3.1 Implement sun protection procedures 3.2 Ensure tools, equipment, toys and games are appropriate to the age of the child 3.3 Select, check and maintain equipment to ensure safety 3.4 Set up the environment to ensure safety 3.5 *Check area for hazards* and implement *risk reduction strategies* 3.6 Ensure fire exits are kept unobstructed 3.7 Ensure *disposal of waste materials* occurs in a safe and hygienic way 3.8 Ensure cleaning materials are stored safely 3.9 Implement infection control procedures where required 3.10 Ensure adequate food and drinks are served appropriate to age and developmental status

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ELEMENT	PERFORMANCE CRITERIA
4. Supervise the safety of children	4.1 Supervise children in accordance with *legal requirements and regulations* 4.2 Explain *rules for safe play* to children and implement them 4.3 *Maintain direct contact* with individuals/group 4.4 Identify *potential injury hazards and risks* and take action to minimise/reduce risk 4.5 *Explain hazards and potential hazards* in the environment to children 4.6 Discuss emergencies and practise evacuation procedures with children 4.7 Use supervision as an opportunity to interact with children 4.8 Record and report accidents and incidents in accordance with organisation guidelines 4.9 Ensure age-appropriate provisions are made for children to be seated and supervised at meal and snack times
5. Travel with children safely	5.1 *Implement procedures for safety on excursions* 5.2 Supervise children as closely as required for their ages, abilities, the contexts 5.3 Monitor children's behaviour during travel and reinforce safe, appropriate behaviour 5.4 Instruct/remind children to follow relevant *legal requirements* 5.5 Identify *risk situations* and develop and implement strategies to minimise risk 5.6 Observe potential hazards and develop strategies to increase safety 5.7 Implement set procedures to ensure all children are accounted for

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ELEMENT	PERFORMANCE CRITERIA
6. Administer medication within guidelines	6.1 Administer medication according to organisation policies and legislative *requirements* 6.2 Store medication according to *requirements* 6.3 Check medication for name, instructions and use by date 6.4 Document all medication administration in accordance with requirements
7. Manage and respond to allergy/anaphylaxis	7.1 Identify and recognise signs, symptoms and key characteristics of allergy/anaphylaxis 7.2 Apply organisation risk management strategies for children with allergy/ anaphylaxis 7.3 Administer medication for anaphylaxis according to organisation policies and legislative requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Anaphylaxis and related food allergies
- Appropriate toys and equipment for the developmental stage of the child including an assessment of safety and risks
- Current and applicable regulations on work health and safety (WHS), hygiene and administration and storage of medication
- Current knowledge of recognised state/territory food safety and handling requirements
- Guidelines for administration of medication
- Legal requirements for supervision including worker - child ratios
- Organisation standards, policies and procedures
- Potential hazards to children
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Risk minimisation strategies and risk reduction strategies
- Road safety awareness and procedures
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
  - allergies and related medications
  - appropriate meal preparation and provisions based on most current national guidelines for nutrition of children and adolescents
  - basic home fire safety
  - excursions and travel situations
  - hazards in home environment for home based care
  - outdoor and indoor play areas
  - safe and hygienic food preparation and storage practices
  - safe food temperature storage
- Strategies to minimise the spread of infectious diseases
- The spread of infectious diseases and cross infection
- Traffic hazards and risk for children

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REQUIRED SKILLS AND KNOWLEDGE

- Up to date state/territory child care regulations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Administer medication to children according to organisation policies and legislative requirements, including responding to allergic reactions
- Demonstrate provision of a clean and safe environment for children
  In particular:
  - observing personal hygiene to prevent cross infection e.g. hand washing
  - modelling safe behaviours and hygiene practices
- Ensure children are transported safely
- Implement legal requirements in work practices

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply interpersonal skills
- Demonstrate safe use of equipment and materials
- Develop children's road safety awareness
- Ensure children are seated and supervised during meal and snack time
- Ensure safe and hygienic food preparation, storage, handling and serving areas in line with the recognised state/ territory food safety and handling requirements
- Implement risk minimisation strategies and risk reduction strategies
- Implement strategies for developing responsible behaviour by children in cars and buses
- Implement strategies to minimise the spread of infectious conditions
- Maintain required documentation in accordance with organisation guidelines
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions over a number of assessment situations
- In relation to the administration of medication further guidance may be sought from unit *CHCCS305A Assist clients with medication*
- In relation to the health, safety and nutrition further guidance may be sought from unit *CHCCN303D Contribute to provision of nutritionally balanced food in a safe and hygienic manner*

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to range of opportunities defined in the Range Statement, including access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment
  - cleaning equipment and materials
  - occupational health and safety policies and procedures
  - food safety and nutrition policy

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

The unit is recommended but not required to be assessed in conjunction with related unit:

- HLTWHS300A Contribute to WHS processes

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legal requirements and regulations regarding supervision may include:	• Babies are never left unattended in the bath or on change table • Staff/children ratios
Cleaning may include:	• Cleaning food preparation areas as appropriate and outlined in the recognised state/territory food safety and handling requirements and regulations • Disinfecting nappy change areas • Disinfecting toilet areas • Vacuuming • Washing floor
Disposal of waste materials may include:	• Nappies • Soiled tissues/wipes
In remote and isolated areas:	• Alternative methods for rest e.g. Hammocks
Implement procedures for safety on excursions may include:	• Legal/legislative requirements • Organisation policies regarding excursions.

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RANGE STATEMENT

Basic home fire safety includes knowledge of:	• Behaviour that may contribute to fire injury and/or fatality • High fire risk groups • Optimum placement of smoke alarms • Referring client for smoke alarm installation and maintenance • Role of a working smoke alarm • Smoke alarm testing and cleaning • Types of smoke alarms
Check area for hazards may include:	• Checking for animal droppings in outdoor areas • Checking for needles/sharp implements in outdoor areas • Use of a hazards identification checklist
Maintain direct contact with child will vary according to:	• Ability of child • Activity child is involved in • Child's age • Child's level of independence/dependence • Child's safety/risk taking behaviours
Contact can include:	• Glass viewing windows • Line of sight • Sight • Sound • Within physical reach

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RANGE STATEMENT

Potential injury hazards and risks may be related to:	• Babies going to sleep with a bottle • Babies learning to eat solid foods • Children eating • Children learning new skills such as walking, balancing • Particular 'combinations' of children playing together • Risk of dehydration on very hot days • SIDS • When children are attempting an activity that may be beyond their previous ability
Rules for safe play may include:	• How children play together • Use of equipment
Provide a safe environment and risk reduction strategies will vary according to whether the location is:	• A home • A purpose designed and built centre • Appropriate for the age range of children • Non purpose built centre
Explain hazards and potential hazards to children may be done in a range of ways, including:	• By signs • By symbols • Verbally

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RANGE STATEMENT

Risk reduction strategies may include:

- Children being seated and supervised at meal and snack times
- Close supervision of any children in kitchens
- Covers on electrical sockets
- Fences and gates, locking mechanisms
- Gates on stairs
- Implementing child safe, child friendly policies and work practices
- Out of bounds areas
- Particularly close supervision in some areas
- Placing babies/infants to sleep in positions recommended for prevention of SIDS
- Removal/locking away of dangerous substances.
- Vacuuming/sweeping floors to remove small or dangerous objects

Children may be required to be transported:

- During fire/emergency evacuations
- For excursions, outings
- From school to service
- To activities
- To and from care provider

Children may be transported by:

- Car
- Foot
- Mini bus
- Public transport
- Push bike

Legal requirements that children are to follow may include:

- Appropriate behaviour in public transport
- Child/adult ratios
- Regulatory requirements for each sector and state
- Sector specific legislation and standards e.g. child protection and best practice, child care regulations and standards
- Wearing of bike safety helmet
- Wearing seat belts in cars

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RANGE STATEMENT

Legal requirement that workers are to follow include:	• Car restraints are fitted properly • Child/adult ratios • Ensure safety seats and baby capsules are secure • Ensure seat belts are done up • Holding current drivers licence • Regulatory requirements for each sector and state
Risk situations include:	• Crowding • Distractions • High traffic spots • Poor visibility • Poor/dangerous driving
Risks vary according to:	• Children's ages/stages of development • Composition of group • Size of group
Requirements for the administration of medication may include:	• Jurisdictional guidelines relating to management of allergic and anaphylactic reactions • Legislative guidelines • Organisation procedures
Requirements for storage of medication may include:	• Legislative requirements • Level of security required • Organisation policies and procedures • Temperature required

Unit Sector(s)

Not Applicable

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CHCCN302A Provide care for children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by those working with children to ensure the child's physical and emotional well being is maintained and their self sufficiency is nurtured

Application of the Unit

Application	This unit may apply to work with children in a range of community service contexts Workers may be under direct supervision or working autonomously

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide physical care	1.1 Organise opportunities and type of *rest* according to child's needs and context
	1.2 Create an environment conducive to rest
	1.3 Provide quiet area for children to access as needed
	1.4 Assist children with *hygiene* according to child's need
	1.5 Deal with toileting accidents in a manner that protects the child's self-esteem and privacy
	1.6 Provide appropriate food and drink to children in a hygienic manner and supervise children in eating and drinking
	1.7 Dress children according to the need and prevailing whether conditions and acknowledge their clothing preferences whenever possible
	1.8 Ensure children's nutritional needs are addressed by food provided meeting children's nutrition requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Create opportunities for children to develop their *understanding of physical needs*	2.1 Explain nutritional needs to children in a suitable language 2.2 Explain *hygiene practices* and demonstrate through positive staff practices and daily routines 2.3 Explain safety issues and demonstrate procedures 2.4 Support children to understand the relationship between physical activity and good health 2.5 Offer opportunities for children to participate in food preparation and procurement
3. Establish an environment that encourages children to complete tasks themselves	3.1 Make required materials accessible for children 3.2 Make available sufficient time for the child to do the task in an unhurried way 3.3 Encourage all attempts and speak about them respectfully 3.4 Make available sufficient time, if wanted by the child, for children to practise and develop their skills
4. Respond to the *emotional* needs of children	4.1 Develop routines appropriate to the child's developmental stage and provide a stable and predictable environment 4.2 Identify and respond to children's feelings openly, appropriately and with respect 4.3 Encourage children to communicate, listen and treat them with respect 4.4 Encourage opportunities to express feelings and emotions appropriately 4.5 Deal with emotional outbursts in a calm and consistent manner whilst minimising disruption to other children 4.6 Comfort children when hurt or distressed 4.7 Ensure children are informed appropriately and prepared for any change

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ELEMENT	PERFORMANCE CRITERIA
5. Settle new arrivals	5.1 Observe parents and children for signs of stress/ distress on arrival 5.2 Begin interaction with the child while parents are still present to minimise abruptness of separation 5.3 Encourage parents to take as much time as needed to have a relaxed, unhurried separation from their child 5.4 Establish *routines to minimise distress at separation of parent and child* 5.5 *Respond to child's distress* at separation from parent in a calm reassuring manner

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Individual differences of children in need for rest and sleep/rest patterns
- Different practices and routines used by different families and their underlying cultural or personal rationale
- Nutrition needs of children at all ages and awareness of contemporary issues of childhood obesity, health with physical activity and balanced nutrition
- Policies, regulations and guidelines about hygiene standards for food handling
- Organisation standards, policies and procedures
- Storage of food - temperatures
- Child development
- Impact on children of a range of social, environmental, health and family issues, including long or frequent periods of hospitalisation
- Importance of self-esteem/competence and how to foster it
- Effect of organising the environment
- Link between care environment and home
- Importance of individuality
- Expectations about a range of self help skills within cultural backgrounds of children
- Organisation standards, policies and procedures
- Impact of changes for children
- How emotional needs are expressed - directly and indirectly
- Children's responses to grief, loss and separation
- Organisation standards, policies and procedures
- Children's physical development and skill development

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Provide quality physical care for children including ensuring adequate rest, food and drink and using and promoting hygienic practices
- Provide food according to nutrition adequacy guidelines
- Ensure opportunities for rest are provided and are varied according to the age of the child, their cultural background, development and needs
- Implement and promote hygiene taking into account child's age, development, cultural background and needs
- Provide all aspects of physical care to children, including:
  - provision of food and drink
  - provision of adequate food and drink, which is varied according to age, culture, development and needs of the child
- Provide a range of experiences and an environment which encourages independence
- Set up environments and equipment to facilitate physical experiences and play
- Promote physical activity to children
- Provide a safe and secure environment which enables children to be themselves and to manage change
- Respond to children's emotional needs, giving due regard to child's age, culture, development and need, including children with severe illness or long /frequent periods of hospitalisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - food preparation including cooking
  - time management
  - interpersonal relationship
  - organising environment and time management
  - effective communication (staff, children, parents)
  - evaluation and promote problem solving
  - observation
  - willingness to be reflective
  - empathy with child's feelings

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups, a range of conditions and over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to range of opportunities defined in the Range Statement, including access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Rest may include:

- Sleep
- Time sitting quietly

Rest provisions may vary according to:

- The venue at the time child needs rest
- The child's need for rest
- Other children's needs
- Space available

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RANGE STATEMENT

Bedding preferences may vary due to:	• Cultural practices e.g. hammock • Child's preferences e.g. soft toy
Adjusting the environment for children's rest may include adjustments to:	• Level of noise • Light, temperature and ventilation
Personal hygiene may include:	• Hand washing • Toileting • Blowing nose • Bushing teeth/rinsing mouth after meal
Hygiene practices taught may vary with child's age, and may include:	• Flushing toilet paper after use • Discarding tissues in bin after use • Washing hands before eating, after toileting • Cleaning teeth or rinsing mouth after eating
Different family and cultural practices which may be relevant to hygiene include:	• Age to commence toilet training • Eating food with utensils or fingers • Hair care practices
For children with a physical or developmental disability:	• A hygiene plan is developed according to the needs of the child
For clothing, weather conditions that may need to be considered are:	• Heat • Cold • Rain

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RANGE STATEMENT

Preparation of food in hygienic manner will be according to:	• Appropriate regulatory requirements relating to food handling and hygiene • Alternative methods of cooling food and drink may need to be developed in remote or isolated areas (e.g. Hessian cooling bag)
Appropriate washing and drying of utensils and crockery and cutlery may include via:	• Hand washing in hot, soapy water • Dishwashing
Organisation procedures for food preparation may include:	• Use of gloves when handling some foods • Procedures for supervision • Use of planners such as 'Lunchbox Checklist for Food Brought from Home' and 'Nutrition Checklist for Long Day Care Menu Planning'.

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RANGE STATEMENT

Relevant life skills related to their physical needs will vary with the child's age/stage of development:

For toddlers:

- Toileting
- Eating independently
- Care of own possessions
- Preparing drinks
- Sun safety practices

For 3 to 5 year olds:

- Nutrition
- Meal time
- Dressing and undressing
- Selecting clothes to wear
- Fastening shoes
- Washing hands
- Who to turn to for assistance
- Bathing
- Doing up/undoing shoes
- Putting away bedding
- Making choices

continued ...

Relevant life skills related to child's physical needs (*contd*):

For 6 to 12 year olds:

- Responsible for care of own possessions
- Knowing when to act and when to wait
- Decisions regarding use of pocket money on excursions, within parental guidelines and limits
- Who to turn to for assistance and advice
- Preparing snacks and drinks
- Care of own health and physical needs
- Basic cooking
- Relaxation
- Stress management
- Time management
- Prioritising
- Nutritional needs

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RANGE STATEMENT

Ways of fostering the development of self help skills will vary according to the age of the child:

For infants:

- Encourage responding to matching while dressing/undressing e.g. arm to sleeve
- Through care routines and daily experiences

For toddlers:

- Provide sufficient time e.g. Undressing before rest
- Encourage efforts
- Children may choose from a range of clothes
- Give support when necessary
- Encourage all attempts at self help

For 3 to 5 year old children:

- Provide opportunities for children to learn to fasten their shoes
- Store clothes so that they are accessible to children
- Personal belongings are stored accessibly

For 5 to 12 year old children:

- Explanation
- Demonstration
- Debate and discussion
- Jointly participating in task
- Use of written instructions

Explanations of nutritional needs will vary according to the age of the child - for the older child explanations may include:

- Healthy eating patterns
- Body image
- Anorexia
- 'Diets'
- Menstruation
- Sexual development

Understanding of physical needs may be promoted through:

- Discussions
- Demonstrations
- Pamphlets
- Guest speakers

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RANGE STATEMENT

A child may display their distress by:	• Withdrawal • Aggressive behaviour • Tears
Behaviour which is out of character for an individual child may be:	• Quiet behaviour in a boisterous child • Noisy behaviour in quiet child
Routines to minimise distress at separation of parent and child may include:	• Opportunities for a relaxed and unhurried separation of parent and child • Repeated prior visits to the service prior to parent's departure • Routine of short separation times prior to lengthy separations • Comfortable chairs where parents can relax with child prior to departure
Respond to child's distress may be by:	• Physical comfort • Sitting and listening • Talking through a problem • Giving child their comforter e.g. Dummy, toy • Distraction
Emotional needs of children may be due to:	• School problems • Changes in family circumstances • Accidents that may occur during care • New to child care, separation from familiar people and places • Family relationships • Interactions with other children • Major changes in child's life e.g. Migration, losses • Death of a pet • Loss of special toy • Ill health • Embarrassing events that occur during time in care or just prior

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RANGE STATEMENT

Children may be involved in decisions about:	• The layout of equipment • Routines • Choice of activities
Changes may include:	• Change of countries • New children/workers starting in the service • Children/workers leaving the service • Visitors • Students

Unit Sector(s)

Not Applicable

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CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to ensure babies, children and young people are provided nutritionally balanced, safe and hygienically prepared food

Application of the Unit

Application	This unit supports the implementation and application of national and state food safety legislation, regulations, infant feeding guidelines and dietary guidelines for children and adolescents in Australia

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan food and drink provision	1.1 Within scope of own work role, ensure children are provided with food and drink consistent with current relevant dietary guidelines for infants, children and/or young people
	1.2 Ensure children's individual needs are met to promote optimal growth and development, respecting *cultural requirements*, appetites and *food and drink preferences*
	1.3 Encourage children to develop healthy eating habits
	1.4 Ensure meals and snacks are nutritious, attractive and an appropriate serving size for children
	1.5 Promote healthy eating through role modelling, positive food awareness and mealtime experiences
	1.6 Provide education and support to families and children around healthy eating, including how to foster this
	1.7 Plan and develop cycle *menus* of foods for each meal and/or snack to display for information of staff, parents and older children
	1.8 Within scope of own work role, ensure nutrition policy includes identification, management and monitoring of special dietary needs related to food allergies and medical food conditions such as coeliac disease and diabetes

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ELEMENT	PERFORMANCE CRITERIA
2. *Maintain food safety* while carrying out food handling activities	2.1 Within scope of own work role, carry out food handling, preparation and storage according to organisation guidelines, legislation and licensing requirements for food safety 2.2 Identify and remedy processes or practices which are not consistent with the guidelines according to local, state/territory legislation within scope of own work role 2.3 Address health conditions and/or illness that may impact on safe and healthy food handling 2.4 Wear clothing and footwear that is appropriate for the food handling task

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The importance of healthy eating and physical activity for the promotion of healthy growth, development and weight and reduced risk of lifestyle related diseases such as cardiovascular disease and diabetes
- Recommendations for healthy eating - Dietary Guidelines for Children and Adolescents, Infant Feeding Guidelines (NHMRC) and the Australian Guide to Healthy Eating, including:
  - food groups and serving sizes as per current Australian dietary guidelines for children and adolescents and infant feeding guidelines (NHMRC)
  - the different types of fat found in food and the importance of dietary fats for children under 2 years of age and ability to identify which foods contain these fats
  - dietary requirements for infants and children according to age and developmental stage
- Relationship between food and nutrition and oral health and hygiene
- Infant feeding requirements, including:
  - importance and benefits of breast feeding
  - role of the service in supporting continued breast feeding
  - safe infant formula use
  - age-appropriate introduction of solids
- Anaphylaxis and related food allergies
- Specific risks to Aboriginal and Torres Strait Islander and other children who are at risk of underweight and nutrition deficiencies
- Importance of addressing individual dietary needs (e.g. cultural and religious practices/ beliefs, allergies etc)
- Recognised state/territory food preparation, cooking, handling and storage requirements
- Understanding the importance of individual needs in provision of food

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate that the provision of food (by parents/carers or service) is consistent with the current Dietary Guidelines for Children and Adolescents in Australia and the services nutrition policy
  In particular to ensure that:
  - children are provided with food and beverages that are appropriate for the service type and are consistent with the current Dietary Guidelines for Children and Adolescents in Australia
  - children are provided a variety of foods (tastes, textures, colours, temperatures, cultures etc.) consistent with Dietary Guidelines for Children and Adolescents in Australia
  - food is prepared, presented and stored in accordance with the recognised state food safety and handling requirements
  - food is promoted through role modelling, food awareness experiences, and the provision of resources to children and families
  - food provided for babies:
    . breastfeeding is encouraged and supported
    . breast milk and formula are stored and prepared appropriately
    . food and milk is warmed and tested for temperature
    . solid food is introduced appropriately in accordance with the Australian dietary guidelines for children and adolescents
- Explain and address dietary requirements for different ages and developmental stages
- Contribute to menu planning and implementing healthy food and drink choices appropriate to the service type and that is consistent with the current Dietary Guidelines for Children and Adolescents in Australia and the services nutrition policy

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - menu planning, cooking and preparation of appropriate food and drinks suitable for children and babies and that is consistent with the current Dietary Guidelines for Children and Adolescents in Australia and the services nutrition policy
  - safe food handling including the handling and storage of food and drink (including expressed breast milk) provided by parents and/or carers
  - label reading to identify nutritional value of foods and selection of healthier choices with respect to foods low in saturated fat and salt and high in fibre

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REQUIRED SKILLS AND KNOWLEDGE

- Contribute to policy development on healthy eating and nutrition

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment
  - food safety and nutrition policy

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Planning for nutritional needs will include:	• Provision of food and drinks consistent with the current dietary guidelines for children and adolescents in Australia and infant feeding guidelines • Relevant to nutritional needs for age and developmental status
Health needs of children to be considered may include:	• Medical advice and diet • Allergies to certain foods • Underweight (failure to thrive) and iron deficiency anaemia • Overweight or obesity
Culturally based food requirements and preferences may include:	• Religious observations • Meal patterns • Foods used • Hot or cold meals • Spices and flavourings used
Food and drink preferences will vary according to:	• Age • Culture • Dietary requirements • Religion • Family patterns • Individual tastes • Stage of the day • Appetite • Food allergies
Menus relevant to each service and type may include:	• Breakfast • Lunch • Dinner • Snacks • Drinks

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RANGE STATEMENT

Appetising food may consider:

- Colour
- Shape
- Texture
- Variety

Maintain food safety includes:

- Maintenance of clean and tidy areas for food handling, preparation and storage
- Compliance with personal hygiene standards
- Compliance with workplace measures to prevent pests entering food premises
- Identification and reporting of any indicators of pest presence
- Safe disposal of food according to food safety program requirements

Unit Sector(s)

Not Applicable

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CHCCN305B Provide care for babies

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by anyone working with babies/infants to ensure that their physical and emotional well being is maintained

Application of the Unit

Application	This unit may apply to work with babies/infants in a range of community service contexts Workers may be under direct supervision or working autonomously

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to cues and needs of babies/infants	1.1 Respond to babies/infants in an unhurried, gentle and sensitive way to promote a relationship of trust
	1.2 Closely monitor babies/infants for signs of hunger, distress, pain and tiredness, and signs that they are ready for solids
	1.3 Provide babies/infants with physical comfort as appropriate
	1.4 Meet needs of babies/infants for consistent and secure care, in a timely manner
	1.5 Respect and fulfil *rituals of babies/infants*
	1.6 Provide for meeting the *nutritional needs* of babies

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ELEMENT	PERFORMANCE CRITERIA
2. Develop and maintain a nurturing relationship with babies/infants	2.1 Undertake both planned and spontaneous *interactions with babies/infants* 2.2 Use *routines of physical care* as opportunities to positively interact with babies/infants 2.3 Take time to get to know the baby/infant, their *individual routines*, rhythms, preferences and cues 2.4 Accommodate individual routines of daily care, *rest* and play for babies/infants whenever possible
3. Settle new arrivals	3.1 Observe primary caregiver and babies/infants for *signs of stress or distress* on arrival 3.2 Begin interaction with the babies/infants while primary caregiver is still present to minimise abruptness of separation 3.3 Encourage primary caregiver to take as much time as needed to have a relaxed, unhurried separation from their baby/infant 3.5 Establish routines to minimise distress at separation of primary caregiver and baby/infant 3.6 Respond to distress of babies/infants at separation from primary caregiver in a calm reassuring manner
4. Provide an environment that provides security for babies/infants	4.1 Clearly communicate expectations to babies/ infants and apply consistently 4.2 Set up the physical environment to provide a relaxed and flexible atmosphere 4.3 Set up the physical environment to accommodate individuality of the baby/infant 4.4 Create a safe and secure environment both in and out of doors with equipment of a suitable scale for babies/infants

Required Skills and Knowledge

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- 5 food groups and identification of foods high in fat, sugars, salt and fibre
- Attachment and separation anxiety and appropriate responses
- Babies/infants games
- Care giving practices within different cultural groups
- Child protection policy of service
- Cultural practices and beliefs about food provision
- Current understanding of use of licensed and approved equipment e.g. cots, pushers, walkers etc and the appropriate and safe use of restraints
- Definition of baby/infant
- Dietary requirements for infants
- Different practices and routines used by different families and their underlying cultural or personal rationale
- Different types of child abuse
- Disease spread and transmission
- Fat contents of foods
- Fibre content of different foods
- Food and formulae preparation and cooking
- Guidelines for infection control
- Impact of foods and drinks on dental health
- Impact of poor nutrition on infant and baby health, including dental health and childhood obesity
- Indicators of child abuse
- Individual babies/infants needs and wants
- Individual differences of babies/infants need for rest and sleep/rest patterns
- Introduction of solids
- Nutritional needs of babies/infants
- Organisation standards, policies and procedures
- Organisation standards, policies and procedures
- Organisation standards, policies and procedures
- Policies, regulations and guidelines about hygiene standards for food handling

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REQUIRED SKILLS AND KNOWLEDGE

continued ...

Essential knowledge (*contd*):

- Road safety awareness
- Road safety procedures
- Role of breast feeding for meeting the nutrition needs of babies
- Role of formulae feeding to meet the nutrition needs of babies
- Social development of babies/infants
- Storage of food - temperatures
- Storage of food - temperatures
- The dependent nature of babies/infants
- Undertake risk assessment for the prevention of injury
- State/territory requirements about responding to indications of abuse and reporting process
- Unintentional injury patterns amongst babies, infants and children

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess and report appropriately to babies' needs
- Provide a secure and safe environment for babies and infants
  Needs for secure and consistent care will be met in a range of ways, depending on factors within the setting

A range of provisions may include:

  - consistent care giving
  - consistent practices
  - consistent responses
  - use of routines

Responses to hurt baby/infant may include:

  - application of ice packs, antiseptic cream, band aid
  - comfort, cuddle

Responses to distressed baby/infant may include:

  - cuddles, comfort
  - listening, talking to quietly
  - use of transition object

The physical environment may need:

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REQUIRED SKILLS AND KNOWLEDGE

- spaces for quiet and seclusion
- to allow movement between different areas
- to be able to change to adapt to different needs

- Provide quality physical care for babies/infants including ensuring adequate rest, nutritionally adequate food and drink and using and promoting hygienic practices
- Provide nutritionally adequate food and drink which vary according to age, culture, development and needs of the baby/infant
- Provide opportunities for rest and vary according to the age of the baby/infant, their cultural background, development and needs

continued ...

Essential skills (*contd*):

It is critical that the candidate demonstrate the ability to:

- Provide all aspects of physical care to babies/infants, including:
  - the provision of food and drink
  - provides adequate food and drink which is varied according to age, culture, development and needs of the baby/infant
  - apply organisation accepted procedures for nappy changing
  - apply safe sleeping practices for babies/infants including prevention measures for Sudden Infant Death Syndrome (SIDS)
- Prepare food which is nutritious and suitable for babies/infants
  Assessors are recommended to particularly look for:
  - food is nutritious and the 5 food groups are provided over a day, as suitable to baby/infant
  - food is fresh wherever possible

Food provided for babies/infants

- food and milk is warmed and tested for temperature
- correct preparation and handling of formulae and expressed breast milk
- solid food is introduced appropriately

- Respond quickly to emergencies and implement correct procedures including administering first aid

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - appropriate response to attachment and separation anxiety

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REQUIRED SKILLS AND KNOWLEDGE

- care giving practices within different cultural groups
- common childhood illnesses - recognition, management strategies
- food preparation including cooking
- interpersonal relationship
- making decisions under pressure
- menu planning
- nurturing
- time management
- writing incident records

- Maintain a calm, reassuring manner with babies/infants
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups, a range of conditions and over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to range of opportunities defined in the Range Statement, including access to:
  - A childcare workplace
  - Relevant services, resources and equipment
  - The local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

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Interactions with babies/infants may include:

- Dancing and gentle bouncing
- Finger games
- Holding
- Imitating babies' vocalisations
- Laughter
- Rhymes
- Singing
- Talking

Babies may show distress or pain by:

- Appearing withdrawn
- Crying
- Lack of eye contact
- Sleep difficulties
- Squirming

Non-verbal cues of a baby/infant may include:

- Cues to indicate distress
- Response to an interesting activity
- Smiling cues that express a desire to engage in an activity or interaction

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RANGE STATEMENT

A baby's/infant's signs of distress may indicate:	• Anxiety • Boredom • Discomfort • Fear • Frustration • Hunger • Loneliness • Pain • Tiredness
Comforters may include:	• Blankets • Dummies • Special toys
Signs of stress or distress of primary caregivers and babies/ infants on arrival may be indicated by:	• A rushed entry or exit by parent • Child is unusually quiet or passive • Child teary or crying • Clinging behaviour • Parent 'running late'
Responses to a distressed baby/ infant may include:	• Cuddles, comfort • Distraction to an activity • Listening, talking with the child quietly • Use of transition object
Routines of physical care may include:	• Clothing changes • Feeding • Nappy changes
Individual routines of babies/ infants may include:	• Eating/drinking patterns • Interactions and play with adults • Nappy change routines • Sleeping routines and rituals

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RANGE STATEMENT

Rituals of babies/infants which are to be respected and fulfilled where practical may include:	• Particular method of being put to bed e.g. wrapped tightly and laid on side • The need for a special toy/dummy
Legal requirements and regulations regarding supervision may include:	• Babies are never left unattended in the bath or on change table • Staff/children ratios
Cleaning may include:	• Disinfecting nappy change areas • Disinfecting toilet areas • Vacuuming • Washing floor
Disposal of waste materials may include:	• Nappies • Soiled tissues/wipes
In remote and isolated areas:	• Alternative methods for rest e.g. hammocks
Organisation procedures implemented for safety on excursions can include:	• Legal/legislative requirements • Organisation policies regarding excursions.
Checking area for hazards may include checking for:	• Animal droppings in outdoor areas • Needles/sharp implements in outdoor areas
Maintaining direct contact with baby/infant will vary according to:	• Ability of baby/infant • Activity baby/infant is involved in • Baby/infant's age • Baby/infant's level of independence/dependence • Baby/Infant's safety/risk taking behaviours

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RANGE STATEMENT

Contact can include:

- Glass viewing windows
- Line of sight
- Sight
- Sound
- Within physical reach

Potential risks may be:

- Babies learning to eat solid foods
- Babies/infants going to sleep with a bottle
- Babies/Infants learning new skills such as walking, balancing
- Particular 'combinations' of babies/infants playing together
- Risk of dehydration on very hot days
- SIDS
- When babies/infants are attempting an activity that may be beyond their previous ability

Rules for safe play may include:

- How babies/children play together
- Use of equipment

Providing a safe environment and risk reduction strategies will vary according to whether the location is:

- A home.
- A purpose designed and built centre
- Appropriate for the age range of babies/infants
- Non purpose built centre

Hazards may be identified to babies/infants in a range of ways:

- By signs
- By symbols
- Verbally

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RANGE STATEMENT

Risk reduction strategies may include:	• Close supervision of any babies/infants in kitchens • Covers on electrical sockets • Fences and gates, locking mechanisms • Gates on stairs • Out of bounds areas • Particularly close supervision in some areas • Placing babies/infants to sleep in positions recommended for prevention of SIDS • Removal/locking away of dangerous substances. • Vacuuming/sweeping floors to remove small or dangerous objects
Rest may include:	• Sleep • Time sitting quietly
Rest provisions may vary according to:	• Other babies/infant's needs • Space available • The baby/infant's need for rest • The venue at the time baby/infant needs rest
Bedding preferences may vary due to:	• Baby/infant's preferences e.g. soft toy • Cultural practices e.g. hammock
Adjusting the environment for baby/infant's rest may include adjustments to:	• Level of noise • Light, temperature and ventilation
Personal hygiene may include:	• Blowing nose • Brushing teeth/rinsing mouth after meal • Hand washing • Toileting

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RANGE STATEMENT

Hygiene practices taught may vary with babies/infants age, and may include:	• Cleaning teeth or rinsing mouth after eating • Discarding tissues in bin after use • Flushing toilet paper after use • Washing hands before eating, after toileting
Different family and cultural practices which may be relevant to hygiene include:	• Age to commence toilet training • Eating food with utensils or fingers • Hair care practices
For babies/infants with a physical or developmental disability:	• A hygiene plan is developed according to the individual needs of the baby/infant
For clothing, weather conditions that may need to be considered are:	• Cold • Heat • Rain • Sun safety measures
Preparation of food in hygienic manner will be according to:	• Alternative methods of cooling food and drink may need to be developed in remote or isolated areas (e.g. Hessian cooling bag) • Appropriate regulatory requirements relating to food handling and hygiene
Appropriate washing and drying of utensils and crockery and cutlery may include via:	• Dishwashing • Hand washing in hot, soapy water • Sterilisation
Organisation procedures for food preparation may include:	• Procedures for supervision • Protective clothing such as aprons • Use of gloves when handling some foods

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RANGE STATEMENT

Nutritional needs will need planning to include:	• Balanced diet • Nutritious food • Relevant to nutritional needs at that age
Health needs of children to be considered may include:	• Allergies to certain foods • Medical advice and diet
Cultural requirements and preferences about food may include:	• Drinks provided • Foods used • Hot or cold meals • Inclusion of sweets • Meal patterns over a day • Spices and flavourings used
Menu may include:	• Breakfast • Lunch • Dinner • Snacks • Drinks
Food and drink preferences will vary according to:	• Age • Appetite • Culture • Dietary requirements • Family patterns • Individual tastes • Religion • Stage of the day
Appetising food may consider:	• Colour • Shape • Texture • Variety

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RANGE STATEMENT

Procedures for the prevention of the spread of infection may include:	• Cleaning equipment • Cleaning of utensils after use • Disinfection of nappy change areas after each use • Disposal of unused foods/milk • Hand washing • Regular disinfecting of soft toys • Removal and disposal of infected articles • Removal of body waste products (e.g. faeces, urine, saliva, vomit) and disinfection of area affected • Sterilisation of equipment and utensils where necessary • Use of disposable gloves when cleaning up body wastes • Use protective aprons when changing babies
Requirements for the administration of medication may include:	• Legislative guidelines • Organisation procedures • Primary caregiver instructions
Requirements for storage of medication may include:	• Legislative requirements • Level of security required • Organisation procedure and procedures • Primary caregiver instructions • Temperature required

Unit Sector(s)

Not Applicable

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CHCCN511B Establish and maintain a safe and healthy environment for children

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCN511A Establish and maintain a safe and healthy environment for children	CHCCN511B Establish and maintain a safe and healthy environment for children	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for a worker to establish, manage and monitor the implementation of a safe and healthy environment when working with children

Application of the Unit

Application

The application of skills and knowledge described in this unit relates to the health and safety of children in a variety of child care contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess and improve the safety of environments	1.1 Assess *environments* for suitability and safety against *relevant criteria* and make decisions
	1.2 Identify hazards and potential risks in the environment with others involved
	1.3 Identify and clearly communicate the level of response required to address a hazard
	1.4 Facilitate strategy development among others involved
	1.5 Develop, implement and review a plan with others

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ELEMENT	PERFORMANCE CRITERIA
2. Coordinate the response to accidents and emergencies	2.1 Develop, maintain and practise evacuation procedures with all workers and children 2.2 Review steps already taken by workers and implement additional actions required 2.3 Seek medical assistance as required 2.4 Implement *a plan to meet the emotional needs* of children and others in the situation 2.5 Allocate tasks to different people and give directions about how to proceed 2.6 Sensitively and calmly provide accurate information to parents 2.7 Use policies and procedures of the organisation to inform people of actions required of them 2.8 In light of the incident, review service's policies and procedures with others and change as required
3. Plan and monitor supervision	3.1 Develop safety *limits and guidelines* with others involved 3.2 Plan, implement and review appropriate levels of supervision to suit a range of experiences and situations 3.3 Develop strategies for the service which can be used to address specific incidents 3.4 Regularly and carefully monitor implementation of supervision plan and procedures
4. Promote hygiene and safety practices	4.1 Explain and monitor policies for medication administration, storage and documentation 4.2 Monitor and reinforce the safe storage of hazardous materials with workers 4.3 Demonstrate and effectively communicate guidelines for safe food handling and storage 4.4 Promote and demonstrate practices for managing children's hygiene needs

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ELEMENT	PERFORMANCE CRITERIA
5. Promote appropriate *practices to respond* to illnesses	5.1 Regularly and clearly communicate infection control and medication guidelines to others 5.2 Suggest specific practices to address situations as they arise 5.3 Inform parents of infections 5.4 Develop procedures for responding to sick children 5.5 Report notifiable diseases/infections to the appropriate *government organisation* according to *guidelines*
6. Monitor travel and excursions	6.1 Establish and communicate *procedures for safety* in relation to excursions and transport 6.2 Monitor travel practices in relation to service procedures and regulations 6.3 Organise responsibilities during excursions
7. Provide guidance to workers when abuse is identified or investigated	7.1 Explain policies and procedures clearly and calmly 7.2 Support workers to provide information to appropriate bodies
8. Monitor care provided by others	8.1 Observe care practices and give specific instruction as required 8.2 Regularly review care routines with workers 8.3 Review practices to ensure policies regarding care are met

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Up to date knowledge of regulations on safety, health and hygiene
- Potential hazards to children, including traffic and the spread of infectious diseases and cross infection
- Strategies to minimise the spread of infectious diseases
- Developmental stage appropriate toys and equipment
- Legal requirements for supervision including worker - child ratios
- Food preparation, cooking and storage of food - temperatures
- Child protection policy of service
- State/territory requirements about abuse and reporting process
- Common childhood illnesses recognition, management strategies
- Incident records
- Indicators of different types of child abuse
- Organisation procedures
- Strategies for developing responsible behaviour by children in cars and buses
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a thorough understanding of dangers and hazards for specific age groups
- Make informed and appropriate decisions under pressure to ensure the safety of children, including in the home environment, and in particular:
  - personal hygiene to prevent cross infection e.g. handwashing
  - modelling safe behaviours and hygiene practices
  - risk identification in relevant environments
  - risk reduction strategies in that environment
  - risk minimisation strategies in response to specific incidents
  - ways of supervising appropriate to the age of the child

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REQUIRED SKILLS AND KNOWLEDGE

- supervision systems e.g. an area/ a group of children/ floater
- Address issues in planning supervision according to the ages of children - *For 5 to 12 year olds*:
  - absences of children booked in need to be investigated
  - older children may be able to assist in responding to an incident if directed clearly and supported to do so
  - developing children's capacity to monitor their own safety
  - developing children's capacity to develop strategies with staff
- Assess additional supervision requirements for a child due to - *child's disability*:
  - level of risk taking behaviour
  - age/stage of development of child
  - child's level of competence in the activity selected
  - child's level of responsibility
  - child's familiarity with environment/equipment/materials

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - strategies for developing responsible behaviour by children in cars and buses
  - decision-making under pressure

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions
- Consistency in performance is best assessed for a range of age groups, a range of conditions and over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a range of opportunities, including access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Environments may be assessed for safety in relation to:

- Hazards
- Noise
- Pollution
- Fences
- Buildings
- Grounds

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RANGE STATEMENT

Relevant criteria for assessing environments may include:	• Regulations • Policies of organisation • Industry standards e.g. QA and IS principles • Work health and safety (WHS) guidelines
Criteria for assessing safety of environments may include:	• Legislation and regulatory requirements • Safety criteria developed by service • Own judgement and experience
A plan to meet the emotional needs of people involved in an accident or emergency may include:	• Reassurance/comfort • Counselling • 'Debriefing'
Areas where close/additional supervision may be required include:	• Hazards e.g. Water • Specified equipment • Areas without fences • Toilets
Plan for supervision may include:	• Limit setting for children • Deployment of workers • Programming • Separating different aged children • Placement of equipment • Staff/child ratio
Limits and guidelines related to supervision may include:	• Out of bounds areas • Rules for safe play
Additional supervision may be required for:	• Excursions • Boisterous activities e.g. Touch football • Swimming • Younger children • Children with additional needs e.g. ADD

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RANGE STATEMENT

Supervision strategies on excursions include:	• Head counts • Developing and maintaining group norms that foster safety
Practices to respond to sick children may include:	• One to one care • Separation from other children • Contacting parents • Requesting parent to take child home
Government organisation which may need to be consulted/ notified include:	• Work Cover, if worker situation • Public health unit
Guidelines for reporting may include:	• Public health guidelines e.g. a number of cases, timeframe for reporting • Organisation guidelines e.g. who is to write and set report
Procedures for safety in travel may include:	• Regulations are followed e.g. children are appropriately restrained • Restraints are effectively installed • Behaviour guidelines and limits for children during travel
Supervision of travel and care practices may be monitored by:	• Observation • Discussion with worker

Unit Sector(s)

Not Applicable

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CHCCN520C Advocate for the rights and needs of children and young people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to advocate for the child with family/community members, other services/workers and the general public

Application of the Unit

Application	This unit may apply to work with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advocate for the child about a specific right or need	1.1 Strongly represent the child's *rights* and *needs* to those involved 1.2 Seek the child's point of view and represent it clearly to those involved 1.3 Clarify the issue, focus on it and address it with relevant others 1.4 Negotiate options with the child and others involved 1.5 Collect comprehensive background information and evidence and present it clearly 1.6 Identify and discuss competing rights 1.7 Use assertive and persistent communication when required
2. Promote the rights, interests and needs of children	2.1 Widely promote the rights of children 2.2 Challenge people to act in ways that further children's rights/interests/needs as appropriate 2.3 Promptly investigate reports of breaches or suspected breaches of children's rights within the service

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ELEMENT	PERFORMANCE CRITERIA
3. Challenge *stereotypes*	3.1 *Challenge stereotypes* about children when they are communicated
	3.2 Challenge unrealistically high or low expectations about children's behaviour
	3.3 Provide information to challenge stereotypes
	3.4 Promote children's abilities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Statements of rights
- Advocacy approach and advocacy services including self advocacy approach
- Awareness of discriminatory actions
- An understanding of the vulnerability of children to exploitation
- Referral procedures
- Empowerment principles and strategies
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Advocate or promote the rights and needs of children

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply high level communication skills in:
  - listening
  - focusing
  - empathy
  - negotiating
  - probing
  - clarifying information

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REQUIRED SKILLS AND KNOWLEDGE

- providing clear information
- influencing
- assertiveness

- Demonstrate responsiveness and sensitivity to child's concerns, rights and responsibilities
- Demonstrate sensitivity to parent's concerns, rights and responsibilities
- Demonstrate application of skills in:
  - problem solving
  - seeking appropriate advice

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions • Consistency in performance is best assessed for a range of age groups, a small range of advocacy issues and over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Advocacy on behalf of the child may be directed to:

- Other workers
- Parents
- Schools
- Management of services
- Family members
- Community members
- Government departments

Rights include:

- Right to be heard and believed
- Continuity of care
- A safe environment
- To be accepted
- Freedom from criminal acts
- Protection from abuse
- Protection of their property
- Freedom from discrimination

Needs include:

- Health
- Emotional and psychological well being
- Social participation and development
- Development of skills and abilities
- Development of personal and cultural identity
- Safety

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RANGE STATEMENT

Concerns include:	• Troubles and issues expressed by the child such as unmet needs, worries, family problems, practical difficulties and social issues
Stereotypes include those in relation to:	• Disabilities • Gender • Culture and race • Familial expectations • Cultural expectations about children's place/abilities • Family structure/composition • Appearance
Challenging stereotypes may be via:	• Allaying concerns based on misunderstanding • Providing information to parents and others about the range of expectations about children • Interpreting children's behaviour in a different way

Unit Sector(s)

Not Applicable

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CHCCOM201C Communicate with people accessing the services of the organisation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by community services workers who may have limited contact with clients in terms of content and timing and operate under direct supervision

Application of the Unit

Application	The basic communication skills described in this unit may be applied across a range of workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate appropriately with clients of the organisation	1.1 Use verbal and non-verbal *communication* as appropriate 1.2 Conduct short interpersonal exchanges to clarify meaning and understand request/inquiry 1.3 Provide information relevant to accessing the service 1.4 Take time to listen for relevant information concerning inquiry/request 1.5 Demonstrate respect for *diversity* when communicating with clients 1.6 Respond to messages appropriately 1.7 Refer to appropriate person within *organisation guidelines* and procedures
2. Present a positive image of the service to the public	2.1 Conduct communication with the public in a courteous manner and respecting privacy 2.2 Demonstrate standards of personal presentation appropriate to the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies and procedures for referral within the organisation
- Roles and responsibilities of workers within the organisation
- Organisation policies and procedures for privacy and confidentiality of information provided by clients and others
- Knowledge of cultures relevant to the particular service
- Cultural diversity in Australia

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow relevant policies, protocols, guidelines and procedures of the organisation
- Develop conversations about appropriate topics
- Communicate in a manner that is non discriminatory, supportive and inclusive
- Listen and respond to communication initiatives of client
- Demonstrate respect for client
- Introduce self appropriately
- Demonstrate non-judgemental attitude in work role

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills:
  - using an appropriate communication style

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REQUIRED SKILLS AND KNOWLEDGE

- using appropriate verbal and non-verbal communication
- language, literacy and numeracy competence required to fulfil the job role and appropriate to the organisation and clients
- language may be English or community language as required by the organisation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions • Assessment should include a range of clients, reflecting the diverse nature of these who may access the service

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or appropriately simulated environment where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace setting

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Clients and others may include:	• Family members and friends of the client • Existing clients who do not know what other services are available or how to access those services • People making general inquiries of the service
Communication may be in:	• English • Sign language • Community language as required by the service/organisation
Diversity may relate to differences and may include:	• Physical • Cultural • Religious/spiritual • Social • Age
Organisation guidelines for referral may be:	• Written or verbal • By phone
Communication may be via:	• Verbal conversations either in person or via telephone • Written notes • Worker, family member or friend who has second language

Unit Sector(s)

Not Applicable

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CHCCOM302D Communicate appropriately with clients and colleagues

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCOM302C Communicate appropriately with clients and colleagues	CHCCOM302D Communicate appropriately with clients and colleagues	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to *exercise effective communication skills* in the workplace

Application of the Unit

Application

The communication skills described in this unit may be applied across a range of workplace contexts involving various levels of social and cultural *diversity*

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Exercise effective *communication* techniques	1.1 Reflect an understanding and respect for individual differences and needs in all forms of communication with clients and colleagues 1.2 Introduce oneself appropriately 1.3 Ensure communication is clear and relevant to situation/activities undertaken 1.4 Use touch and other non-verbal means of communication as appropriate 1.5 Seek, obtain and implement advice about communication difficulties with clients or colleagues from supervisor or *appropriate person*
2. Follow routine *instructions*	2.1 Carry out workplace instructions within agreed timeframes 2.2 Seek clarification to understand work instructions, when required 2.3 Refer difficulties in carrying out instructions to supervisor or appropriate person

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ELEMENT	PERFORMANCE CRITERIA
3. Complete *reports* as required	3.1 Complete reports to the standard expected in the workplace
	3.2 Complete reports within identified timeframes
	3.3 Ensure reports are clear and accurate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of effective communication
- Dealing with cultural diversity
- Referral processes of organisation
- Effect of sensory loss and cognitive impairment
- Relevant guidelines and procedures
- A range of written material relevant to the job role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate competency over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adjust communication to meet differing needs
- Use assertive communication
- Use active listening and recognise non-verbal triggers
- Provide feedback
- Minimise conflict and tensions
- Use reading and writing skills required to fulfil job roles as specified by organisation/service:
    - the level of skill may range from the ability to understand symbols used on work health and safety (WHS) signs, to reading workplace safety pamphlets or procedure

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REQUIRED SKILLS AND KNOWLEDGE

manuals, to reading and handling chemicals such as cleaning fluids
  - literacy support available in the workplace may range from having access to support and assistance from expert/mentor/supervisor, to having no communication supports available
  - literacy may be required in English or a community language depending on the client group
- Use oral communication skills required to fulfil job roles as specified by the organisation/service:
  - skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
  - service/organisation may require competence in English or community language, depending on client group

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communications systems • Assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues • Competency should be demonstrated over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment
- Workplace evidence can include testimonials from clients and colleagues, portfolios etc

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Diversity may relate to individual differences and needs and may include:	• Age • Behavioural • Cultural • Developmental • Emotional • Intellectual • Physical • Religious/spiritual • Social
Communication includes:	• All verbal and non-verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts
Communicating effectively will be carried out within requirements established by:	• Anti-discrimination legislation • Accepted cultural protocols • Accepted language protocols and systems
Exercise effective communication skills includes:	• Being non-judgemental • Active listening, where culturally appropriate • Non-verbal behaviour to indicate understanding of what is being said • Clarifying what is said • Responses that are culturally appropriate • Participating in group processes
Appropriate person may be from within or outside the organisations may be:	• Colleagues • Immediate supervisor • Other health workers • Consultant • Clients and families/carers

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RANGE STATEMENT

Instructions may include:	• Manufacturer's/operating written instructions • Work unit guidelines, procedures and protocols including WHS procedures and protocols for using interpreters • Supervisor's or management instructions
Instructions may be:	• Written • Verbal
Reports may be verbal or written and may include:	• Notes • Records • Memos • Letters • Clients records • Verbal 'hand overs' at the end of a shift • Case file notes

Unit Sector(s)

Not Applicable

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CHCCOM403A Use targeted communication skills to build relationships

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to apply specific workplace communication techniques to build and maintain relationships with clients and colleagues based on respect and trust

Application of the Unit

Application	The communication skills described in this unit should be applied to target specific communication issues and may be applied across a range of workplace contexts involving application of a range of communication strategies to address specific needs and issues, working with various levels of social and cultural diversity

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Communicate effectively* with clients and staff	1.1 Identify and use appropriate communication strategies to: • establish rapport • exchange information • facilitate resolution of issues • defuse potentially difficult situations 1.2 Conduct *interviews* according to *established procedures* 1.3 Give feedback and advice in a way which reflects current identified good practice 1.4 Demonstrate respect for individual, cultural and social differences, needs and rights in communicating with clients and colleagues 1.5 If communication break down occurs, respond appropriately and refer to other staff or specialist services if required to ensure duty of care responsibilities are met 1.6 Respond to enquiries in a manner that promotes achievement of mutual outcomes 1.7 Respect and consider differences in views in a way that values and encourages the contributions of others 1.8 Ensure communication represents the organisation effectively where appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to the implementation of effective communication strategies	2.1 Implement strategies to check on the effectiveness of communication with clients and colleagues 2.2 Facilitate access to interpretive and translation services as required 2.3 Regularly review established channels of communication to ensure clients and co workers are informed of relevant information in a timely way 2.4 Provide coaching in effective communication to colleagues and clients as required 2.5 Maintain relevant work-related networks and relationships as required to ensure client needs and organisation objectives are met
3. Use specific communication techniques to maintain constructive interaction	3.1 Put in place strategies to develop a trusting relationship that will enable negotiation of communication barriers 3.2 Use communication skills and processes to identify and address barriers to communication and facilitate identification of individual issues 3.3 Use effective skills in listening and providing feedback to ensure stories are heard and to support exploration and validation of issues raised 3.4 Seek agreement on processes to be followed to address issues within scope of own abilities, skills and work role 3.5 Make referral for conflict resolution and mediation as appropriate

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ELEMENT	PERFORMANCE CRITERIA
4. Facilitate discussions	4.1 Provide *opportunities* to fully explore all relevant issues 4.2 Routinely use strategies that encourage all group members to participate equally, including seeking and acknowledging contributions from all members 4.3 Routinely contribute to and follow objectives and agendas for meetings and discussions 4.4 Provide relevant information to groups as appropriate to facilitate outcomes 4.5 Evaluate group communication strategies to promote ongoing participation of all parties 4.6 Implement strategies to ensure the specific communication needs of individuals within the group are identified and addressed
5. Identify communication strategies to build relationships with clients who are involuntary or present communication challenges	5.1 Identify and address specific communication barriers such as: • closed or unreceptive attitudes • mistrust or misunderstanding of people, organisations, systems and/or processes • emotional states, such as fear, anger and frustration 5.2 Identify areas of mistrust or conflict that may require resolution 5.3 Identify the need to include *additional parties*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Effective communication strategies and techniques to address barriers and build and maintain relationships
- Recognition of communication styles of individuals
- Basic group dynamics and facilitation of group discussion

The candidate must also be able to demonstrate relevant knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria, such as knowledge of:

- Cross cultural communication protocols
- Non-verbal communication strategies
- Communication techniques to maintain constructive interactions
- Barriers to communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide evidence that all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisation objectives
- Use strategies to meet particular communication needs/difficulties
- Address individual issues in a timely way and in a manner which maintains the integrity of the individual
- Know when to provide referrals to conflict resolution and mediation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Apply a full range of communication techniques including:
  - reflective and active listening, respectful responding, empathy, feedback and rapport
  - addressing communication barriers through application of a range of strategies
  - recognition of non-verbal triggers
  - clarification of boundaries of work role
- Apply oral communication skills required to fulfil job roles as specified by the organisation/service:
  - skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
  - service/organisation may require competence in English or community language, depending on client group

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in a work context or in simulated work environment and under the normal range of work conditions
- Assessment is recommended to be on more than one occasion and must include the range of clients who access the service

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from the workplace and/or simulated work environment, including written work

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Communicate effectively includes:

- Effective use of questioning, speaking, and listening and non-verbal communication techniques
- Identifying and evaluating what is occurring within an interaction in a non-judgemental way
- Making decisions about appropriate words, behaviour, posture
- Using clarifying, summarising questions
- Putting together a response that is culturally appropriate
- Expressing an individual perspective
- Expressing own philosophy, ideology and background and exploring the impact of this on the communication
- Exploring and unpacking problems
- Using active and reflective listening appropriately
- Providing sufficient time to enable stories to be told
- Providing summarising and reflective responses in conflict situations
- Confirming that required information is accessed or message communicated

Non-verbal communication includes:

- Gestures
- Posture
- Facial expression

Interviews may include:

- Discussion of staffing issues
- Routine information collection
- Maintaining confidentiality
- Evidential-based
- Non disclosure
- Disclosure

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RANGE STATEMENT

Established procedures may refer to:	• Commonwealth and State legislation • International conventions relating to the rights of individuals • Organisation policy and procedures • Relevant program standards • Duty of care and ethical practice
Presentation of information includes:	• Clarity • Appropriate sequencing • Delivery within an appropriate time • Utilising media to enhance presentation, if appropriate • Addressing audience needs
Opportunities will include:	• Allowing sufficient time to hear individual stories • Encouraging a full exploration of issues • Encouraging validation of individual issues
Additional parties may include:	• Trusted friends • Case workers • Family members • Nominated adults

Unit Sector(s)

Not Applicable

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CHCCOM504B Develop, implement and promote effective workplace communication

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCOM504A Develop, implement and promote effective workplace communication	CHCCOM504B Develop, implement and promote effective workplace communication	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply higher level communication skills that underpin effective workplace operations

Application of the Unit

Application

The high level communication skills described in this unit may be applied across a range of workplace contexts involving development, application and evaluation of communication strategies to effectively address identified client needs and promote the organisation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of effective communication strategies	1.1 Develop, promote, implement and review strategies for internal and external dissemination of information, as required, to maximise individual and organisation effectiveness
	1.2 In developing and implementing strategies, address special communication needs to avoid discrimination in the workplace
	1.3 Establish channels of communication and review regularly to ensure staff are informed of relevant information in a timely way
	1.4 Provide coaching in effective communication to staff as required
	1.5 Use negotiation and conflict resolution strategies where required to promote effective operation of the organisation
	1.6 Negotiate issues with key stakeholders, *clients* and staff to facilitate mutually acceptable outcomes
	1.7 Maintain relevant work-related networks and relationships to meet client needs and organisation objectives
	1.8 Ensure all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisation objectives

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ELEMENT	PERFORMANCE CRITERIA
2. Represent the organisation to a range of groups	2.1 Present relevant, appropriately researched material in internal and external forums, in a manner that promotes the organisation and is adjusted as required to meet *audience needs* 2.2 Ensure presentations are clear and sequential and delivered within a predetermined time, and utilise appropriate media to enhance the presentation and address audience needs 2.3 Respond to questions from the audience in a manner consistent with organisation standards 2.4 Respect and consider differences in views in a way that values and encourages contributions of others
3. Facilitate group discussions	3.1 Define and implement mechanisms that enhance effective group interactions 3.2 Routinely use strategies that encourage all group members to participate, including seeking and acknowledging contributions from all members 3.3 Routinely set and follow objectives and agendas for meetings and discussions 3.4 Provide relevant information to groups as appropriate to facilitate outcomes 3.5 Evaluate group communication strategies to promote ongoing participation of all parties 3.6 Identify and address the specific communication needs of individuals
4. Facilitate work group interaction	4.1 When conducting meetings, clarify purpose, agree procedures, negotiate roles and responsibilities, adhere to agreed timeframes and maintain equality of participation and input by group members 4.2 Seek feedback on operation of group processes, encourage suggestions for change and implement appropriate action 4.3 Provide feedback in a supportive manner appropriate to individuals and the group

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ELEMENT	PERFORMANCE CRITERIA
5. Use specific communication techniques to assist in resolving conflict	5.1 Use strategies to facilitate conflict resolution 5.2 Use communication skills and processes to identify and address barriers to communication and explore issues and background to the conflict 5.3 Use effective skills in listening, reframing, providing feedback and negotiating to support exploration and clarification of issues 5.4 Seek agreement on processes to be followed to resolve conflict within scope of own abilities, skills and work role 5.5 Make referral for conflict resolution and mediation as appropriate
6. Produce quality written materials	6.1 Ensure writing is succinct and clear and presented in a logical and sequential way to match audience needs and the purpose of the document 6.2 Ensure all written documentation produced addresses organisation guidelines and current accepted standards of writing in line with purpose 6.3 Prepare and provide appropriate and timely advice to management and clients as required 6.4 Where individual skill levels do not match workplace requirements, take appropriate remedial action, including seeking assistance and additional training

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ELEMENT	PERFORMANCE CRITERIA
7. Conduct interviews	7.1 In conducting interviews and formal discussions, make an effort to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to
	7.2 Use effective questioning, speaking, listening and non-verbal communication techniques during discussions and interviews, to ensure the required information is accessed or message communicated
	7.3 Give feedback and advice in a way which reflects current identified good practice
	7.4 Conduct interviews and formal discussions with due regard to individual differences, needs and rights
	7.5 Use appropriate complaints management, grievance and counselling procedures to deal with serious problems

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of different communication styles and techniques
- Different interview techniques
- Effective interpersonal, written and oral communication
- Negotiation techniques
- Group development processes
- Conflict resolution strategies and techniques
- Research techniques, including for social research

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and maintain an appropriate network of clients
- Incorporate the requirements of specific groups in all client service work
- Communicate professionally with other professionals

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work effectively with clients and service providers
- Assess cultural communication protocols
- Demonstrate application of skills in:
  - self-reflection
  - principles and practices of client service delivery
  - effective workplace writing
  - effective presentation techniques
  - effective communication techniques

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REQUIRED SKILLS AND KNOWLEDGE

- effective interviewing
- effective group management processes
- conflict resolution and negotiation
- Use relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment is recommended to be conducted over more than one occasion and include communications with individuals and groups

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace, including testimonials from clients and colleagues etc

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Oral, written and non-verbal communication in the organisation can occur with:	• Clients and stakeholders • Representatives of client groups or organisations • Members of the public • Managers and staff in own and other organisations • Private organisations and consultants • Academic institutions, public sector and community organisations • Colleagues in different locations (e.g. regional/central offices)
Audience needs may require adjustments, such as:	• Alternative format for written materials, such as large print, braille, audio or in another language • Assistive technology, such as audio loops • Interpreters, including signers
Written communication can involve both handwriting and operation of word processing equipment *It may take the form of*:	• Case notes and reports • Minutes of meetings • Routine as well as complex reports • Proposals, project plans and spreadsheets • General internal and external correspondence • Speeches, journal articles and marketing materials • Instructions, procedures and policies • Submission writing
Oral communication can take the form of:	• Seeking and conveying information • Consulting and advising • Formal and informal presentations to different audiences • Structured interviewing for selection or counselling purposes • Leading discussions and briefings • Negotiating • Chairing and participating in meetings • Conflict resolution • Coaching • Advocacy • On-the-job training

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RANGE STATEMENT

Clients are defined by the work of the organisation and can include:	• Individual members of the public • Other organisations, community groups and individuals • Other work areas of the organisation

Unit Sector(s)

Not Applicable

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CHCCONS401C Facilitate changeover

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS401B Facilitate changeover	CHCCONS401C Facilitate changeover	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required for workers to facilitate the safe changeover of children between resident and non resident parents in the context of contact arrangements

Application of the Unit

Application

This unit applies to core Children's Contact Service work

The context of facilitated changeover may be either voluntary (initiated by the family) or involuntary (result of court order)

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the changeover arrangements	1.1 *Establish rapport with children and parents* to gain their confidence
	1.2 *Explain the changeover process* to all parties including children, resident and non resident parent
	1.3 Approach both parents with *neutrality* without compromising effective communication and rapport building
	1.4 Observe *child and parent risk factors* and assess for substance use and/or safety concerns
	1.5 Create a *safe conducive environment* in which changeover is to occur
	1.6 Listen to and acknowledge parents feelings and concerns about facilitated changeover and contact
	1.7 Identify any health issues or significant concerns to be monitored

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor the changeover process	2.1 Follow *organisation policies and procedures* to ensure client and worker safety during changeover
	2.2 Assist the child/and or young person to move from one parent to another for contact to occur
	2.3 Respond appropriately to, and in accordance with organisation policy and procedure to abusive and hostile parents at changeover
	2.4 Respond appropriately to, and in accordance with organisation policy and procedures to early and late parents
	2.5 Manage conflict to ensure the safety of child/and or young person, parents and colleagues
	2.6 Ensure the environment is contextually appropriate, safe, secure and supportive
	2.7 Maintain confidentiality of parents as required by the organisations privacy policy
	2.8 Model appropriate cooperation and *parental behaviour* and cultural sensitivity
	2.9 Facilitate parent child interaction at changeover
	2.10 Relieve the parent of the child at the arranged time
	2.11 Manage and respond appropriately to child refusal in accordance with organisations policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Assess the effectiveness of changeover	3.1 Ensure debriefing is provided to the child and/or young person according to organisation procedures 3.2 Respond to any incidents or concerns as a result of the facilitated changeover according to organisation policy 3.3 Complete *documentation* requirements according to organisation policy 3.4 Seek supervisor support according to organisation policy 3.5 Inform relevant persons or authorities of any safety concerns 3.6 Refer parents to *other support systems* when appropriate 3.7 Inform senior staff of concerns about the continued appropriateness of facilitated changeover according to emotional and physical safety of the child

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- Understanding the impact of high conflict in post separation involving children
- Emergency response procedures in situations of critical incidents eventuating from a breakdown in the changeover process
- Understand child developmental norms at different ages and stages
- Recognise how the observer role influences interaction and behaviour of others
- Boundary expectations of the worker in the role of facilitating changeover or contact
- Awareness of family systems and how this is relevant to the role of contact worker in the changeover and contact process
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Debrief children and young people after contact
- Demonstrate:
  - empathy to parents/carers and children
  - non-judgement approaches and attitudes towards all clients
  - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
  - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports where necessary and in accordance with policies of the organisation
- Identify and respond to real and/or potential risks associated with changeover processes and high risk client groups including substance use, violence and or mental health concerns

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - persuading effectively
  - being appropriately assertive
  - empathising
- Engage involuntary or resistant children and facilitate the process
- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively to facilitate the changeover process
- Create and maintain a child friendly environment
- Apply data entry skills for input of client statistical information
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained

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REQUIRED SKILLS AND KNOWLEDGE

- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Model and implement appropriate boundaries for interacting with families
- Work in a team environment and contribute as a team member to work practices and processes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Establish rapport with children and parents may include:

- Actively listening to each persons concerns
- Acknowledging feelings yet remaining impartial
- Demonstrating empathy
- Establishing trust with each person
- Modelling effective communication skills
- Explaining process and expectations including responsibilities and rights of each person
- Creating a friendly and welcoming environment

Explain the changeover process may include but is not limited to:

- Client rights and responsibilities
- Expectations on behaviour
- Limitations of the changeover process
- Communication strategies related to late arrival, non attendance, review of the process, concerns and complaints
- Clarification of client's expectations of the changeover service
- Provision of written and other forms of information to meet specific communication need of clients

Neutrality and impartiality must involve:

- Absence of personal bias and prejudice

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RANGE STATEMENT

Child and parent risk factors may include:	• Parents presenting under the influence of substances • Parents with unmanaged mental health issues • Displays of volatile behaviour • Aggressive physical and verbal behaviour • Unmanaged physical and mental illness • Indicators of violence or family abuse • Child protection concerns • Social, geographical and emotional isolation of family members • Financial difficulty
Safe conducive environment may include:	• Ensuring parents do not interact during changeover • Monitoring and observing behaviour of all parties at points of handover • Ensuring parents are aware of the limitations of the organisation and expected client behaviour • Confidently activating incident response when needed • Commitment to child safety measures in all aspects of work practices • Ensuring the physical environment of the changeover site is free from hazards and potential risk for clients
Organisation policies and procedures may include:	• WHS workplace procedures • Risk management policy • Confidentiality policy • Changeover policy and procedures • Reporting policy and procedures • Account keeping procedures for the collection of fees
Documentation may include:	• Observational case notes • Records of contact • Memos • Case notes • Child protection notifications • Incident reports • Receipt for payments

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RANGE STATEMENT

Parental behaviour may include:	• Communication with children • Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding from the child's perspective about any changes that might assist with contact refusal • Encouraging and respecting children's views and ideas • Appropriate management of child behaviour • Appropriate content for discussion with children • Expressing feelings and emotions
Other support systems for parents and children may include:	• Counselling and family support services • Dispute resolution services • Health and medical services • Child support agency • Centrelink • Drug and alcohol services • Domestic violence services • Legal Aid • Mental health services

Unit Sector(s)

Not Applicable

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CHCCONS402C Facilitate and monitor contact

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS402B Facilitate and monitor contact	CHCCONS402C Facilitate and monitor contact	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to facilitate and monitor the contact between the child/children and the non resident parent

Application of the Unit

Application

This unit applies to core Children's Contact Service work. The context of facilitated contact can be either voluntary (initiated by the family) or involuntary (result of court order)

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and commence the contact visit	1.1 Establish rapport with parents and child/young person and parents at commencement of contact visit
	1.2 Reinforce parameters of facilitated contact with parents including reporting processes
	1.3 Clarify *contact or court orders* with supervisor before contact occurs
	1.4 Conduct *risk assessment* with both parties upon commencement of contact visit
	1.5 Seek agreement from both parties to establish a plan for facilitated contact using negotiation skills
	1.6 Plan, in consultation with parents and child/young person for the facilitated contact to occur with *age appropriate activities*

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor contact between child/young person and non resident parent	2.1 Monitor behaviours and safety of the child/young person during contact with non resident parents with minimal intervention 2.2 Manage any challenging behaviour of both parents and child/young person 2.3 Intervene in contact between child/young person and parent where appropriate 2.4 Seek support of peers or senior staff as needed 2.5 Refer family or individuals to *other services* according to organisation policy and assessed client needs 2.6 Demonstrate ability to *communicate effectively with parents* and children in a consistent, and culturally appropriate way to model respectful parenting and relationships 2.7 Direct the contact and keep interaction flowing between parent, child and or young person 2.8 Respond to complaints from either party according to organisation policy 2.9 *Terminate contact* when necessary in line with organisation procedures and reporting actions to immediate supervisor
3. *Document* information about facilitated contact	3.1 Prepare reports according to organisation policy 3.2 Create files and write case notes according to organisation policy 3.3 Complete incident reports when required 3.4 Revise arrangements for facilitated contact 3.5 Demonstrate confidentiality and privacy policy of the organisation in when recording and managing client information

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ELEMENT	PERFORMANCE CRITERIA
4. Participate in strategies to improve services for families	4.1 Attend regular staff meetings and debriefing sessions with peers 4.2 Undertake regular professional development to ensure procedures reflect legislative and industry requirements 4.3 Consult on all difficult operations with senior staff according to organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse and/or mental health issues
    - Understanding the impact of high conflict in post separation involving children
    - Emergency response procedures in situations of critical incidents eventuating from a breakdown in the changeover process
- Understand child developmental norms at different ages and stages
- Recognise how the observer role influences interaction and behaviour of others
- Boundary expectations of the worker in the role of facilitating changeover or contact
- Awareness of family systems and how this is relevant to the role of contact worker in the changeover and contact process
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Debrief children and young people after contact
- Demonstrate:
  - empathy to parents/carers and children
  - non-judgement approaches and attitudes towards all clients
  - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
  - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Identify and respond to real and potential risks associated with changeover processes and high risk client groups including alcohol and other drug use, mental health and violence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - persuading effectively
  - being appropriately assertive
  - empathising
- Engage involuntary or resistant children and facilitate the process
- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Create and maintain a child friendly environment
- Apply data entry skills for input of funding services statistical information
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained
- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Use modelling and demonstrate cooperative behaviours

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REQUIRED SKILLS AND KNOWLEDGE

- Model and implement appropriate boundaries for interacting with families
- Work in a team environment and contribute as a team member to work practices and processes
- Assess child's need in relation to facilitated changeover and parental contact

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate person

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contact or court orders may include:	• Provisions or orders specified by the family law court process
Risk assessment may include:	• Processes for evaluating the nature of specific risks to safety for individual clients using tools and structured judgement • The content of risk may relate to: • Exposure to violence or parental conflict • Mental health issues • Children's and parenting issues
Document may include:	• Court reports if specified within job role • Case notes and observational recordings • Incident reports • Notifications • Data entry requirements according to service agreements
Age appropriate activities may include:	• Childs chosen activity - play (individual and group) • Outdoor activities and indoor activities • Developmentally appropriate • Child self determined activity

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RANGE STATEMENT

Other services may include:

- Counselling and family support services
- Dispute resolution services
- Health and medical services
- Child support Agency
- Centrelink
- Drug and alcohol services
- Domestic violence services
- Legal Aid
- Mental health services

Communicate effectively with parents may include but is not limited to:

- Use of empathy
- Congruence
- Being non-judgement
- Ensuring neutrality
- Culturally appropriate communication and observation of protocols
- Negotiation
- Assertiveness
- In languages other than English
- Indigenous languages
- Visual languages such as sign language and allow for the use of assistive technology

Termination of contact may be a result of:

- Safety concerns for child and/or adult
- Actual incident of breach of agreed standards
- Parent self selects to terminate
- Child distress
- Issues of a legal nature arise
- Senior worker determines it appropriate or necessary to terminate the contact

Unit Sector(s)

Not Applicable

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CHCCONS403C Support families to develop relationships

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS403B Support families to develop relationships	CHCCONS403C Support families to develop relationships	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to assist children and parents to achieve positive relationships in situations of separation or divorce

Application of the Unit

Application

This unit applies to staff working in Children's' Contact Services and within the regulations of Family Law legislation associated with facilitated contact

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Engage with families to determine relationship issues	1.1 Use appropriate communication techniques to assess the *relationship dynamics* of both parents and child/young person 1.2 Identify the needs of each party and discuss *appropriate support and response options* 1.3 *Document family relationship goals*, plans and actions according to organisation policy
2. Support relationship building	2.1 *Model positive parenting* and interactions with children 2.2 Demonstrate use of play techniques for interacting with child/and or young person 2.3 Model cooperation, negotiation and assertion skills to resolve relationship conflict 2.4 Encourage the child and/or young person to interact with the parent through role modelling and demonstration of appropriate behaviour 2.5 Provide feedback and positive affirmations to support families in relationship building

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ELEMENT	PERFORMANCE CRITERIA
3. *Activate referrals*	3.1 Refer to services that will support specific issues impacting on the development of relationships 3.2 Identify community resource options for family interactions and relationship development 3.3 Advocate for community support services to meet family's needs
4. Respond to inappropriate parental behaviour	4.1 Debrief the residential parent and non residential parent 4.2 Debrief the child and/or young person 4.3 Be diplomatic in responses to inappropriate behaviour. Direct conversations to parents appropriate responsibilities 4.4 Be aware of the relationship issues between the parents and refer where necessary 4.5 Respond to any issues of a legal nature according to organisation policy and legislative requirements 4.6 Discuss with the parents the ramifications if behaviours have breached the Service Level Agreement

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Working knowledge of the intentions of the Shared Parenting provisions of the Family Law Act and practices that will support families to achieve these goals where appropriate
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence or abuse
- Understanding the impact of high conflict in post separation involving children
- Awareness of adult and juvenile sexual offending behaviour types, cycles of offending behaviour and appropriate responses to allegations of offending behaviour in accordance with organisation policy and legislation
- Understand child developmental norms at different ages and stages
- Awareness of domestic and family violence cycle, indicators and appropriate responses
- Awareness of family systems and how this is relevant to the role of contact worker in the development of relationships in extended and blended families
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents.
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions
- Cross cultural issues in child parent relationships

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate:
  - empathy to parents/carers and children
  - non-judgement approaches and attitudes towards all clients
  - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
  - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports as required and in accordance with WHS policies of the organisation
- Identify real and potential risks associated with developing relationships with high risk client groups
- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - persuading effectively
  - being appropriately assertive
  - empathising
- Engage involuntary or resistant parents and children in planning for the future
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained
- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Use modelling and demonstrate cooperative behaviours
- Model and implement appropriate boundaries for interacting with families

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Create and maintain a child friendly environment
- Apply data entry skills for input of funding services statistical information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills.
- Observation of workplace performance is essential for assessment of this unit.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion.

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relationship dynamics may include but is not limited to:

- Power imbalances and intimidation
- Past or present family violence or abuse
- Intergenerational issues of appropriate communication, behaviour management
- Critical factors of substance misuse, abuse
- Past or present issues of child abuse and neglect
- Socioeconomics, financial, geography, isolation
- Mental illness
- Grief and loss
- Attachment issues
- Learned behavioural responses

Appropriate support and response options may include but are not limited to:

- Facilitate referral to support services
- Advocacy within the guidelines of the organisation
- Provision of critical information about client rights, matters of legal nature, safety and essential care services
- Planning processes
- Mediation and/or other conflict management
- Referral to counselling services

Document family relationship goals may include:

- Case plans
- File records
- Case reviews or planning processes
- Case reports

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RANGE STATEMENT

Model positive parenting may include:

- Communication with children
- Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding form the child's perspective any changes that might assist with any contact refusal
- Encouraging and respecting children's views and ideas
- Appropriate management of child behaviour
- Appropriate content for discussion with children
- Expressing feelings and emotions

Activate referrals may include referring to support services including:

- Housing
- Income support
- Domestic violence support services
- Recreational and support groups
- Centrelink
- Child support
- Family relationship centres
- Men's help services
- Cultural support services
- Family focused specialist groups

Unit Sector(s)

Not Applicable

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CHCCONS504C Assist families to self manage contact

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS504B Assist families to self manage contact	CHCCONS504C Assist families to self manage contact	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work with families to achieve the greatest level of self management of safe contact arrangements

Application of the Unit

Application

This unit applies to staff working in Children's' Contact Services and within the regulations of legislation associated with facilitated contact under the Family Law Act

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess suitability for self managed contact	1.1 Review existing *court orders* 1.2 Explain *options for community support* outside of the children's contact service 1.3 *Respectfully engage parents* in the planning process for self managed contact to occur
2. Plan with parents to establish self managed contact	2.1 Help parents to identify *issues and barriers* to self manage contact 2.2 Develop a case plan to assist the family achieve *self managed contact* according to organisation policy 2.3 Model time management and planning skills to parents seeking self managed contact 2.4 *Model parenting skills and appropriate child behaviour management* 2.5 Use negotiation skills to assist parents to reach agreement about self managed contact 2.6 Ensure that plans for self managed contact are in accordance with court orders

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and review transition plan	3.1 Review the transition into self management plan regularly
	3.2 Revise the plan as determined by family and/or worker assessment of new or existing information
	3.3 Maintain a *child focused approach* in transition planning
	3.4 Encourage parents to remain child focused in all aspects of transition form the support of Children's Contact Service
	3.5 Follow revised plans to assist families achieve self managed contact

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Working knowledge of the intentions of the Shared Parenting provisions of the Family Law Act and practices that will support families to achieve these goals where appropriate
- Understand adhere to legal responsibilities and duty of care under legislative requirements
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence or abuse
- Understanding the impact of high conflict in post separation involving children
- Awareness of adult and juvenile sexual offending behaviour types, cycles of offending behaviour and appropriate responses to allegations of offending behaviour in accordance with organisation policy and legislation
- Understand child developmental norms at different ages and stages
- Awareness of domestic and family violence cycle, indicators and appropriate responses
- Awareness of family systems and how this is relevant to the role of contact worker in the development of relationships in extended and blended families
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or

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REQUIRED SKILLS AND KNOWLEDGE

interventions

- Cross cultural issues in child parent relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate :
  - empathy to parents/carers and children
  - non-judgement approaches and attitudes towards all clients
  - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
  - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports as required and in accordance with WHS policies of the organisation
- Identify real and potential risks associated with developing relationships with high risk client groups
- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - persuading effectively
  - being appropriately assertive
  - empathising
- Engage involuntary or resistant parents and children in planning for the future
- Communicate effectively with children to ensure rapport and trust is established
- Use observational skills and interpret information into objective recordings of client interactions which may inform the preparation of court reports
- Use modelling and demonstrate cooperative behaviours
- Model and implement appropriate boundaries for interacting with families
- Apply case management processes
- Use a problem solving approach where issues prohibit the planning of self managed contact
- Use assessment skills for establishing client needs and planning to ensure these needs can be most appropriately met

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Apply data entry skills for input of funding services statistical information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills. • Observation of workplace performance is essential for assessment of this unit. • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion.

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Court orders may include:

- Parental contact and residency
- Child protection
- Domestic and family violence issues

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RANGE STATEMENT

Options for community support may include but is not limited to:

- Counselling and family support services
- Dispute resolution services
- Health and medical services
- Child support agency
- Centrelink
- Alcohol and other drugs (AOD) services
- Domestic violence services
- Legal aid
- Mental health services
- Cultural community connections

Respectfully engage parents must include:

- Impartial and objective attitudes of workers
- Acknowledge individuality and experiences
- Respects the rights of parents to choose to participate
- Respects culturally diverse range of parenting skills and choices

Issues and barriers may include:

- Domestic and family violence past or present
- AOD issues
- Mental health issues particularly unmanaged
- Physical, verbal or emotional and psychological abuse
- Social and geographic isolation
- Physical and/or intellectual disability
- Health matters
- Accommodation issues
- Other legal matters

Self managed contact may include:

- Contact arrangements that are agreed to by both parents and managed without the support of the Contact Service and are considered to be in the best interest of the child

Child focused approach:

- Practice is aimed at facilitating information about the child's needs/wants to the parents , acting in the 'best interests of the child'

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RANGE STATEMENT

Model parenting skills and appropriate child behaviour management includes:	• Effective and respectful communication with children • Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding form the child's perspective any changes that might assist with any contact refusal • Encouraging and respecting children's views and ideas • Appropriate management of child behaviour • Appropriate content for discussion with children • Expressing feelings and emotions

Unit Sector(s)

Not Applicable

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CHCCS200D Deliver service to clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for new entrants to the community services industry as an orientation to how services are delivered within an established client service plan

Application of the Unit

Application	This unit may apply to service delivery in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify responsibilities within *client service plan*	1.1 Identify responsibilities to client and follow according to the client service plan 1.2 Obtain advice and direction when appropriate 1.3 *Report* difficulties in carrying out client service plan and seek advice
2. Implement plan to deliver client service	2.1 Establish rapport with *clients* and enable high quality *service delivery* 2.2 Ensure dealings with clients are consistent with accepted practice, duty of care responsibilities and the code of conduct of the organisation. 2.3 Ensure individual work is carried out within the client service plan 2.4 Ensure service delivered to clients is consistent with relevant statutory or legislative requirements 2.5 Ensure service delivered to client is to the standard required by the organisation 2.6 Report information about client needs and service provided according to organisation practice

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ELEMENT	PERFORMANCE CRITERIA
3. Respond to *changes in client needs*	3.1 Maintain records of changes in client need as required 3.2 Identify potential areas of difficulty in *client service delivery* and refer to *appropriate person* 3.3 Identify situations of risk, potential risk or urgent need and report to appropriate person promptly

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of effective client service delivery
- Specific services available and provided

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Understand and adhere to own job role and responsibilities concerning client services
- Work within client service plan
- Establish rapport with clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills required to fulfil the job role in the organisation/service:
  - oral skills may include listening to instruction, clarifying worker responsibilities in care/case plan, and providing simple factual information relevant to the workplace and client need
  - language used may be English or community language depending on the client group
- Apply literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace:
  - writing skills may range from the need to fill out a simple form to completion of a short report
  - reading skills may range from reading and understanding the names and day on a

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REQUIRED SKILLS AND KNOWLEDGE

'blister' medication pack to reading the case/care plan
  - language used may be English or community language depending on the client group
- Apply numeracy competence required to fulfil the procedures of the organisation/ service, and according to the support available in the workplace:
  - numeracy tasks may range from the need to count supplies to recording the number of times a service was delivered to a client, and providing this information on an organisation form
- Use basic workplace technology and equipment in line with workplace requirements and instructions

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communications systems • Assessment may be conducted on one or more occasions but must include the normal range of different client groups/needs

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Client service plan may include:

- Case plan
- Care plan
- Service delivery plan

Clients may include:

- Self referring or referred
- Individual members of the public
- Other organisations and community groups
- Other work areas of the organisation
- Individual members of the organisation
- Senior management

Report may refer to:

- Notes
- Records
- Memos
- Letters
- Clients records
- Verbal 'hand overs' at the end of a shift

Note: not all organisations/services require the completion of written records

Changes in client needs could relate to:

- Physical/health status
- Mental/health status
- Cognitive/health status
- Family circumstances
- Language
- Cultural/beliefs
- Family circumstances
- Age/stage of life
- Remote location/physical surroundings

Service delivery is to occur within:

- Protocol
- Duty of care responsibility
- Codes of conduct and ethical performance
- Organisation standards

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RANGE STATEMENT

Client service delivery includes:	• The full range of services offered by the organisation including direct care and support, provision of information, referral to relevant organisations and application of existing organisation services
Appropriate person may be:	• Supervisor • Administrator • Nurse • Coordinator

Unit Sector(s)

Not Applicable

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CHCCS211B Prepare for work in the community sector

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS211A Prepare for work in the community sector	CHCCS211B Prepare for work in the community sector	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by those people who may be undertaking preliminary training to enter the community services industry

It requires the ability to access industry information and applicable legislative guidelines as well as knowledge of identifying and accessing future learning opportunities

Application of the Unit

Application

These work functions would be carried out under direct supervision within organisation guidelines

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and apply industry information	1.1 Identify current issues that impact on the work area/organisation and *different models of work* in community services
	1.2 Access a range of legislation and procedural requirements relevant to employment in the community services industry
	1.3 Identify key community services industry organisations able to provide information and assist individuals and enterprise
	1.4 Identify various roles and demonstrate an understanding of *rights and responsibilities of employee and employer*
	1.5 Demonstrate commitment to comply with applicable *legislative and procedural requirements* through own conduct and/or ethics

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate commitment to *values and philosophies underpinning work in the sector*	2.1 Demonstrate in work undertaken, consideration and understanding of the underpinning values and philosophy of the sector 2.2 Demonstrate a *commitment to access and equity principles* in work in the sector 2.3 Identify personal values and attitudes and take into account when implementing work activities
3. Identify future career opportunities	3.1 Identify key industry sectors and occupations 3.2 Identify possible career directions in the community services industry or organisation and discuss with *appropriate persons* 3.3 Take into account personal values and attitudes regarding work and business when planning future work/career directions 3.4 Assess current skills and knowledge against a checklist of target competencies 3.5 Identify *opportunities for additional skills* in consultation with appropriate persons
4. Work in a team	4.1 Display courteous and helpful manner at all times 4.2 Complete allocated tasks as required 4.3 Seek assistance when difficulties arise 4.4 Use questioning to clarify instructions or responsibilities 4.5 Identify and display *non-discriminatory attitudes* 4.6 Identify *work and personal priorities* and demonstrate a balance achieved between competing priorities 4.7 Apply time-management strategies to work duties 4.8 Observe *appropriate dress and behaviour* in the workplace

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Approaches to work in the industry and a range of activities which support this
- Holistic and client-centred care
- Client needs and rights including duty of care
- Principles of access and equity
- Current issues facing clients and the sector
- Basic knowledge responsibilities in relation to child protection
- Awareness of own biases and beliefs
- Basic understanding of legal and ethical framework in the community services industry
- Limitations of work role and responsibilities
- Legislation, regulations and codes or practice applicable to specific community services functions
- Types of community services organisations and functions
- Organisation structure and reporting channels
- Terms and conditions of employment
- Workplace communication channels and procedures
- Principles of effective communication
- Work health and safety (WHS) issues and requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Accurately interpret organisation information to ensure an effective understanding of various roles and responsibilities and organisation processes and procedures
- Access, interpret and comply with a range of relevant legislative and procedural requirements
- Develop effective and personal relationships through the application of organisation social, ethical and operational standards and use of appropriate interpersonal styles and

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REQUIRED SKILLS AND KNOWLEDGE

techniques
- Work on an individual basis and within a team

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate in a clear and concise manner in both written and verbal modes
- Request advice or further information
- Seek and receive feedback
- Use information technology appropriate to specific tasks
- Source, organise and record information
- Process workplace documentation
- Estimate time to complete activities and prioritise tasks
- Relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- Apply literacy skills to identify work requirements and process basic, relevant workplace documentation
- Apply communication skills to request advice, receive feedback and work with a team
- Apply problem solving skills to solve routine problems related to the workplace under direct supervision

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or through simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to human resources consistent with those outlined in the Assessment Guidelines

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Different models of work in the sector may include:	• Developmental • Service delivery • Client-centred • Participatory • Community development • Community education • Case management • Working with families
Values and philosophies underpinning work in the sector may include:	• A holistic and client-centred approach (i.e. promotion of health and well being; early identification of problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client and ethical behaviour)
Commitment to access and equity principles must be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

Applicable legislation, codes and national standards may relate to:	• Relevant Commonwealth/state/territory legislation which affect organisation operation:
	  • WHS
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian standards, quality assurance and certification requirements
	• Relevant industry codes of practice
	• Award and enterprise agreements

Industry procedures may involve legislation relating to:	• Duty of care • Emergency and evacuation procedures • Privacy • Workplace practices • Human and civil rights

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RANGE STATEMENT

Rights and responsibilities of employee may relate to:	• Obeying lawful orders • Confidentiality and privacy rights • Safety and care with respect to WHS requirements • Knowing the terms and conditions of own employment • Protection from discrimination and sexual harassment

Rights and responsibilities of employer may relate to:	• The right to dismiss you if you (see the Commonwealth *Workplace Relations Act 1996*):
	  • commit a criminal offence
	  • are negligent, careless or cause an accident
	  • commit acts of disloyalty, such as revealing confidential information
	• Responsibility for providing a safe environment free from discrimination and sexual harassment (see relevant state/territory and Commonwealth anti-discrimination legislation)

Appropriate persons may include:	• Supervisors • Colleagues • Trainer • Assessor
Opportunities for additional skills may include:	• Coaching, mentoring and/or supervision • Formal/informal learning programs • Internal/external training provision • Work experience/exchange opportunities • Personal study • Career planning/development • Workplace skills assessment • Quality assurance assessments and recommendations • Recognition of prior learning assessment • Recognition of current competency assessment
Non-discriminatory attitudes may include:	• All contacts with other staff, clients or management • Verbal or non-verbal communication

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RANGE STATEMENT

Work and personal priorities relate to a work/life balance and may include work and other commitments including:	• School/homework • Home/family/parties/friends • Other jobs • Culture • Disability
Appropriate dress and behaviour may include:	• Personal dress, presentation and hygiene • Demeanour in the workplace and attitude displayed to customers and other team members And may vary according to: • Organisation requirements • Type of work • Degree of client/customer contact
Additional skills may be acquired by:	• On-the-job coaching or mentoring • Presentations/demonstrations • Formal course participation • Work experience
The organisation goals and objectives may be:	Stated or implied by the way the organisation conducts its business including: • Organisation values and behaviours • Flexibility, responsiveness and financial performance • Work procedures and/or procedures manuals • People management and interpersonal communication • Business planning, marketing and customer service
Behaviour which contributes to a safe work environment may include:	• Discussing and negotiating problems and tasks with other team members • Sharing knowledge and skills • Identifying and reporting any risks or hazards • Using business equipment according to instructions

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Unit Sector(s)

Not Applicable

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CHCCS305C Assist clients with medication

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS305B Assist clients with medication	CHCCS305C Assist clients with medication	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by care or support workers to assist clients with medication

The unit addresses the provision of physical assistance with medication or supporting clients with self medication in response to an assessed need identified by the client or their substitute decision-maker for assistance with medication, in accordance with the health/support/ care plan and in line with jurisdictional requirements

It may involve distribution and administration of prescribed and over the counter medications within a residential care facility, or in a home or community setting

Application of the Unit

Application

This function is undertaken in accordance with legislation, regulations, government policy and *industry guidelines* including:

- Relevant Commonwealth and State/territory legislation including the Drugs and Poisons Act, Disability Services Acts (Commonwealth and State) and/or Aged Care Act and associated regulations
- Organisation procedures and guidelines written

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in accordance with the relevant legislation and reflecting the scope of role and accountability for the level of worker in that jurisdiction

- Other relevant guidance such as the Australian Pharmaceutical Advisory Council (APAC):
- *Guidelines for medication management in residential aged care facilities* and
- *Guiding principles for medication management in the community 2006*

This function is undertaken in accordance with legislation, regulations, government policy and industry guidelines including:

- Relevant government policies and *industry standards* and guidelines
- Job role and job description which may include assistance with self medication and/or assistance with medication administration

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit:

- HLTAP301B Recognise healthy body systems in a health care context

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to assist with medication	1.1 Establish authority to provide assistance with administration of medication in line with organisation guidelines and protocols and jurisdictional legislative and regulatory requirements
	1.2 Demonstrate an understanding of organisation policy and guidelines relating to assisting with medication within work role responsibilities
	1.3 Identify lines of authority, accountability and actions to be taken to handle contingencies
	1.4 Identify level and type of *physical assistance* required by the client to address their personal needs in taking medications
	1.5 Identify level and type of supervision required by the client to self administer medications
	1.6 Identify and report to a *supervisor* and/or *health professional* if there are any circumstances or changes in the client's condition or personal needs that may impact on assisting the client with their medication
	1.7 Confirm that all *forms of medication* to be administered, including *dose administration aids* are complete, ready for distribution and up to date, confirm with supervisor and obtain *authority to proceed*
	1.8 Confirm the procedure to be used for medication to be administered
	1.9 Implement personal hygiene procedures according to organisation policy and procedure to minimise cross infection
	1.10 Identify and implement duty of care procedures in relation to addressing individual client needs

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ELEMENT	PERFORMANCE CRITERIA
2. *Prepare the client for assistance with administration of medication*	2.1 Implement all necessary checks to ensure the client and their medications are correctly identified according to organisation procedures and care plan 2.2 Clarify specific assistance required to address personal needs of each client in line with organisation procedures listed in the Range Statement and within work role responsibilities 2.3 Correctly identify and greet each client and prepare them for medication 2.4 Check client medications according to the procedures identified in the organisation guidelines defined in the Range Statement 2.5 Explain the administration procedure to the client in line with requirements and organisation procedures and ensure their needs are met 2.6 Prior to giving medication, observe the client to check for any physical or behavioural changes that may indicate a need to report to supervisor or health professional in accordance with organisation policies and procedures 2.7 Recognise *circumstances when appropriate action is to report observed client health status rather than proceeding with administration of medication* and seek advice of supervisor or health professional

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ELEMENT	PERFORMANCE CRITERIA
3. Assist/support client with administration of medication	3.1 Remind and prompt client to take medication at correct time 3.2 Assist clients with administration of medications as required in accordance with legislation, organisation policies and the level of support needed as identified in their care / support plan 3.3 Supervise and observe clients when taking medication and confirm with them their ingestion or completion 3.4 Complete documentation/record of medication administration according to organisation procedures 3.5 Observe client for any changes in their condition listed in the Range Statement and seek assistance from a health professional, supervisor, medical officer or emergency services as indicated in the organisation's policies 3.6 Discard waste products according to organisation procedures and/or manufacturer's instructions

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ELEMENT	PERFORMANCE CRITERIA
4. Assist/support medication administration according to prescription/instructions	4.1 *Prepare medications* and administer to the client or support their self administration according to the specific requirements of the form of medication, in strict accordance with defined legislation and organisation procedures and written prescription instructions 4.2 Implement all *necessary checks* to ensure the right medication is given at the right time, to the right person, in the right amount, via the right route 4.3 Assist the client to take the medications as required, in accordance with their needs and documented procedures 4.4 Supervise and observe the client when taking the medication and confirm with the client their ingestion or completion 4.5 Implement documented procedures for medication not being administered or absorbed, such as through expelling/vomiting, refusal or damage to medication and report to supervisor and/or health professional 4.6 Record all required details of medication administration and other details in the appropriate documents according to the legislation and organisation's procedures 4.7 Observe the client for any possible medication effects listed in the Range Statement and report to a supervisor or health professional 4.8 Collect used equipment, discarded medications / applicators and rubbish and place in appropriate/ designated receptacle according to instructions

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ELEMENT	PERFORMANCE CRITERIA
5. Comply with organisation's procedures for handling the range of issues/ contingencies which may arise	5.1 Report to supervisor and/or health professional all concerns with the administration of medication (such as: client refusal to take some or all medications, *incomplete ingestion*, missed or missing doses) according to organisation procedures and protocols 5.2 Identify, report, record and address individual's reactions to medication according to organisation guidelines and health professional's instructions 5.3 Clearly identify contaminated or out of date medication and implement organisation's procedures for ensuring safe and appropriate disposal 5.4 Identify, report and record changes in individual's condition, including within essential timeframes where relevant, according to organisation guidelines 5.5 Identify procedures to address / respond to changes in the client's condition or needs according to the organisation's guidelines 5.6 Promptly report to the supervisor or health professional any inconsistencies observed with the medication or client and take action in accordance with the organisation's procedures or health professional's instructions 5.7 *Document all inconsistencies* and address according to organisation guidelines and procedures
6. Complete the distribution and administration of medication	6.1 Clean and store unused and/or used medications, containers and administration aids in accordance with industry and the organisation's infection control guidelines 6.2 Follow the organisation's arrangements and procedures to replenish dose administration aids and supplies of medications 6.3 Securely store medication charts/care plans/ treatment sheets according to organisation procedures to ensure safety, security and confidentiality 6.4 Follow the organisation's procedures to ensure *medication storage* complies with legislation and manufacturers instructions, maximises security and prevents medication deterioration

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Administrative procedures for medications listed in the Range Statement
- Appropriate storage of medications
- Basic knowledge of body systems and how illness affects people in the context of their life stage and support needs (e.g. age, intellectual disability, sensory disability, etc)
- Basic knowledge of commonly used medicines/drugs, including prescribed and over the counter medications
- Basic knowledge of some of the terms and abbreviations used in relation to medication such as PRN
- Correct handling of medications
- How and when to use the equipment listed in the Range Statement
- Organisation procedures related to medication, including documentation of medication and the use of medication charts
- Relevant commonwealth and jurisdictional legislative, regulatory, policy and industry guidelines and requirements relating to the provision of assistance with medication administration
- Standard and additional infection control procedures
- The difference between prescribed medication and over the counter medication
- The expected effect of medications being administered, the consequences of incorrect use of medication and of main reasons for errors in medication administration
- Understanding of duty of care in assisting clients with medication administration within scope of own work role
- Understanding of potential hazards in the environment including use of appropriate cleaning and sanitising procedures in relation to medication residue in containers

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide assistance with administration of medications for clients in accordance with the client's individual support needs, including providing physical assistance to take the medication or supporting a client to self administers medications
  This assistance is to be provided in accordance with the worker's defined job role and always in compliance with legal and organisation policies and procedures including principles of best practice relating to:
  - all work to be in accordance with health professional's instructions
  - applying standard and additional precautions in infection control
  - correct documentation of medication administered
  - following instructions for assisting with administration of medication as per the client's health/care/support plan
  - following work health and safety (WHS) guidelines
  - medication provision including managing and reporting contingencies which may arise
  - observing, recording and reporting on the client's state of health and well being

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the following skills, including specific levels of literacy and numeracy and physical capabilities as required to:
  - accurately use dose administration aids
  - correctly read and follow all documentation relevant to the administration of medication, including: client's health/care/support plan, information sheets, treatment sheets, instructions from pharmacy and health professional for administration and storage requirements of medications
  - discuss the self-medication process with the client and the support needed
  - negotiate the level and type of physical assistance to be provided to address the client's needs
  - observe, report and record discrepancies in the medication, instructions and administration procedures
  - recognise possible changes in condition of the client through observation or as communicated by the client
  - report and record any changes in client's condition as listed in the range statement before, during and after medication has been taken, to a supervisor and / or health professional so action can be taken
  - undertake required communication and documentation tasks
  - verbally report relevant details by telephone or face-to-face
- Distribute medications in a timely, appropriate and effective way to clients with differing needs and according to the form of medication
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use equipment listed in the Range Statement effectively and appropriately

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed in the workplace under the normal range of work conditions
- Prior to application of skills in the workplace, assessments should be undertaken in a simulated environment as an appropriate risk management strategy
- Assessment must be conducted on more than one occasion to cover a variety of circumstances and medication types
- Assessment must be undertaken by a person with higher order medication management/administration qualifications and current knowledge of practices relevant to medications in the health and community services sectors
- Employers should endeavour to maintain currency of skills and knowledge in line with specific workplace and/or jurisdictional requirements, through annual workplace skills assessments

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Competency in this unit should be assessed using all the relevant resources commonly provided in community and residential care service settings Specific tools may include:
  - medication charts and documentation
  - medications and equipment
  - relevant policies and procedures manuals
  - other documentation relevant to the work context such as:
    . organisation charts
    . floor plans
    . instructions for the use of equipment
    . specific instructions for staff, reporting procedures, organisation documents
    . client list
    . relevant guidelines and legislation
  - relevant equipment and cleaning agents currently used in the workplace

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EVIDENCE GUIDE

Method of assessment: Assessment will include:

- Observation of work performance
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to safely support the administration of medication in specific work environments and communities
- Written assessment of functional English language, literacy and numeracy skills appropriate to the level of responsibility of the care worker
- Annual reconfirmation of the essential knowledge (including written or oral assessment) and competency by the employer within a performance management framework is desirable

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Health professional includes: Health professionals relevant to medication administration in specific area of work:

- Complementary medicine therapist (subject to government and organisation policies)
- Dentist
- Dietitian
- Medical practitioners (General Practitioners and medical specialists)
- Occupational therapist
- Pharmacist
- Physiotherapist
- Podiatrist
- Psychiatrist
- Psychologist
- Registered nurses

Commonwealth and State/ Territory legislation may include:

- Aged Care legislation
- Community care legislation and polices
- Disability Services legislation (Commonwealth and State)
- Drugs and Poison's Act and Regulations and other relevant State/territory legislation, regulations and policies
- Legislation, regulations and policies relevant to each State or Territory
- Nurses Registration legislation

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RANGE STATEMENT

Authority to proceed refers to:

- Ensuring all organisation guidelines are followed
- Ensuring that all documentation in relation to a client's medication has been checked
- Ensuring that the prescribing health professional has documented all medications and instructions
- Ensuring the client has been assessed by a health professional for the level of assistance required and they or their decision-maker understands and can make the request for assistance
- Ensuring the client has up to date / current documentation on the level of assistance and support required in relation to medication

Supervisor may include:

- Health professional
- Supervision may be provided on site or through an on call system
- Supervisor or team leader with experience and appropriate qualification/s in administration of medication and/or assistance with self medication at a higher level than the worker

Required medications may include:

- Medications prescribed for a client by a health professional and dispensed by a pharmacist in dose administration aids
- Medications purchased over the counter and identified in the client's health/care/support plan or drug/ treatment sheet
- PRN medications:
  - as prescribed and instructed by the health professional
  - in response to staff observation of need as identified in drug sheet and/or health/care/support plan and according to relevant legislation, organisation guidelines and clear written instructions from a health professional
  - in response to specific information provided by client, where the medication is documented in the client's health/care/support plan

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RANGE STATEMENT

Industry standards include:

- Aged Care Accreditation Standards and policies
- Disability Service Standards and policies
- Home and Community Care National Service Standards and policies
- State or Territory government policies

Required equipment may include:

- Administration aid / medication pack
- Applicator for lotions / ointments
- Aprons
- Container for dirty spoons/dishes
- Cotton wool / gauze
- Drug/treatment sheet or case record
- Gloves
- Health/care/support plan
- Key to medication storage/cupboard/area
- Measuring cups
- Medicine dishes/cups
- Mortar and pestle
- Nebuliser / spacer
- Paper towels and tissues
- Spoons
- Tablet divider
- Tea towel
- Tumblers
- Water jug and cup

Organisation guidelines for client identification may include:

- Actions to be taken if a client who is self-administering fails to identify themselves correctly
- Confirmation from nursing/care staff or client's family or friends
- Referral to identification such as photographic identification of client in client cards
- Response by client
- Visual recognition

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RANGE STATEMENT

Organisation policy for checking medications with clients who are self-medicating may include:	• Confirming the following with the client:
	  • the amount of medication (e.g. number of tablets or amount of gel)
	  • the time for self-medication (e.g. once a day with food)
	  • the route of self-medication (e.g. by mouth)
	  • any alterations authorised by the pharmacist, registered nurse or health professional (e.g. crush tablets or mix with water or food)
	• Checking the medication for expiry date and any obvious discrepancies such as colour changes, disintegration or deterioration

Dose administration aids may include:	• Blister packs - single dose packs and multi-dose packs • Dosettes • Sachets
Organisation guidelines for checking medication may include:	• Checking dose administration aids for evidence of tampering • Checking medication is free from contamination or deterioration • Checking that administration, instructions and the identity of the client correlate with documentation • Checking that discrepancies in administration are documented appropriately • Checking the procedure for infection control, storage and disposal
Prepare the client for assistance with administration of medication may include:	• Discussing the procedure • Encouraging client's participation • Adjusting posture and position • Seeking assistance from other staff if available and required • Providing privacy • Appropriate exposure of treatment area (in the case of lotion application)

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RANGE STATEMENT

Circumstances when appropriate action is to report observed client health status rather than proceeding to administer medication may include but are not limited to:	• Changes in condition of the client that must be immediately reported • Client refusal • Client unconscious
Current needs may include:	• Assistance in securing client cooperation • Posture or positioning of client including physically supporting the client • Provision of approved PRN order according to relevant legislation, organisation guidelines and doctors orders
Prepare medications may include:	• Assistance provided in taking medication by grinding or dividing tablets where there are clearly written instructions • Dissolving powder medication in water • Measuring liquid medications into measuring cup / spoon • Placing medication in nebuliser / spacer • Placing tablets/capsules from dose administration aids into a medicine cup
Necessary checks include:	• Checking client details • Checking for authorisation • Checking medication against the requirements • Checking the chart • Checking the client's health/care/support plan • Checking the treatment sheets
References may include:	• Drugs hotline/Drug Information Line • MIMS annual or drug reference guide

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RANGE STATEMENT

Forms of medication may include:

- Capsules
- Ear-drops
- Eye-drops
- Inhalants
- Liquid
- Lotion and cream
- Nose-drops
- Ointments
- Patches
- Powder
- Tablets
- Wafers

Possible changes in condition of the client that must be immediately reported to a supervisor or health professional may include, but are not limited to:

- Anything that appears different from the client's usual state
- Blurred vision
- Changes in behaviour
- Changes to airway (e.g. choking), changes to breathing (including slowed, fast or absent breathing), changes in person's colour (e.g. pale or flushed appearance or bluish tinge), or changes to circulation (including unexpected drowsiness, loss of consciousness, and absence of pulse)
- Confusion
- Feelings of dizziness
- Headache
- Inflammation or redness
- Nausea and vomiting
- Others as advised by health professional
- Rash
- Skin tone
- Slurring of speech
- Swelling

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RANGE STATEMENT

Incomplete ingestion includes:

- Ejection of medication
- Inability or difficulties in swallowing tablets, capsules or liquids
- Refusal to take medications
- Vomiting

Document all inconsistencies may include:

- Adverse drug incident reports
- Client's record of medications according to organisation guidelines
- Incident reports
- Medical charts
- Progress notes

Medication storage procedures include:

- Acting in accordance with defined job role
- Locking and storing drugs according to organisation policy and procedure
- Referring to instructions from health professional/ manufacturer

Industry guidelines may include:

- Australian Pharmaceutical Advisory Council (APAC):
  - *Guidelines for medication management in residential aged care facilities* and
  - *Guiding principles for medication management in the community 2006*
- State and Territory legislation, policies and guidelines
- Organisation policies and procedures
- WHS industry guides

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RANGE STATEMENT

Physical assistance provided to administer medication or support self medication may include:

- Discussing the process and addressing any likely difficulties
- Confirming the time and type of medication
- Establishing the type and level of support required by the client to take / receive the medication
- Adjusting posture or position
- Opening bottles or dose administration aids
- Removing tablets or capsules from dose administration aids
- Measuring the amount of liquid required into a medicine cup or a cream onto the affected area
- Crushing or dividing tablets where indicated by pharmacist or health professional
- Placing medication into nebulisers or spacers
- Dissolving medication in water
- Ensuring that fluids are available to assist with swallowing
- Providing privacy

NB Medication dose must be prepared by a pharmacist

Unit Sector(s)

Not Applicable

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CHCCS308B Provide first point of contact

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to follow organisation guidelines in the exchange of routine information with clients, to establish a priority of needs, and identify and to respond to their immediate needs including the providing information about services available

Application of the Unit

Application	This unit may apply to service delivery in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Greet and observe client	1.1 Listen to and acknowledge client in a pleasant and accepting way 1.2 Respond to distressed people in a relaxed and calm manner 1.3 Report *observations about client* to *appropriate person/s* within the organisation
2. Collect routine *information* from the client	2.1 Collect and document *identifying information* in accordance with organisation procedures 2.2 Discuss reasons for contact with the service with client in accordance with organisation procedures 2.3 Maintain client confidentiality in accordance with organisation policies and procedures 2.4 Explain and observe client rights and responsibilities in accordance with organisation policy

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ELEMENT	PERFORMANCE CRITERIA
3. Identify priority of need for *service*	3.1 Refer client to appropriate persons according to urgency and nature of need and organisation guidelines 3.2 Assess personal *safety* of self, client and others in accordance with organisation procedures and policies and within own role 3.3 Seek *assistance* as appropriate
4. *Provide information* to clients about the service and other relevant services	4.1 Provide client with current, relevant and culturally appropriate *information on the service and other relevant services* and what each provides 4.2 Assist clients to contact other agencies/services as appropriate to obtain further information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Stigma/prejudice
- Local community needs
- Normal behaviour/unusual behaviour/impact of cognitive impairment on behaviour
- Agency role, agency target group in the community
- Basic knowledge of culturally specific behaviour
- Agency procedures and policies relating to provision of first point of contact for potential clients
- Understanding of relationships between service providers
- Other services and networks
- Requirements for client registration
- Waiting times for the service
- Organisation polices and procedures for confidentiality
- Organisation storage and recording systems
- Organisation activities and timetables
- Organisation requirements for monitoring services and/or attendance
- Clients rights and responsibilities in the organisation
- Workers' rights and responsibilities in the organisation
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate an understanding of staff responsibilities in the organisation and own role

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REQUIRED SKILLS AND KNOWLEDGE

within this, in terms of obtaining information from clients and referring them to workers within the organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate a non-judgemental approach to working with people
- Demonstrate application of skills in:
  - reporting skills
  - observation skills
  - cultural sensitivity
  - verbal and non-verbal communication
  - liaison/referral
  - confidentiality
  - resolving aggression
  - basic negotiation
  - safety awareness
  - predicting violence
  - listening and referral

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Consistency in performance should consider the range of clients and situations encountered in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Observations about client may include:

- Orientation to person, place, time
- Level of coherence
- Ability to communicate
- Unusual behaviour/communication
- Aggression - physical or verbal
- Signs of physical injury/distress
- Levels of personal distress and anxiety

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RANGE STATEMENT

Appropriate person/s may include:	• Immediate supervisor • Case manager • Clinician • Representative of other services
Identifying information may include:	• Name • Contact information
Information may be collected:	• By speaking to others • From written sources • By observation • From inside the organisation • From external sources • From clients
Service may include:	• Making an appointment to see someone in the agency/organisation • Providing information on existing services • Referral e.g. doctor, financial counsellor, women's refuge, youth services
Safety takes into account:	• Body language • Tone of voice • Location • Proximity to other people • Stress/anxiety • Aggression

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RANGE STATEMENT

Assistance may be sought from:	• Other staff • Consumer groups • Clinical mental health services • Acquired brain injury services • Specialists • Other community based support services • Hospitals • Ambulance • Police
Response to requests for information will take into consideration the inquirer's:	• Language and style • Literacy level • Cultural factors • Previous contact • Disabilities
Provide information is:	• Current • Relevant • Culturally and linguistically appropriate • Supportive of the reduction of stigma and discrimination
Information on the service and other relevant services may be delivered in the form of:	• Informal discussion • Leaflets/brochures • Correspondence/written reports • Audio-visual • Newsletters/circulars • Published material • Posters/graphic representation

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RANGE STATEMENT

Information may be given about the following types of services:

- Carer/consumer groups
- Government and non-government services e.g. Health, accommodation, education/training, employment, social/recreation, counselling, financial, self-help, advocacy, transport, torture/trauma
- People with relevant special qualities, knowledge and/or expertise
- Government allowances, pensions and benefits
- Program activities/timetables
- Clinical mental health services
- Acquired brain injury services
- Cross cultural

Unit Sector(s)

Not Applicable

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CHCCS310A Support inclusive practice in the workplace

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for individuals to apply inclusive practices and to work effectively with a diverse range of people It includes recognising and valuing individual differences and working effectively with diverse clients and colleagues

Application of the Unit

Application	This unit applies to a range of community service work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise and value individual differences	1.1 Explore *diversity* to identify attributes that may be of benefit to the organisation, clients and colleagues 1.2 Assist *colleagues* and clients to acknowledge and use their diverse attributes to contribute to work teams and delivery of services 1.3 Use work practices that are inclusive and benefit service delivery outcomes, community relationships and the work environment 1.4 Identify and respond to client diversity in accordance with *legislation, policy and guidelines*
2. Support the principles and practices of inclusivity in work with colleague and client diversity	2.1 Develop and use a range of *communication styles* to respect and reflect the inclusive practices of the organisation 2.2 Comply with the requirements of legislation, policies and guidelines relating to workplace diversity to demonstrate inclusive practice through personal conduct in the workplace 2.3 Seek and act upon feedback from colleagues and supervisors to continuously improve personal effectiveness in working to maintain inclusivity

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Requirements of anti-discrimination legislation
- Principles and practices of inclusivity
- Understanding of the benefits of diversity of the organisation
- Principles and practices of cultural awareness and cross-cultural communication
- How to locate legislation, policies and guidelines related to diversity and inclusivity
- Direct and indirect discrimination, such as dress codes that exclude certain groups (e.g. requiring male staff to be clean shaven would indirectly discriminate against Sikhs)
- Own cultural assumptions and their effect on work practices and behaviour
- Legislative definitions of diversity and inclusivity
- Principles and practices of cultural awareness and cross-cultural communication
- Equal employment opportunity, equity and diversity principles
- The benefits of workplace diversity and inclusivity

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use a range of communication styles to suit different audiences and purposes
- Communicate effectively with people from diverse backgrounds
- Respond to diversity, including gender and disability
- Seek feedback and act upon it

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Access and read formal documents such as legislation and polices related to educational work environments
- Access legislation and codes of conduct electronically or in hard copy

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to:
  - appropriate workplace where assessment can take place or simulation of realistic workplace environment for assessment
  - relevant organisation policy, protocols and procedures relating to inclusive practice
  - legislation, regulations, policies and guidelines
  - definitions and benefits of workplace diversity
  - organisation's values and codes of conduct for inclusive practices
  - organisation's procedures and protocols
  - current information on diversity issues

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Observations about client may include:

- Orientation to person, place, time
- Level of coherence
- Ability to communicate
- Unusual behaviour/communication
- Aggression - physical or verbal
- Signs of physical injury/distress
- Levels of personal distress and anxiety

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RANGE STATEMENT

Diversity may include:

- Age
- Cultural background
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Gender
- Interests
- Interpersonal approach
- Language
- Learning styles
- Life experience
- Marital status
- Personality
- Physical capability
- Political orientation
- Race
- Religious belief
- Sexual orientation
- Sexual identity
- Socioeconomic background
- Thinking styles
- Work experience
- Working styles

Colleagues may include:

- Peers
- Trainees
- Support staff
- Work experience personnel
- Supervisors and management
- External stakeholders including parents, community groups etc.

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RANGE STATEMENT

Legislation, policy and guidelines may include:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- Workplace Relations Act 1996
- Privacy Act 1988
- Human Rights and Equal Opportunity Commission Act 1984
- State/territory legislation addressing diversity issues
- Public sector management acts
- Workplace diversity guidelines
- Codes of conduct/ethics
- The organisation's plans strategies and policies relating to diversity
- Community guidelines, policy and practices that may exist within specific cultural or ethnic communities

Communication styles may include:

- Pace of delivery varied to audience needs
- Clear articulation
- Checking that the message is understood
- Use of eye contact or no eye contact, dependant on the situation
- Non-verbal communication techniques e.g. gestures, facial expressions, signing, positioning
- Written communication in a language other than English
- Speaking in a language other than English
- Use of telephone translation services
- Use of Braille materials
- Use of pictures/diagrams

Unit Sector(s)

Not Applicable

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CHCCS311D Deliver and monitor services to clients

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS311C Deliver and monitor services to clients	CHCCS311D Deliver and monitor services to clients	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply defined organisation guidelines in identifying client needs and matching them to services provided by the organisation

Application of the Unit

Application

This unit may apply to service delivery in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify client needs by collecting routine information	1.1 Identify client needs and rights, and assessed opportunities for a targeted service to meet them
	1.2 Identify and select appropriate service to meet client needs within the scope of area of responsibility
	1.3 Where it is required, take appropriate immediate action to address urgent needs
	1.4 Identify special needs of *clients* and consider in providing and targeting services
	1.5 Identify potential areas of difficulty in *client service delivery*, and take appropriate actions to address them
	1.6 Maintain records of client interaction in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Deliver client service	2.1 Establish appropriate rapport with clients to enable high quality *service delivery* 2.2 Ensure all dealings with clients are consistent with accepted practice, duty of care responsibilities and the code of conduct of the organisation 2.3 Plan and carry out individual work to ensure client service delivery is prompt and to the standard defined by the organisation 2.4 Ensure service delivered to clients upholds the reputation of the organisation and is consistent with relevant statutory or legislative requirements 2.5 Collect and maintain required information about client needs, issues, rights and the range of services available
3. Review client service	3.1 Monitor procedural aspects of service delivery and maintain records as required 3.2 Implement mechanisms to collect, record, analyse and report client service feedback 3.3 Modify client service as required within the area of responsibility

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of effective client service delivery
- Specific services available and provided
- Differences in client needs and how to accommodate these needs in service delivery

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish rapport with clients
- Incorporate requirements of a diverse range of clients into service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills required to fulfil the job role in the organisation/service
  Oral communication skills may include listening, asking questions, providing encouragement
  Language used may be English, sign language or community language depending on client group
- Apply literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace
  Language used may be English or community language depending on the client group
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment may be conducted over one occasion but must include a range of client needs

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client service delivery includes:

- The full range of services offered by the organisation including direct care and support, provision of information, referral to relevant organisations and application of existing organisation services

Clients may include:

- Self referring or referred
- Individual members of the public
- Other organisations and community groups
- Other work areas of the organisation
- Individual members of the organisation
- Senior management

Special client needs could relate to:

- Disabilities
- Language
- Gender
- Culture
- Age
- Remote location

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RANGE STATEMENT

Service delivery is to occur within:	• Protocol • Duty of care responsibility • Codes of conduct and ethical performance • Organisation standards

Unit Sector(s)

Not Applicable

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CHCCS312A Use electronic learning materials

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required to provide basic organisation and support of learning through the use of electronic learning materials It involves the worker constructing and sustaining support processes to allow for learner engagement and management

Application of the Unit

Application	This unit applies to work in a variety of learning contexts in the community sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare learning environment for use of electronic materials	1.1 Identify and access *organisation resources* to support learning with electronic materials 1.2 Adapt and accommodate the *management of learning programs* to the use of electronic materials 1.3 Identify support mechanisms for learners 1.4 Organise access to *electronic learning materials* according to *organisation requirements* 1.5 Locate information to deal with potential *contingencies*
2. Support the use of electronic learning materials	2.1 Confirm management processes for electronic learning materials with supervisor 2.2 Obtain access to required technology according to individual requirements 2.3 Provide assistance to learners through a range of *support processes* 2.4 Use a management system to track learner progress in *using electronic learning materials* 2.5 Maintain records/checklists of learner's progress to identify any learning difficulties

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ELEMENT	PERFORMANCE CRITERIA
3. Mentor learners' technical competencies to effectively use electronic materials	3.1 Use file management processes to enable the effective use of electronic learning materials 3.2 Use plug-ins, drivers and utility software as required to support learning activities 3.3 Use appropriate *communication technologies* in taking an electronic approach to learning
4. Support the review of the effectiveness of electronic materials	4.1 Obtain feedback from learners on their level of satisfaction with electronic materials using *set criteria* 4.2 Gather feedback from other *stakeholders* on the use of electronic materials within the organisation 4.3 Document identified areas for follow up or improvement and recommended changes in accordance with organisation requirements 4.4 Use feedback to provide reports to management and developers of electronic learning materials

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation that affects organisation operations, especially in regard to occupational health and safety and environmental issues, equal opportunity, anti-discrimination and copyright
- Use of the internet
- Technology requirements for use of electronic learning materials
- Culture of electronic materials use versus classroom based learning
- Barriers to learners successfully using electronic materials
- Integrating use of electronic learning materials into organisation culture and processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support learning using technology
- Use basic computer skills, including use of main programs and software endorsed by the organisation
- Use communication skills to gain feedback from learners and other stakeholders and to request support
- Use literacy skills to document learning outcomes
- Use problem solving for differing hardware/software profiles/hardware malfunctions

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - access to appropriate workplace and/or simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - electronic learning materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation resources may include:

- Equipment
- Electronic resources such as cds, dvds, memory cards, software, online courses
- Instruction manuals
- Supervisor's instructions

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RANGE STATEMENT

Management of learning programs may include:	• Introduction to new work practices • Introduction to new technology • Application of new information • Development and update of existing knowledge and skills • Development of competencies to access and use information and communication
Electronic learning materials may include:	• Virtual schooling • Online courses • Learning objects • E-learning programs • Interactive software • Computer games
Organisation requirements may include:	• Loan schedules • Mail schedules • Responsibility for replacement or repairs • Purchasing requirements • Materials management processes packaging • Communication procedures • Ordering processes
Contingencies may include	• Technological failure • Inaccurate or irrelevant electronic content • Difficulty of content within electronic materials • Insufficient dedicated time available • Management/business priorities taking precedence • Differing hardware/software profiles

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RANGE STATEMENT

Support processes for learners may include:

- Communication with support staff
- Online tutor/facilitator
- Workplace mentor/coach/buddy
- Technical experts/help desk
- Learning/assessment partners
- Print-based materials
- Off-site learning environment

Communication technologies may include:

- Email
- Teleconferences
- Discussion boards
- File transfer protocol

Set criteria may relate to:

- Content
- Presentation
- Technologies
- Team outcomes
- Personal outcomes
- Organisation outcomes

Stakeholders may include:

- Management
- HR personnel
- Teachers
- Learners/students
- Support services
- Others in workgroups/teams
- Host school

Unit Sector(s)

Not Applicable

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CHCCS314B Deliver services to meet personal needs of clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to undertake assessments of clients needs and match to services available

Application of the Unit

Application	This unit may apply to service delivery in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess client needs to ensure they can be met	1.1 Use appropriate language and interpersonal skills to ensure the diverse needs of *clients* are identified
	1.2 Employ appropriate mechanisms to ensure that all relevant client information is collected
	1.3 Seek additional information from specialists as required to assist in assessment of clients
	1.4 Ensure all dealings with clients are consistent with organisation standards and practices
	1.5 Record and store information collected in accordance with organisation procedures
	1.6 Document information about client needs in accordance with accepted organisation procedures to enable professional decisions about provision of relevant services to best address client needs
	1.7 Assess client information for *complexity*, urgency and eligibility to identify priorities for service delivery
	1.8 Provide clients with all relevant information about the range of services required and available to them
	1.9 Base decisions about client needs on full range of available relevant information

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and provide for the delivery of services to meet client needs	2.1 Identify services which match to client needs from within and outside the organisation 2.2 Establish and maintain relevant *networks* to ensure referral of clients to appropriate services 2.3 Assist clients to access targeted services from within and outside the organisation 2.4 Provide clients with information about the services available to them in accordance with organisation procedures 2.5 Work within scope of responsibility, to ensure clients have access to services that meet their needs 2.6 Ensure decisions about targeting *client services* are based on up to date information about the client and available services 2.7 Identify own limitations in assessing and addressing client needs and, where appropriate, seek assistance from colleagues, senior staff and experts in the area 2.8 Make appropriate referrals to specialist services based on the assessment of client needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisation procedures, systems and practice for client assessment and allocation of services
- Accepted practices for delivery of services to particular clients
- Issues affecting particular client groups including:
  - income/economic
  - health
  - social
  - community support and interaction
  - education and training
  - employment
  - impact of assessment
  - client needs
  - local services available for clients

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Administer organisations' instruments and mechanisms to assess client needs
- Select appropriate services from a range of services provided by the organisation to match client needs
- Select from other services available in the broader community to address client needs
- Develop and maintain appropriate networks
- Provide referrals to relevant organisations or providers of specialist services

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills required to develop rapport with client
  - oral communication skills may include listening, asking questions, providing encouragement
  - language used may be English, sign language or community language depending on client group
- Apply literacy competency required to fulfil the procedures of the organisation/service Language used may be English or community language depending on service/ organisation
- Demonstrate application of skills in:
  - high level interpersonal skills
  - analysis and judgement
  - risk management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must include a number of clients

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Clients include:	• Individual members of the public • Referred or self referred • People with specific needs seeking access to services
Language and interpersonal skills include:	• Means for communicating with people with disabilities or where English is not the first language • Means for communication with people in particular communities • Communication with different age and gender groups
Client services include:	• Income, financial and community support services • Employment services • Access to recreation services • Care and support services • Transport and communication services
Complexity includes:	• Combinations of physical, social , economic and personal factors
Information collection mechanisms include:	• Interviews with clients, family, significant others and carers • Questionaries • Applications and other forms • Case documentation • Using specialist communicators • Classification tools • Information from professionals including medical reports • Information from service providers
Networks include:	• Specialist providers in the community services and health areas including physical assessments • Specialist services to assist communication with client and identification of their needs • Providers of any of the identified client services required by clients of the organisation

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Unit Sector(s)

Not Applicable

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CHCCS400C Work within a relevant legal and ethical framework

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS400B Work within a relevant legal and ethical framework	CHCCS400C Work within a relevant legal and ethical framework	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor changes to range statement. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to work within a legal and ethical framework that supports duty of care requirements

Application of the Unit

Application This unit is to be assessed in relation to the specific legal and ethical context of the work role/s and requirements to which it applies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of legislation and common law relevant to work role	1.1 Demonstrate in all work, an understanding of the legal responsibilities and obligations of the work role 1.2 Demonstrate *key statutory and regulatory requirements* relevant to the work role 1.3 Fulfil duty of care responsibilities in the course of practice 1.4 Accept responsibility for own actions 1.5 Maintain confidentiality 1.6 Where possible, seek the agreement of the client prior to providing services
2. Follow identified policies and practices	2.1 Perform work within *identified policies, protocols and procedures* 2.2 Contribute to the review and development of policies and protocols as appropriate 2.3 Work within position specifications and role responsibilities 2.4 Seek clarification when unsure of scope of practice as defined by position description or specific work role requirements 2.5 Seek clarification of unclear instructions

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ELEMENT	PERFORMANCE CRITERIA
3. Work ethically	3.1 Protect the rights of the client when delivering services 3.2 Use effective problem solving techniques when exposed to competing value systems 3.3 Ensure services are available to all *clients* regardless of personal values, beliefs, attitudes and culture 3.4 Recognise potential ethical issues and ethical dilemmas in the workplace and discuss with an *appropriate person* 3.5 Recognise unethical conduct and *report* to an appropriate person 3.6 Work within boundaries applicable to work role 3.7 Demonstrate effective application of guidelines and legal requirements relating to disclosure and confidentiality 3.8 Demonstrate awareness of own personal values and attitudes and take into account to ensure non-judgemental practice 3.9 Recognise, avoid and/or address any conflict of interest
4. Recognise and respond when client *rights* and interests are not being protected	4.1 Support the client and/or their advocate/s to identify and express their concerns 4.2 Refer client and/or their advocate/s to advocacy services if appropriate 4.3 Follow identified policy and protocols when managing a complaint 4.4 Recognise witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client and report to an appropriate person as required 4.5 Recognise and respond to cultural/linguistic religious diversity, for example providing interpreters where necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Distinction between ethical and legal problems
- Importance of ethics in practice
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Work health and safety (WHS) requirements
- Outline of common legal issues relevant to the workplace
- Overview of relevant legislation in the sector and jurisdictions
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Relevant standards and codes of practice in the sector
- Rights and responsibilities of clients
- Rights and responsibilities of workers
- Specific principles underpinning duty of care and associated legal requirements
- Strategies for addressing common ethical issues
- Strategies for contributing to the review and development of policies and protocols
- Strategies for managing complaints

The candidate must also be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Overview of the legal system
- Principles and practices for upholding the rights of the children and young people
- Principles of ethical decision-making
- Reporting mechanisms for suspected abuse of a client
- Strategies for managing abuse of a client
- Types of abuse experienced by client (including systems abuse)
- Types of law

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Work within legal and ethical frameworks

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- Consult with a variety of stakeholders in order to achieve service objectives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - An appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
  - Relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include but is not limited to:

- Children and families using children's services
- Children and young people
- Individuals living in government funded services and/or institutions to 'clients'
- Individuals living in residential aged care environments
- Individuals living in residential disability environments
- Individuals living in the community
- Job seekers
- People seeking advice and assistance
- Prospective individuals to the service or services

Contexts of work role may include but is not limited to:

- Work undertaken in:
  - client's own dwelling
  - independent living accommodation
  - residential aged care facilities
  - residential disability facilities
  - community centres
  - children's services centres
  - carer's home
- Work in the context of:
  - community, government or private agency or organisation
  - services delivered as a sole trader
  - providing telephone advice and assistance

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RANGE STATEMENT

Identified policies, protocols and procedures refer to:

- Guidelines and practices developed to address legal, ethical and regulatory requirements, including:
  - formal, documented guidelines of an organisation
  - informal practices used by a small organisation or individual owner/operator

Key statutory and regulatory requirements may include those related to:

- Aged care standards
- Building standards
- Care and education of young children
- Child protection and guardianship legislation
- Criminal acts
- Disability standards
- Discrimination and harassment
- Equal employment opportunities
- Freedom of information
- Health records legislation
- International and national standards
- Mental health legislation
- Pharmaceutical benefits
- Poisons and therapeutics
- Privacy legislation
- Public health
- Registration and practice of health professionals
- Residential and community services
- Restrictive practices
- WHS

Report may be, and include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

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RANGE STATEMENT

Rights may include:

- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

Rights are detailed in:

- Accreditation standards
- Industry and organisation codes of conduct, practice and ethics
- Industry and organisation service standards
- International and national charters
- Legislation

Principles of access and equity may include:

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

Appropriate person may include:

- Advocates/family members
- Colleagues
- External agencies (complaints and advocacy services. professional registering authorities, child protection authorities)
- Health professionals
- Law enforcement officers
- Legally appointed guardian
- Member of senior management

Unit Sector(s)

Not Applicable

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CHCCS401C Facilitate responsible behaviour

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS401B Facilitate responsible behaviour	CHCCS401C Facilitate responsible behaviour	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to respond to behaviours of concern and support responsibility for behaviour management and change

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor behaviour of the *client*	1.1 Use formal and informal methods to observe and monitor client behaviour
	1.2 Assess *behaviours of concern* for potential conflict and use a range of preventative and defusing strategies
	1.3 Evaluate client behaviour and interactions in a fair, objective and consistent manner
	1.4 Ensure decisions on action are consistent with all available evidence and organisation practice/ procedures
	1.5 Seek specialist advice and make referrals where required

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ELEMENT	PERFORMANCE CRITERIA
2. Use *communication strategies* to de-escalate conflict	2.1 Conduct interactions with clients in a fair, just, humane, equitable and positive manner 2.2 Use communication strategies with individuals for effective interaction and problem solving 2.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses 2.5 Use negotiation techniques to divert and minimise aggressive behaviour 2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes
3. Respond to behaviours of concern	3.1 Challenge behaviours of concern and outline options and opportunities to change clearly and with positive encouragement 3.2 Confirm the implications of continuing behaviours of concern clearly, calmly and objectively 3.3 Use techniques according to organisation's procedures to ensure personal safety and safety of clients/colleagues. 3.4 If physical force must be used to ensure safety, apply the minimum level of force required and *report* in accordance with policies and procedures 3.5 Select strategies to address aggressive and unacceptable behaviour, that are accurate, clear and comply with procedures 3.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour 3.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures. 3.8 Report incidents in a manner that complies with policy, procedures and legislation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The organisation's policies, guidelines and procedures relating to responses to behaviours of concern, safety and security, delegations, duty of care, including dealing with conflict and critical incidents
- Principles of effective communication for conflict management
- Defusing and negotiation strategies
- Specific statutory requirements related to treatment of clients with special needs and requiring special support
- Reporting procedures and practice, internal and external
- Support and referral services and specialists
- Principles of responding to human behaviour relating to violence, aggression and suicide
- Principal cultural practices and customs of the client population and their impact on behaviour in the particular environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply organisation policies and procedures related to conflict and critical incidents
- Check the accuracy of information from different sources
- Identify the causes of aggression/violence
- Use a range of conflict management strategies
- Apply communication and negotiation skills under pressure

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The application of this unit will depend on the work roles and responsibilities and the nature and requirements of the work environment

Client may be:

- Individuals or
- Groups

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RANGE STATEMENT

Communication strategies will include examples from the following:

- Use of positive assertive language
- Non-verbal gestures / body language
- Constructive questioning/listening
- Tone of voice
- Awareness of cultural values and sensitivity
- Defusing verbal aggression
- Negotiating agreements

Behaviours of concern include a significant selection of examples of individual and group behaviour from the following:

- Changing behaviour patterns
- Personal friction
- Expressions of anxiety and high level concern
- Serious and chronic complaints
- Provocative/threatening behaviour
- Intent to harm self
- Intent to harm others
- Forceful refusal to cooperate
- Abusive language
- Apathy, loss of interest, withdrawal
- Rejection of family, friends, support networks
- Threatened suicide
- Irrational behaviour
- Hyperactivity/depression
- Racism
- Bullying behaviour
- Behaviour consistent with mental health conditions
- Behaviour consistent with developmental issues

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RANGE STATEMENT

Referrals will include at least four examples from different support:

- Social/welfare worker
- Psychologists
- Culturally identified support workers
- Medical
- Drug and alcohol services
- Behaviour management programs
- Mental Health Teams
- Registered Nurses
- Counsellors
- Supervisor
- Religious/spiritual advisers
- Program coordinator
- Case manager
- Aboriginal and/or Torres Strait Islander Liaison
- Welfare organisations
- Legal advisers
- Family
- Personal and community support networks
- Emergency/incident response

Report will include work relevant selection from:

- Incident reports
- Case notes
- Special reports
- Inquiries
- Reports required by or used by courts and judicial processes

Unit Sector(s)

Not Applicable

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CHCCS403C Provide brief intervention

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS403B Provide brief intervention	CHCCS403C Provide brief intervention	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify, implement and monitor brief intervention strategies for use in a variety of community health contexts

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Explain what brief intervention is and how it can be effectively used	1.1 Define *features of brief interventions* and give examples 1.2 Explain *reasons for using brief interventions*, who can use them and when they may be appropriate 1.3 Describe stages of behaviour change model, including elements of pre-contemplation, contemplation, action and maintenance 1.4 Describe step by step process for undertaking brief interventions
2. Assess a client's need for intervention and the type of brief intervention required	2.1 Assess client's need for intervention 2.2 Elicit issue/s of concern and determine client's stage in his/her decision to change 2.3 Identify *resources required to support the brief intervention* 2.4 Identify and plan appropriate brief intervention strategies to match client need

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ELEMENT	PERFORMANCE CRITERIA
3. Practise and use *brief intervention strategies* which match a client's stage of change	3.1 Raise awareness of the health issue with a client who is not contemplating change 3.2 Conduct brief motivational interview with a client who is contemplating change 3.3 Support client who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies 3.4 Take opportunities to support and encourage a client who has made a change 3.5 For a client who has lapsed or relapsed into prior behaviour, identify current needs and sources of assistance, and give support as appropriate
4. Monitor brief intervention activities	4.1 Keep notes are kept in the client's file in accordance with *organisation policies and procedures* 4.2 Ensure client's file notes include the client's stage of decision-making on each occasion 4.3 Maintain confidentiality and security of information 4.4 Regularly review client's progress or outcomes 4.5 Discuss outcomes with the client in an appropriate manner 4.6 Discuss the use of brief intervention as a public health strategy with others in the organisation within the context of service evaluation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Brief intervention scope and process
- The wider physical, social, community and cultural environment within which the client lives
- Knowledge of facts and approaches relating to nutrition, environmental health, use of alcohol, tobacco and other drugs as relevant to the client and worker context
- Options to support behaviour change
- Referral resources
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Workplace code of conduct or code of practice
- Work health and safety (WHS) guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consistently complete course tasks and materials, workshop notes, diagrams and/or lists
- Orally present accurate information about brief intervention
- Undertake practical demonstration and/or role play
  In the case of workplace delivery, elements of brief intervention could be practised sequentially
  For example, starting by assessing intention to change in several clients, then doing more harm reduction for pre-contemplators, and so on to build up confidence and competence
- Complete log book of cases, including self assessment
- Complete client file notes and records

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate interpersonal communication, including ability to listen, observe, speak and behave in a respectful and sensitive manner
  - it is necessary for the worker's manner to be non-judgemental and non-confrontational
  - this ability is crucial as the health information shared may be confronting to the client
  - language used may be English or a community language depending on the client and worker
- Undertake screening and assessment of client needs
- Clearly present health information in one-to-one situation
- Demonstrate facilitation and negotiation to the level required to assist client decision-making
- Apply literacy competence required to satisfy record-keeping and referral requirements
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended this unit be assessed after, or in conjunction, with the attainment of competency in other communication unit(s) within qualifications
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit of competency is designed to stand alone
- It is designed to be offered to workers of broad ranging professional background, engaged in a variety of settings and may be, but is not required to be assessed in conjunction with other units
- Assessment may take place during a training workshop or in the workplace, depending on the mode of delivery

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EVIDENCE GUIDE

Method of assessment: Assessment should include a combination of methods such as:

- Observation and listening
- Individual/group discussion
- Discussion of participants' self-assessment and evaluation
- Assessment of written exercises, displays and presentations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Workers may be engaged in a working environment in which they:

- Seize opportunities to do brief interventions with clients as they arise
- Work with a client on a one-to-one basis and have limited opportunity for supervision of the brief intervention process
- Are communicating in a language other than their first language
- Are required to make clients' file notes and fulfil administrative requirements in a language other than their first language
- Must comply with cultural obligations which influence their use of brief intervention with particular clients

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RANGE STATEMENT

Features of brief interventions include:

- One-to-one approach, private
- Takes short period of time
- May be done by a health team member
- Client led process
- Opportunistic
- To raise awareness
- To share knowledge
- To help client to think about making changes to improve health

Reasons for using brief interventions may include:

- Harm reduction
- Facilitating behaviour change
- Any behaviour which affects health, such as
- Diet and exercise
- Personal hygiene
- Smoking
- Excessive drinking of alcohol
- Use of other drugs such as cannabis, kava or illicit drugs

Resources required to support the brief intervention may include:

- Displays
- Electronic media
- Brochures or pamphlets
- Books and other publications, see reference list
- Other health workers
- Community health stories

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RANGE STATEMENT

Brief intervention strategies may include:

- Applying a rang eof assessment tools to determine the brief intervention needed
- Raising awareness of link between behaviour and personal health/social well being
- Raising awareness of link between personal behaviour and the affect on family and community
- Sharing relevant information about health
- Exploring the client's expressed concerns
- Motivational interviewing techniques
- To help the client to weigh up the good/not so good things about the health issue or behaviour
- To help the client express his or her reasons for concern and the arguments for change
- Highlighting the benefits of changing
- Setting personal goals and exploring personal change strategies
- Identifying a hierarchy of personal change strategies
- Identifying strategies for lapse/relapse prevention
- Assessing potential harmful outcomes, such as withdrawal
- Giving the client resources, such as written information, appropriate to the stage of change
- Giving positive feedback and encouragement
- Offering time and support

Organisation policies and procedures include those relating to:

- Record-keeping and filing
- Security
- Confidentiality
- Workplace code of conduct or code of practice
- Broader legislative requirements

Monitoring and feedback may be:

- Verbal
- Written
- Pictorial
- Audio visual
- Electronic, e.g. computer files

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Unit Sector(s)

Not Applicable

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CHCCS404B Facilitate family intervention strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to facilitate a broad range of programs to meet the needs of families within a specific community

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess needs of families in the community	1.1 *Assess family's level of need* having regard to broad social and cultural perspectives in the area
	1.2 Ensure assessment includes criteria relevant to needs of culturally and linguistically diverse families, Aboriginal families and families from diverse socioeconomic backgrounds
	1.3 Apply the family law framework as an integrated part of family
	1.4 Utilise appropriate assessment tools to obtain information about the needs of families within a specific community
	1.5 Consult industry *networks* to inform assessment of the *needs of families* in the community

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate the delivery of a family inclusive service	2.1 Ensure demographic research informs response to community needs for early family intervention 2.2 Develop and implement organisation guidelines containing current polices for early family intervention and *crisis support* 2.3 Provide educational services to facilitate sound parenting practices 2.4 Ensure the process of service delivery aims to increase active and positive participation of families in the community
3. Review and monitor practice	3.1 Monitor approaches to family support service delivery and programs and adjust procedures to ensure ongoing effectiveness 3.2 Ensure programs and procedures incorporate changes to address consumer and other feedback

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Models of family intervention theory and practice
- Family intervention strategies, scope and process
- The wider physical, social, community and cultural environment within which the client lives
- Needs of Aboriginal and/or Torres Strait Islander families
- Cultural and linguistic diversity within a specific community
- Options to support behaviour change
- Community capacity building and community development
- Referral resources
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Workplace code of conduct or code of practice
- Occupational health and safety guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake, implement and evaluate an assessment of family need
- Demonstrate interpersonal communication, including ability to listen, observe, speak and behave in a respectful and sensitive manner:
  - it is necessary for the worker's manner to be non-judgemental and non-confrontational
  - this ability is crucial as the health information shared may be confronting to the client
  - language used may be English or a community language depending on the client and worker

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REQUIRED SKILLS AND KNOWLEDGE

- Screen and assess client needs
- Demonstrate facilitation and negotiation to the level required to achieve change in the community
- Apply literacy competence required to satisfy record-keeping and referral requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• Assessment may take place during a training workshop or in the workplace, depending on the mode of delivery
Method of assessment:	Assessment should include a combination of methods such as: • Observation and listening • Individual/group discussion • Discussion of participants' self-assessment and evaluation • Assessment of written exercises, displays and presentations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assess family's level of need includes:	• Range of possible assessment methods (e.g. interviews) • Ethical issues in assessment (e.g. confidentiality) • Identifying 'needs' • Recognising diversity within a community in relation to needs

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RANGE STATEMENT

Networks may include:

- Development of networks relevant to a particular community
- Referral networks
- Consultation mechanisms

Needs of families include:

- Range and scope of 'parenting skills'
- Factors which promote/inhibit parenting skills
- Cultural differences in parenting
- Impact of gender expectations
- Psychosocial developmental needs of children

Crisis support includes:

- Crisis intervention methods
- Community resources
- Prioritising needs
- Utilising family strengths to resolve crises

Unit Sector(s)

Not Applicable

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CHCCS405C Identify and address specific client needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to establish the first point of contact between the client and the organisation/service It will involve collecting routine information from clients to enable a matching of services to meet their needs

Application of the Unit

Application	This unit may apply to service delivery in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain an appropriate relationship with *clients*	1.1 Employ appropriate language and interpersonal skills to establish rapport with clients 1.2 Ensure interactions with clients are in accordance with *organisation's standards and procedures* 1.3 Conduct *interviews* and interact with clients in a manner that promotes positive client participation 1.4 *Introduce self* appropriately 1.5 Demonstrate courtesy towards the client 1.6 In all dealings with the client, aim to generate a trusting relationship 1.7 Demonstrate respect for the *individual differences* of the client 1.8 Support the client's own interests, *rights* and decision-making 1.9 Maintain confidentiality and privacy of client within organisation guidelines 1.10 Take part in *short interpersonal exchanges* with client to establish, maintain and develop relationships

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ELEMENT	PERFORMANCE CRITERIA
2. Extract and analyse information about *client needs*	2.1 Apply organisation mechanisms to identify and assess client needs 2.2 Collect information on relevant environmental issues affecting clients and utilise in assessment 2.3 Ensure decisions about the matching of services to client needs are based on up to date information
3. Match services to client needs	3.1 Identify services from within the organisation to match client needs 3.2 Where client needs are complex or there are issues outside the area of responsibility, seek immediate support and make appropriate referrals according to organisation procedures 3.3 Provide clients with relevant information about the services available to them, in a timely manner 3.4 Working within own scope of responsibility, ensure clients have access to services that meet their needs 3.5 Ensure all advice to clients about available services is consistent with current relevant, legislative and statutory framework and the practices of the organisation 3.6 Undertake appropriate record-keeping and reporting in accordance with defined procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Organisation procedures, protocols and practice for client assessment and allocation of services
- Relevant assessment instruments

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Administer the organisation's instruments and information gathering mechanisms to assess client needs and their eligibility for specific services
- Conduct an assessment interview within defined area of responsibility
- Select an appropriate service from a range provided by the organisation to match to client needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate oral communication skills required to fulfil the job role in the organisation/service
  - oral communication skills may include listening, asking questions, providing encouragement
  - language used may be English, sign language or community language depending on client group

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate literacy competence required to fulfil the procedures of the organisation/service
  - language used may be English or community language depending on the service/ organisation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must include clients with a range of different needs
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace e.g. testimonials from clients or colleagues, completed client records etc.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Introduce self may need to involve consideration of the following:	• Cultural background of client • Customs familiar to client • Any physical, cognitive or mental problems which may hinder communication, such as deafness, dementia, acquired brain injury

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RANGE STATEMENT

Individual differences may be:	• Culture • Age • Economic • Social • Gender • Physical • Emotional • Intellectual • Cognitive • Language • Spiritual
Rights may be detailed in:	• Service/outcomes standards documents • Legislation • Organisation policies and practices
Short interpersonal exchanges will be appropriate to the cultural and individual differences of the client and may include:	• Chatting in friendly manner • Inquiring about the client's health • Short casual exchanges
Client needs may include:	• Physical, sexual, physical and emotional support and care • Financial • Household assistance and maintenance • Religious • Cultural • Spiritual • Ceremonial • Recreational • Social • Housing
Assistance may include:	• Providing information and advice • Accompanying or providing specific services • Encouragement and support for decisions and actions

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RANGE STATEMENT

Clients may include:	• Individual members of the public • Referred or self referred • People with specific needs seeking access to services • Family members and significant others
Organisation's standards and procedures include those relating to:	• Duty of care • Client interviews and client/staff relationships • Administration of questionnaires and other testing instruments and checklists • Completion of forms and applications
Interviews cover:	• Telephone and in person • Through an interpreter or other specialist assistance • Scheduled and impromptu
Client information includes:	• Personal and confidential information provided by the client and/or referring agency/person • Client feedback data • Internal organisation information resulting from meetings and assessment panels
Client services include:	• Income support (including disability, aged and sole parent support) • Financial and community support services • Training and employment services • Recreational activities • Care and support • Transport and communication • Referrals to specialist services • Referrals to community support and/or education groups • Community participation

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RANGE STATEMENT

Accepted organisation procedures and practice include those related to:	• Collection and storage of information • Client interview protocols and procedures • Client communication protocols • Assessment for eligibility to access particular services
Work undertaken includes:	• Accessing and providing information about services available from within, and outside the organisation • Assistance in completing forms e.g. Applications, and other written materials/submissions • Assistance in seeking access to specific services • Establishing contact with appropriate people to provide support to clients • Setting up meetings and interviews for clients • Acting as spokesperson, as required, for clients

Unit Sector(s)

Not Applicable

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CHCCS407C Operate referral procedures

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS407B Operate referral procedures	CHCCS407C Operate referral procedures	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to confirm the needs of clients, advise them of referral options and arrange the referral

Application of the Unit

Application The support may be provided in a one to one service delivery mode or in a group

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm client needs	1.1 Discuss client *presenting needs* with the client
	1.2 Confirm client history and records
	1.3 Document client's *service expectations*
	1.4 Develop a plan of action is confirm with the client
2. Advise on referral options	2.1 Outline services to assist the client
	2.2 Discuss *process of referral* with the client
	2.3 Outline client's responsibilities and any conditions
3. Arrange referral	3.1 Clarify timeframes and procedures for accessing services
	3.2 Follow referral procedures with all providers
	3.3 Inform clients of progress towards meeting agreed service expectation and *plan of action*
	3.4 Communicate to service provider and client, processes to review and manage service provision

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Available services and constraints on delivery
- The broader service delivery and training networks in the local area
- Process of referral and documentation of the referral

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify presenting needs and respond appropriately within the guidelines of the service
- Interpret and apply relevant policies
- Demonstrate application of skills in:
  - appropriate one to one communication process
  - record-keeping and documentation processes, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting • Evidence must include demonstration over a period of time to ensure consistency of performance
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resource requirements for assessment include access to:
	  • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observations • Questioning • Evidence gathered from the workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Presenting needs refers to:

- Those readily observable or easily communicated needs prior to any counselling service
  Examples include:
  - unemployment
  - lack of benefit payment
  - difficulty in communicating
  - cognitive impairment
  - financial difficulties

Service expectations refers to:

- The type of assistance the client considers they require and includes a comment on urgency and breadth of the requirement.

Process of referral may:

- Differ between agencies, however in the context of this unit it is implied that there is a formal process which is applied and communicated

Plan of action refers to:

- The agreed responsibilities and actions to support the client move towards increased interaction and engagement with the community

Unit Sector(s)

Not Applicable

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CHCCS408B Establish and monitor participation plans

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with the customer to establish and monitor an agreed participation plan that meets short and longer-term needs

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research all current information on the customer	1.1 Review records of any previous interaction with Centrelink 1.2 Identify *potential issues* for discussion 1.3 Research *information* to assist in providing advice for accuracy and relevance
2. Assessment of *circumstance and capacity*	2.1 Assess *barriers* to workforce participation 2.2 Estimate readiness for increased economic participation 2.3 Demonstrate support and understanding of the customer's capacity
3. Promote specific benefits to the customer	3.1 Identify future goals 3.2 Discuss opportunities for increased participation 3.3 Consider concerns about changes in patterns of participation 3.4 Provide information and advice to support courses of action

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ELEMENT	PERFORMANCE CRITERIA
4. Develop a plan of action	4.1 Develop achievable and agreed steps 4.2 Confirm *areas of responsibility* for each step 4.3 Clarify and agree to involvement of other services 4.4 Ensure customer agrees to commit to all aspects of the participation plan 4.5 Record the participation plan in the agreed format
5. Monitor the participation plan	5.1 Monitor delivery of appropriate Centrelink services to ensure agreed services are provided 5.2 Monitor customer's commitment to agreed actions against the participation plan 5.3 Check the longer term arrangement to support ongoing progress 5.4 Check customer progress and satisfaction with the level of support 5.5 Make improvements to participation plan and service delivery as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of the broader service delivery and training networks in the local area
- A good level of understanding of Centrelink systems and technology;
- Knowledge to enable interpretation and application of policy and legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Research complex situations including the interpretation and application of policy and legislation
- Work independently or in a team based environment
- Engage the customer as a partner in the process
- Assist the customer develop their own understanding of what they could achieve through further economic and social participation

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting
- Evidence must include demonstration over a period of time to ensure consistency of performance

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
  - equipment and resources normally used in the workplace

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EVIDENCE GUIDE

Method of assessment:

- Observations
- Questioning
- Evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Potential issues refers to:

- Broad circumstances of the client such as :
  - length of time on benefits
  - changes from type of benefit
  - language and literacy issues
  - change in living arrangements
  - ethnicity
  - health
  - age

Information refers to:

- The Centrelink services and other related local services that may assist the client to develop a participation plan

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RANGE STATEMENT

Barriers refers to:	• Any circumstance or characteristic that makes participation particularly difficult and requires additional assistance or support Examples of barriers may include: • mental and physical health issues • geographic issues • skills issues
Circumstance and capacity refers to:	• The interaction between the current situation and the individual's ability to establish and monitor a participation plan
Areas of responsibility refers to:	• The need to identify the service or person who will carry out each step ensuring that the customer has areas of responsibility
Centrelink services refers to:	• The Centrelink services available at that location and in other areas

Unit Sector(s)

Not Applicable

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CHCCS410A Facilitate client participation in the organisation and its management

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to involve service users in organisation's management

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and promote organisation policies and opportunities for *client participation* in organisation management	1.1 Develop policies to encourage client participation in the organisation, its management and board of management 1.2 Create opportunities for regular feedback from *clients* on service provision 1.3 Seek specific feedback on proposals which may directly affect clients
2. Identify and address barriers to client participation	2.1 Consult with clients to identify barriers to participation 2.2 Develop and implement processes for addressing identified barriers 2.3 Develop and implement strategies to receive and address client complaints 2.4 Review processes at regular intervals in conjunction with clients

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ELEMENT	PERFORMANCE CRITERIA
3. Support formation of client association	3.1 Identify need for client association 3.2 Develop and implement strategy for communication between client association and the organisation 3.3 Provide on-going support and training for association as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of client participation
- Principles of community development
- Dealing with cultural diversity
- Principles of effective communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply functional client-participation structures within the organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Facilitate decision-making processes
- Adjust communication to meet differing need
- Facilitate inclusive meetings
- Facilitate conflict resolution

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Consistency in performance should consider client participation requirements within the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Consumers
- Tenants
- Families of clients
- Other relevant stakeholders

Client participation includes:

- Organisation policies/procedures which require/encourage active participation in organisation decision-making by clients of the service

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Unit Sector(s)

Not Applicable

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CHCCS411C Work effectively in the community sector

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS411B Work effectively in the community sector	CHCCS411C Work effectively in the community sector	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements

Application of the Unit

Application

This unit applies to work in a range of community work or service delivery settings such as:

- specific communities
- community, regional or remote service provider
- department of a large institution or organisation
- specialised service or organisation
- private provider
- non government services

Application of this unit should be contextualised within the qualification in which its is being delivered to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work ethically	1.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role
	1.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
	1.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel
	1.4 Maintain confidentiality of any client matter in line with *organisation policy* and procedure, regulatory requirements and/or code of practice
	1.5 Show respect for rights and responsibilities of others through considered application of work practices
	1.6 Reflect current working knowledge and understanding of *employee and employer rights and responsibilities* in all work undertaken
	1.7 Recognise, avoid and/or address any conflict of interest

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate effectively in a community work or service delivery setting	2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements 2.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters 2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received 2.4 Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes 2.5 Conduct interpersonal communication with *clients* and colleagues in a manner that enhances a *person-centred* or community-centred approach consistent with work role requirements 2.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace
3. Work effectively within the community services system	3.1 Develop knowledge of *different sectors* involving community work and/or service delivery and how inter-relationships between these sectors affect own work 3.2 Work with awareness of the roles of various organisations involved in community work and/or service delivery 3.3 Demonstrate respect for workers from different sectors, levels and agencies within the industry 3.4 Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples

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ELEMENT	PERFORMANCE CRITERIA
4. Demonstrate commitment to relevant *values and philosophy underpinning work in the sector*	4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area 4.2 Demonstrate a commitment to *access and equity principles* in work in the sector 4.3 Identify personal values and attitudes and take into account when implementing work activities
5. Maintain work standards	5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative *requirements of own work role* and clarify any uncertainties with appropriate personnel 5.2 Contribute to *identifying and implementing improved work practices* 5.3 Comply with relevant accreditation and standards applying to work undertaken 5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken 5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements 5.6 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority 5.7 Reflect and identify own scope of practice within each work context

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ELEMENT	PERFORMANCE CRITERIA
6. Take responsibility for personal skill development	6.1 Seek advice from appropriate persons on areas for skill and knowledge development 6.2 Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager 6.3 Undertake *designated skill and knowledge development* and maintenance activities of the organisation 6.4 Identify and prioritise personal work goals in accordance with organisation requirements
7. Reflect on own practice	7.1 Undertake self-evaluation in conjunction with supervisors and/or peers 7.2 Provide and receive open and evaluative feedback to and from co-workers 7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of own biases, beliefs and emotional issues
- Basic knowledge of contemporary employment terms and conditions in the workplace
- Broad knowledge of legal and ethical framework in community work and/or service delivery, including:
  - work health and safety (WHS)
  - access, equity and anti-discrimination
  - privacy
  - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Broad understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing people and the sector
- Knowledge and understanding of professional boundaries and need to refer appropriately
- Meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as understanding of what constitutes a breach of these and potential ramifications of such a breach
- Organisation procedures relating to:
  - safety issues and prevention in community services work, including basic home fire safety
  - emergency response
  - security
- Own responsibilities within the workplace
- Purpose of accreditation process and quality improvement practice and their application in specific work area
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role, function and objectives of the organisation, and relevance to specific work role
- Understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Values, principles and ethics underpinning work in the sector including:
  - holistic and person-centred support and services
  - community work
  - people's needs and rights including duty of care

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REQUIRED SKILLS AND KNOWLEDGE

- principles of access and equity and human rights
- principles of client safety

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of the ramifications of breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation
- Identify own responsibilities and role within the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Accurately follow organisation procedures relevant to own role
- Address safety issues relevant to own work role
- Apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with work role
- Communicate effectively about the importance of issues relating to environmental responsibility and sustainable practice and opportunities to address them
- Demonstrate interpersonal communication with people
- Demonstrate functional literacy skills needed for written and oral information about workplace requirements
- Demonstrate communication skills as required by specific work role, including:
  - interpreting and following verbal and/or written instructions
  - seeking clarification of tasks
  - providing information
  - reporting incidents in line with organisation requirements
- Participate in appropriate professional development activities on an ongoing basis, including:
  - maintaining own skills and knowledge and ongoing development
  - being open to learning new ideas and techniques in a range of settings
  - sharing workplace information with others
- Use initiative in responding to challenging situations and individuals
- Work as part of a team or as a sole worker
- Work in a non-judgemental manner

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should relate to an identified work role and associated workplace conditions
- Resources essential for assessment include any documents specific to the work context such as:
  - instructions for the use of equipment
  - specific instructions for staff
  - emergency response procedures
  - fire safety policies and procedures
  - security procedures
  - relevant accreditation standards
  - waste management policies and procedures

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Requirements of own work role may include:	• Accreditation standards • Individual awards and benchmarks • Legislation relevant to work area • Level of responsibility • Organisation guidelines
Organisation policy on confidentiality may relate to:	• Access to records • Destruction of records • Release of information • Storage of records • Verbal and written communication

Organisation policies, protocols and procedures refer to:	• Guidelines and practices to be applied in the work role, such as:
	  • Formal, documented guidelines of an organisation
	  • Informal practices used by an organisation or individual owner/operator

Organisation procedures, policies, awards, standards and legislation may relate to:	• Accreditation and service provision standards of other relevant industry organisations
	• Current Australian standards
	• Employment and vocational training standards
	• Federal and state legislation
	• Quality management policy and practice
	• Sector specific legislation and standards, for example:
	  • home and community care standards
	  • aged care accreditation standards
	  • disability service standards
	  • housing regulation and standards
	• Service delivery standards

Client may include	• Communities or groups • Family, carers, significant others, legal guardians • Individual person

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RANGE STATEMENT

Stakeholders and representatives may include:

- Clients
- Community organisations
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

Different sectors within community services may include but are not limited to:

- Aged care
- Alcohol and other drugs
- Child protection
- Children's services
- Community development
- Community work
- Disability services
- Employment services
- Family and domestic violence
- Home and community care
- Housing
- Mental Health
- Youth work and juvenile justice

Different models of work in the sector may include:

- Advocacy
- Case management
- Community development
- Community education
- Developmental
- Inter-agency approach
- Participatory
- Person-centred
- Service delivery
- Working with families

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RANGE STATEMENT

Values and philosophy underpinning work in the sector may include:	• A holistic and person-centred approach, embracing:
	  • promotion of well being of staff, clients and communities
	  • early identification of problems
	  • delivery of appropriate services
	  • commitment to meeting the needs and upholding the rights of people
	  • commitment to empowering the person and/or the community
	  • ethical behaviour
	  • preventative strategies
	  • exercise of responsibilities and accountabilities within the context of duty of care for clients

A commitment to access and equity principles must be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
A person-centred approach includes:	• Putting people and carers at the centre of service delivery • When the person is a child or young person, service delivery strategies may need to be modified to ensure child safety and provide a child friendly, supportive environment • Including people in decision-making relating to their care • Involving people in discussions about service delivery options and issues • Obtaining the person's consent to examine, treat or work with them • Effective customer service • Listening to and addressing complaints within scope of own work role

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RANGE STATEMENT

Employee rights and responsibilities may relate to:	• Adherence to WHS • Attendance requirements • Confidentiality and privacy of organisation, client and colleague information • Duty of care responsibilities • Leave entitlements • Obeying lawful orders • Organisation policies and procedures • Protection from discrimination and sexual harassment in the workplace • The right to union representation
Issues requiring mandatory notification may include:	• Issues defined by jurisdictional legislation and/or regulatory requirements • Issues specifically identified by under organisation policies • Protection of children and others identified to be at risk
Identifying and implementing improved work practices may include:	• Application of safety practices, including for work in a range of contexts, such the person's home • Assessing/observing/measuring environmental factors • Checking equipment • Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age • Monitoring tasks • Reporting and implementing suggested improvements • Responding to surveys and questionnaires • Seeking and addressing customer feedback

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RANGE STATEMENT

Basic home fire safety includes knowledge of:	• Behaviour that may contribute to fire injury and/or fatality • High fire risk groups • Optimum placement of smoke alarms • Referring client for smoke alarm installation and maintenance • Role of a working smoke alarm • Smoke alarm testing and cleaning • Types of smoke alarms
Employer rights and responsibilities may relate to:	• Enterprise workplace agreements • Legislative requirements for employee dismissal i.e. Workplace Relations Act • Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation) • Relevant State and Territory employment legislation i.e. wage rates, employment conditions

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RANGE STATEMENT

Designated skill and knowledge development may, for example, relate to:

- Cardiopulmonary resuscitation emergency response and notification protocols
- Child protection
- Communication, conflict resolution
- Cultural awareness
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Manual handling
- Quality improvement policy and practice
- Security procedures
- Waste management
- WHS

Unit Sector(s)

Not Applicable

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CHCCS412E Deliver and develop client services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS412D Deliver and develop client services	CHCCS412E Deliver and develop client services	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to meet the specific needs of a broad range of existing and new clients within a defined framework

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Target *client services*	1.1 In identifying and assessing client needs, give due consideration to individual rights, relevant community requirements and the organisation statutory and legislative environment
	1.2 Establish and maintain client profiles in accordance with organisation and legislative requirements and use to monitor delivery of appropriate services
	1.3 Develop client service delivery plan to address client needs and rights, including aims and objectives, resourcing implications, evaluation strategies and contingency plans
	1.4 Identify and select appropriate client service to meet client needs within the scope of area of responsibility
	1.5 Implement a range of mechanisms to ensure regular client service feedback is sought to gauge levels of satisfaction
	1.6 Record and analyse client service feedback and report to appropriate personnel to ensure any problems are resolved and improvements implemented
	1.7 Where client data and profiles indicate inability of the organisation to meet client needs, redesign services or refer *clients* to another organisation as required

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ELEMENT	PERFORMANCE CRITERIA
2. Deliver client service	2.1 Ensure dealings with clients are consistent with their needs and rights, with accepted practice and codes of conduct of the organisation and duty of care responsibilities 2.2 Ensure service delivered to clients upholds relevant statutory and legislative requirements, the reputation of the organisation and the area of work 2.3 Base client service delivery on accurate and up to date information about client, service options and the service being delivered 2.4 Complete and maintain all appropriate documentation related to client service delivery according to organisation standards 2.5 Implement strategies to ensure client services are routinely reviewed in the light of client needs and rights and organisation policies and capabilities, and implement remedial action as appropriate
3. Develop and promote client services	3.1 Promote the service delivery of the organisation wherever opportunities arise 3.2 Promote services to existing and/or potential clients to ensure that the details of the full range of services are understood 3.3 Develop, document and promote a range of service options for clients to facilitate informed client access to services 3.4 Assist clients to identify their needs and rights and select the best available service

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of effective client service delivery
- Organisation specific client services provided
- Promotion and marketing of services
- Service delivery skills

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and maintain a network of service providers
- Incorporate the requirements of all groups in client service delivery
- Demonstrate responsiveness to client needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills required to fulfil the job role in the organisation/service:
  - oral communication skills may include listening, asking questions, providing encouragement
  - language used may be English, sign language or community language depending on client group
- Apply literacy competence required to fulfil the procedures of the organisation/service:
  - language used may be English or community language depending on the service/ organisation
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must include assessment of competency in dealing with a range of existing and new clients

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace e.g. testimonial from clients and colleagues, promotional material etc.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client services are:

- Specific to the organisation

Clients may include:

- Self referral or referred
- Individual members of the public
- Other organisations, community groups and individuals
- Other work areas of the organisation
- Senior management

Special client needs could relate to:

- Disabilities
- Language
- Gender
- Culture
- Age
- Location

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Unit Sector(s)

Not Applicable

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CHCCS413B Support individuals with autism spectrum disorder

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS413A Support individuals with autism spectrum disorder	CHCCS413B Support individuals with autism spectrum disorder	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with individuals with an autism spectrum disorder (ASD), with regard for their needs and within the context of support work

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required and individuals will take responsibility for their own outputs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply basic knowledge of *autism spectrum disorder* to support work	1.1 Demonstrate an understanding of the *historical context* and *current research* relating to autism spectrum disorder 1.2 Demonstrate an understanding of processes of establishing a diagnosis, including *assessment tools*, *diagnostic categories* and *core areas of functional impact*, in relation to *individual clients*
2. Apply a knowledge of the impact of autism spectrum disorder	2.1 Apply knowledge of *key issues* affecting individuals with autism spectrum disorder, their carers, families and siblings 2.2 Implement *interventions and support strategies* in the context of psychological profiles and learning styles 2.3 Implement interventions and support strategies according to the *principles for evaluating possible intervention and support strategies*

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ELEMENT	PERFORMANCE CRITERIA
3. Respond effectively to the needs of individuals with autism spectrum disorder	3.1 Conduct support activities in the context of the underpinning *values, philosophies and legal requirements* of the sector 3.2 Identify personal values and attitudes and take into account when planning and implementing support activities 3.3 Conduct support activities in a manner that minimises the effects of stereotypical attitudes and myths 3.4 Provide a range of interventions and supports that are effective for the specific needs of individuals, carers, families and siblings
4. Operate within the policies, procedures and professional standards of the sector	4.1 Identify relevant organisation policies relevant to job roles and responsibilities 4.2 Conduct work in a manner according to relevant statutory and legislative requirements 4.3 Undertake ongoing professional development and awareness of professional boundaries

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Historical context of autism spectrum disorders
- Current research on autism spectrum disorders, including:
  - causes
  - treatments, therapies and interventions
  - coexistence with other disabilities
  - prevalence, gender ratios and demographic data
- Awareness of assessment tools and their use, including:
  - DSM-IV TR
  - ICD-10
  - FOSPAC
  - CARS
  - Attwood scale of asperger's syndrome
- Standards and process of diagnostic assessment
- Basic understanding of diagnostic categories of autism spectrum disorder
- Impact of autism spectrum disorder on individual functioning, family and siblings
- Key issues associated with autism spectrum disorder for clients, carers, families and siblings
- Intervention strategies (as per the Range Statement)
- Values and philosophies (as per the Range Statement)
- Principles of best practice in the treatment and support of autism spectrum disorder
- Facts and myths associated with autism spectrum disorder
- Legislative framework and professional boundaries relevant to working with individuals with autism spectrum disorder
- Task analysis
- Prompting, principles of prompting and fading prompting
- Strategies to create independence
- Reinforcers
- Motivators to learn

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REQUIRED SKILLS AND KNOWLEDGE

- Common de-motivators and blocks
- Understanding of maintenance techniques and generalisation
- Understanding of incidental learning
- Instructional strategies, in particular discrete trial and hierarchy of prompts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide a range (as per the Range Statement) of interventions and supports
- Access relevant information
- Work collaboratively with clients, families and service providers
- Use organisational and time management skills
- Use communication skills to work with individuals with autism spectrum disorder, their carers, families and siblings
- Apply basic problem solving skills to resolve issues within organisation's protocols
- Relate effectively to clients and staff
- Adhere to professional standards, guidelines and practice standards
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Demonstrate appropriate task breakdown
- Apply communication techniques that encourage and motivate
- Use appropriate prompting during training session
- Apply reinforcers appropriately during training session
- Demonstrate appropriate use of incidental learning opportunities
- Demonstrate the use of instructional strategies, in particular discrete trial and hierarchy of prompts

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment of this unit must occur in a real or simulated workplace
- The specific assessment context will be defined by the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Assessment should not require a higher level of communication competency than that required by work responsibilities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to:
  - appropriate workplace where assessment can take place or simulation of realistic workplace environment for assessment
  - relevant policies, procedures and protocols for work in the sector

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Autism spectrum disorder refers to:	• The term autism spectrum disorder is an umbrella term that describes autism and asperger's syndrome
	• There are no diagnostic criteria for autism spectrum disorder; it is a term used to describe individuals with a diagnosis of autism, asperger's syndrome or associated pervasive developmental delays
	• Individuals diagnosed with autism spectrum disorder may display difficulties in three areas:
	  • communication
	  • social interaction
	  • flexible thinking and behaviour
	• In addition, some people with autism spectrum disorder may also have sensory processing difficulties - unusual perception of sounds, sights, smell, touch and taste

Historical context includes:	• Original research conducted by Leo Kanner (1943) and Hans Asperger (1944)

Current research includes, but is not limited to:	• Current, reliable references
	• Causes, including:
	  • neurological/biological
	  • environmental toxins
	  • viral
	• Treatments, therapies and interventions
	• Coexistence with other disabilities
	• Prevalence, gender ratios and demographic data

Assessment tools may include:	• DSMIV-R • ICD-10 • FOSPAC • CARS • Attwood scale of asperger's syndrome
Diagnostic categories must include:	• Autism • Asperger syndrome

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RANGE STATEMENT

Diagnostic categories may also include:

- Childhood disintegrative disorder
- Pervasive developmental disorder not otherwise specified (PDD-NOS)
- Rett's Disorder

Core areas of functional impact include:

- Communication:
  - verbal
  - non-verbal
  - receptive language
  - expressive language
- Social:
  - theory of mind/relationships
  - executive functioning
- Behaviour:
  - central coherence deficit
  - rituals/obsessions/routines
  - sensory processing

Individual clients may include:

- Individuals at any stage of the life span

Key issues may include:

- Loss and grief
- Stress (individual and family)
- Service access
- Meeting individual needs and personal needs
- Education
- Economic constraints
- Social isolation
- Community acceptance
- Information overload

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RANGE STATEMENT

Interventions and support strategies may include:

- Documented individualised plan, including:
  - individual lifestyle plan
  - individual program plan
  - individual education plan
  - individual futures plan
- Visual strategies:
  - social stories
  - comic strip conversation
  - visual stories
  - checklists
  - picture exchange communication system (PECS)
- Augmentative communication
- Sensory strategies - calming or alerting:
  - visual strategies
  - auditory strategies
  - tactile strategies
  - gustatory strategies
  - olfactory strategies
  - proprioceptive strategies
  - vestibular strategies
- Relaxation techniques
- Connection with social groups and activities
- Behaviour support:
  - functional assessment of behaviour
  - identification of triggers and if possible modification of environment
  - known reinforcers - reinforcement assessment
  - positive reinforcement
  - non aversive approach
  - token economy

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RANGE STATEMENT

Principles for evaluating possible intervention and support strategies may include;

- Impact on the client and family
- Reliable evidence of positive results
- Sustainability
- Useful and transferable
- Philosophical match with client/family ethics
- Financial cost
- Resource availability

Values and philosophies may include:

- A holistic and person-centred approach
- Developmental approach
- Advocacy
- Community education
- Family sensitive approaches
- Promotion of quality of life
- Early intervention
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Encouragement of personal growth and development
- Rights of individuals
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation

Legislative and legal requirements may include:

- Commonwealth and relevant state/territory disability services acts
- National Standards for Disability Services
- Duty of care
- Guardianship and administration
- Quality assurance framework (federal and state)
- Equal Opportunity Act
- Disability Discrimination Act
- Privacy Act
- Organisation policies
- Work health and safety (WHS)
- Medication regulations

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Unit Sector(s)

Not Applicable

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CHCCS414A Provide education and support on parenting, health and well being

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide education and support in a small group or one to one setting and or for community members on for effective parenting behaviour, general health and well being issues

Application of the Unit

Application	The support may be provided in a one to one service delivery mode or in a group

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify clients particular needs and interests in relation to health, well being and parenting	1.1 Assess needs of client or group for education and support on health, well being and parenting 1.2 Elicit key issues of concern to determine the nature and scope of education program to be provided 1.3 Identify and plan for appropriate strategies to match client educational needs 1.4 Seek additional assistance and expertise as required 1.5 Identify and discuss resources required to support implementation of the program and changed practices 1.6 Determine stage in client's decision to seek information or change

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ELEMENT	PERFORMANCE CRITERIA
2. Lead a group to communicate about parenting	2.1 Acknowledge what is working well with families and identify their strengths 2.2 Outline *stressors* and how these impact on families capacity to function effectively 2.3 Outline *key knowledge and skill sets* 2.4 Encourage group members to share parental experiences and seek additional information and support as required 2.5 Review current skills and expectations for skill development 2.6 Ensure program delivery demonstrates responsiveness to the needs of the group and the community 2.7 Ensure program content reflects current policy and practical application of theory 2.8 Implement processes to ensure assessment of the skill, knowledge and attitudes of group is ongoing during the program 2.9 Discuss parenting behaviour, attitudes and beliefs and how they have an impact on health and well being of children
3. Identify and respond to group and individual needs	3.1 Raise awareness of health and well being issue with clients not contemplating change 3.2 Conduct brief motivational interview/ presentation to guide changes when required 3.3 Ensure educational information and support is responsive to needs of individual and community 3.4 Ensure program content reflects current policy and practical application of theory 3.5 Undertake ongoing assessment of client skills, knowledge and attitudes during the program

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ELEMENT	PERFORMANCE CRITERIA
4. Support the practice of new behaviours	4.1 Encourage participants to develop an *active support network* during the program 4.2 Support modelling of effective parenting techniques and healthy lifestyle 4.3 Provide clear feedback on progress in skill development to participants 4.4 Encourage participants to access further development options as required 4.5 Identify issues that may require referral to professional support and discuss with the client

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Demonstrated understanding of stages of child development
- Healthy lifestyle and the effect of an unhealthy lifestyle, including bit not limited to the impact of childhood obesity (physical and psychological effects)
- Nutrition and a healthy diet
- Impact of positive parenting in regards to formation of healthy lifestyle behaviours of children
- How to plan and evaluate a community education program

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan a community program
- Facilitate a group education session
- Communicate to specific groups, key principles and practices related to:
  - healthy lifestyle
  - nutrition and a healthy diet
  - effective parenting techniques
  - child development
  - infection control
  - promoting child development
  - safety and supervision of children

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate high level and effective communication including in a multi cultural context
- Demonstrate skills in leadership and change management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting • Evidence must include demonstration over a period of time to ensure consistency of performance

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
  - equipment and resources normally used in the workplace

Method of assessment:

- Observations
- Questioning
- Evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Stressors within the community that may have specific impact on families include:

- Financial
- Employment
- Alcohol and other drugs issues
- Accommodation and homelessness
- Risk of abuse, neglect and harm
- Access to education

Key knowledge and skill sets:

- Stages in child development
- Importance of supporting the early years to ensure subsequent educational success
- Relationship development and management
- Impact on the health of individuals and communities of neglect, violence and abuse
- Impact on the health of individuals and communities of alcohol and drugs
- Nutrition and food handling
- Models of parenting
- Features of a healthy lifestyle
- Indicators of well being

Active support network may include:

- Others within the local community
- 'Virtual' communities linked by Information Technology
- Community leaders and elders
- Other parents
- Family members
- Local community groups and play groups
- Special interest groups

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Unit Sector(s)

Not Applicable

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CHCCS416B Assess and provide services for clients with complex needs

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS416A Assess and provide services for clients with complex needs	CHCCS416B Assess and provide services for clients with complex needs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake assessments of more complex client needs and match to services available

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess and analyse client needs	1.1 Employ appropriate *language and interpersonal skills* to ensure diverse needs of *clients* are identified
	1.2 Employ appropriate *mechanisms* to ensure that all relevant client information is collected
	1.3 Seek additional information from specialists as required to assist in assessment of clients
	1.4 Ensure all dealings with clients are consistent with organisation standards and practices
	1.5 Record information collected and store in accordance with organisation procedures
	1.6 Assess information about client needs in accordance with accepted organisation procedures to inform decisions about the relevant services which can be provided to best address client needs
	1.7 Assess client information for complexity, urgency and eligibility so priorities for service delivery can be identified
	1.8 Provide clients with all relevant information about the range of services required and available to them
	1.9 Ensure decisions about client needs are based on a full range of relevant information

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and provide for the delivery of services to meet client needs	2.1 Identify services that match client needs, from within and outside the organisation 2.2 Establish and maintain relevant *networks*, to ensure referral of clients to appropriate services 2.3 Assist clients appropriately to access targeted services from within and outside the organisation 2.4 Provide clients with information about the services available to them in accordance with organisation procedures 2.5 Work within own scope of responsibility, to ensure clients have access to services that meet their needs 2.6 Ensure decisions about targeting of *client services* are based on up to date information about the client and available services 2.7 Consider service delivery and referral options from strengths-based perspective 2.8 Identify own limitations in assessing and addressing client needs, and where appropriate, seek assistance from colleagues, senior staff and experts in the area 2.9 Make appropriate referrals to specialist services based on the assessment of client needs
3. Evaluate client service delivery	3.1 Review the allocation of services delivered to meet client requirements routinely, or as required, to ensure a continuing match 3.2 Review changes in circumstances, environmental factors or urgency of client needs in accordance with organisation practices and procedures to ensure client needs continue to be met 3.3 Collect client feedback on adequacy of service delivery as required by the organisation, to inform revision of service delivery arrangements 3.4 Routinely seek feedback on individual performance in client service delivery from colleagues and clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisation procedures, systems and practice for client assessment and allocation of services
- Strengths-based approach
- Accepted practices for delivery of services to particular clients
- Issues affecting particular client groups including:
  - income/economic
  - health
  - cognitive
  - social
  - community support and interaction
  - education and training
  - employment
  - impact of assessment
  - client needs
  - local services available for clients

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Administer organisation's instruments and mechanisms to assess client needs
- Select appropriate services from a range of services provided by the organisation to match client needs
- Select from others services available in the broader community to address client needs
- Develop and maintain appropriate networks
- Provide referrals to relevant organisations or providers of specialist services

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply a strengths-based approach to client intake, assessment and referral
- Demonstrate application of skills in:
  - high level interpersonal skills
  - analysis and judgement
  - risk management
- Demonstrate oral communication skills required to develop rapport with client
  - oral communication skills may include listening, asking questions, providing encouragement , minimising the impact of behaviours of concern
  - language used may be English, sign language or community language depending on client group
- Demonstrate literacy competency required to fulfil the procedures of the organisation/ service
  - language used may be English or community language depending on service/organisation
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must include a number of clients with complex needs
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients include:

- Individual members of the public
- Referred or self referred
- People with specific needs seeking access to services
- Family members and significant others

Language and interpersonal skills include:

- Means for communicating with people with disabilities or where English is not the first language
- Means for communication with people in particular communities
- Communication with different age and gender groups

Client services include:

- Income, financial and community support services
- Employment services
- Housing services
- Access to recreation services
- Care and support services
- Transport and communication services

Complex issues include:

- Combinations of physical, social , economic and personal factors

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RANGE STATEMENT

Mechanisms for information collection include:	• Interviews with clients, family, significant others and carers • Questionaries • Applications and other forms • Case documentation • Using specialist communicators • Classification tools • Information from professionals including medical reports • Information from service providers
Networks include:	• Specialist providers in the community services and health areas including health and cognitive assessments • Specialist services to assist communication with client and identification of their needs • Providers of any of the identified client services required by clients of the organisation

Unit Sector(s)

Not Applicable

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CHCCS417B Provide support and care relating to suicide bereavement

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS417A Provide support and care relating to suicide bereavement	CHCCS417B Provide support and care relating to suicide bereavement	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide support for individuals who are experiencing bereavement in relation to suicide

Application of the Unit

Application

This unit of competency may be applied in a range of community services contexts involving supporting individuals dealing with suicide bereavement

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise the impact of the aftermath of suicide	1.1 Outline and recognise shared features of all loss 1.2 Outline and recognise distinctive *features of suicide loss* and trauma 1.3 Outline and recognise the additional features of suicide bereavement after a mental illness 1.4 Recognise the elevated risk of suicide and other harm behaviours that may be associated with suicide loss 1.5 Recognise the increased risk of developing adverse impacts on health and well being after suicide loss

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and understand needs of and provide *support for those bereaved by suicide*	2.1 Demonstrate an understanding of suicidal ideation and other risk taking behaviours 2.2 Recognise the importance of proactive measures that facilitate early access to suicide bereavement support as required by the bereaved 2.3 Identify essential immediate and ongoing resources and processes for support of persons bereaved by suicide 2.4 Apply understanding of the difference and boundaries among *education*, *support* and *therapeutic approaches* 2.5 Apply understanding of the *principles of working with persons bereaved by suicide,* including bereavement support and suicide prevention 2.6 Address the *needs of the individual*, *family and community* in a plan for dealing with the aftermath of suicide, including the identification of *external support agencies* 2.7 Recognise the impact of *lifespan and developmental issues* on suicide bereavement 2.8 Recognise the impact of cultural, social, ethnic and spiritual issues impacting on people bereaved by suicide 2.9 Identify the role and value of diverse mourning practices and rituals 2.10 Recognise the *use and power of language and communication*
3. Identify suicide prevention strategies in the aftermath of suicide	3.1 Identify the main areas to be considered in the aftermath of a suicide 3.2 Apply knowledge of *suicide prevention and post-vention skills* 3.3 Identify and apply *intervention responses* to address elevated suicide risk and increase safety

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ELEMENT	PERFORMANCE CRITERIA
4. Identify appropriate self-care resources	4.1 Monitor own stress level in relation to working in the area of suicide bereavement 4.2 Use appropriate *self-care strategies* to develop and maintain physical and emotional well being

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Distinctive features of suicide bereavement and related issues
- Recognition of the impact of trauma
- Principles of working with persons bereaved by suicide (including bereavement and suicide prevention)
- Awareness of how suicide bereavement can impact the health and well being of an individual
- Awareness of how the presence of a mental illness in an individual before a suicide can complicate reactions to loss and grief of those bereaved
- Differences and boundaries among education, support and therapeutic approaches
- Knowledge at the jurisdictional level of police and coronial procedures and those of other relevant agencies
- Health promotional approach to adversity, including the awareness and value of community capacity building
- Understanding of the impact of lifespan and developmental issues on reactions to suicide bereavement (e.g. children and the elderly)
- Awareness of the Mindframe guidelines
- Awareness of national and state/territory suicide prevention strategies and frameworks
- Knowledge and use of evidence-based approaches to suicide bereavement support

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Take proactive measures that facilitate early access to suicide bereavement support when required
- Address needs of the individual, family and community in planning to deal with the aftermath of suicide, including the identification of external support agencies as well as individual strengths
- Apply intervention responses to address elevated suicide risk, and other risk taking behaviours, and increase safety

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply verbal and non-verbal approaches to effectively deal with and respond to each individual
- Use effective communication skills, including:
  - use empathic listening skills
  - use appropriate communication techniques to respond to individual needs
  - provide information clearly and sensitively
  - obtain feedback to confirm understanding
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Method of assessment:

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written tasks while also featuring simulated and actual practice
  Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises

Related units:

This unit is recommended to be assessed in conjunction with related unit:

- CHCCS426B Provide support and care relating to loss and grief

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Features of suicide loss may include:

- Feelings of rejection, abandonment and blaming
- Feelings of remorse, guilt and responsibility
- Feelings of anger and/or helplessness
- Feelings of relief
- Feelings of stigma and shame (depending on cultural context)
- Denial
- The need to understand why the search for motive and acceptance when there may not be a motive
- Difficulty acknowledging the cause of death
- Fear of hereditary susceptibility
- Loss of basic trust
- Loss of sense of safety
- Increased risk of suicide
- Trauma

Support for those bereaved by suicide may include:

- Individual grief counselling
- Group grief counselling
- Self-help support group
- Psycho-educational support group
- Social network
- Recognised telephone and web-based counselling services
- Psychological services
- Mental health services
- Suicide prevention services
- Pastoral/spiritual care support

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RANGE STATEMENT

Education approaches may include:

- Information about aspects such as
  - psychological processes
  - practical needs
  - coping strategies
  - emotional needs
  - physical needs
  - social needs
  - spiritual needs

Support approaches may include:

- Psychological support
- Emotional support
- Therapeutic methods
- Health promotional support including community capacity building approach

Therapeutic approaches may include but are not limited to:

- Therapeutic methods such as
  - rational emotive therapy
  - systematic desensitisation
  - person-centred therapy
  - group therapy

Principles of working with persons bereaved by suicide may include:

- 'Above all, do no harm'
- Duty of care
- Confidentiality and privacy
- Cultural safety
- Sensitivity and respect
- Acceptance and non-judgement
- 'Rights of Persons bereaved by suicide'
- Risk management

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RANGE STATEMENT

Needs of the individual, family and community may include:

- Information about general grief and loss theory
- Information about trauma
- Understanding of individuality of grief
- Understanding of cultural diversity in grief and loss
- Statistics about suicide and suicide bereavement
- Information about possible cognitive restrictions of the individual
- Dealing with stigma (e.g. psychosocial, legal and religious) and isolation
- Understanding of feelings of rejection, abandonment and blame
- Understanding of feelings of remorse, guilt and responsibility
- Understanding of feelings of anger and/or helplessness
- Understanding of feelings of relief
- Understanding of feelings of stigma and shame (depending on cultural context)
- Understanding the need to understand why the search for motive and acceptance that there may not be a motive
- Dealing with denial
- Dealing with difficulty acknowledging the cause of death
- Dealing with fear of hereditary susceptibility
- Dealing with contagion
- Working with family dynamics
- Understanding loss of basic trust and loss of sense of safety
- Assessing increased risk of suicide and other risk taking behaviours
- Logistical and legal issues
- Information about coping strategies and interpersonal tactics
- Acknowledging strengths
- Supporting therapeutic process of hope
- Working towards resilience and integration
- Developing potential for growth
- Lifespan approach to suicide prevention
- A continuum of care
- Identifying individual strengths

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RANGE STATEMENT

Lifespan and developmental issues may include:	• Children's development level • Adolescents • Elderly • Intellectual disabilities • Developmental disabilities
External support agencies may include, but are not limited to:	• Coroner's office • Housing services • Financial management services • Funeral services • Legal services • Translation services • 24 hour crisis services • Recognised telephone and web-based counselling services • Grief counselling services • Psychological services • Disability services • Domestic and family violence services • Aboriginal and/or Torres Strait Islander health services • Emergency services • Mental health services • Mental health community teams • Suicide prevention services • Government agencies, such as Veterans' Affairs
Use and power of language and communication refers to:	• Reactions to specific words such as 'committed suicide'

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RANGE STATEMENT

Suicide prevention and post-vention skills and intervention responses may include:	• Identifying warning signs • Risk assessment • Counselling skills • Intervention responses • Engaging people • Life sustaining actions • Helping actions • Protective factors • Developing safety plans
Self-care strategies may include:	• Personal management and self-monitoring • Supervision • Follow-up support and defusing • Reflection on practice • Recognition of negative emotions and well being • Peer support • Ongoing professional development and formal training • Knowing when and how to ask for back up support

Unit Sector(s)

Not Applicable

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CHCCS419C Provide support services to clients

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS419B Provide support services to clients	CHCCS419C Provide support services to clients	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply the basic elements of implementing services for people accessing community services organisations issues in a range of settings

It may be within an established plan of care

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Establish a working relationship* with *clients* to assist them to identify their *needs*	1.1 Routinely use effective strategies to ensure: • clients identify their needs and goals • individual and cultural differences are addressed • areas of resistance/conflict are identified and appropriately resolved • appropriate levels of consultation are implemented • the experience and life skills of the client are appropriately addressed • relevant information is collected 1.2 Implement processes to reach agreement on meeting procedures, consequences of actions and cooperative relationship 1.3 Clarify negotiable and non negotiable aspects of intervention 1.4 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities 1.5 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention 1.6 Use *appropriate communication and relationship building processes* 1.7 Discuss *possibilities and options for responding to client needs*, determine preferred actions and prioritise 1.8 Assist client to evaluate and select strategies to achieve their goals 1.9 Promptly and supportively *respond to clients in distress or crisis*, in accordance with *organisation policies and procedures*

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ELEMENT	PERFORMANCE CRITERIA
2. Support clients to meet their needs	2.1 Identify information and skills required by the client to meet their needs 2.2 Provide or develop opportunities to obtain information and develop skills 2.3 Provide individual and group support in accordance with resources and procedures 2.4 Explain the client's rights and responsibilities 2.5 Maintain confidentiality in accordance with organisation policies and procedures
3. Promote preventative strategies	3.1 Provide a full range of opportunities for clients to engaged in identification of problems and solutions 3.2 Employ a range of strategies to assist clients to meet specific targets and to gain control over their lives 3.3 Identify, develop and initiate an appropriate range of opportunities in accordance with organisation policies and procedures and client needs 3.4 Encourage and monitor client progress and involvement in activities and appropriate action taken to maximise individual skill development
4. Review *work with clients*	4.1 Review work with client within organisation policies and procedures and adapt strategies as appropriate 4.2 Review outcomes of client work with *supervisor and/or colleagues* in accordance with organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Use self-protection strategies as required	5.1 Use conflict resolution and negotiation as appropriate 5.2 Take appropriate action to ensure the safety of self and others 5.3 Acknowledge limits of own abilities and make referrals as appropriate 5.4 Seek emergency *assistance* as required
6. Refer clients	6.1 Check services the client is already accessing with the client and the service/s 6.2 Discuss suitability of *other services* with the client 6.3 Support client to make contact with other services 6.4 Provide follow up to determine the effectiveness of the referral
7. Provide specialist services to clients	7.1 Complete all appropriate documentation and maintain in accordance with organisation and statutory standards and requirements 7.2 Implement procedures to ensure information sharing between key stakeholders is facilitated 7.3 Ensure all dealings with the client/s reflect: • accepted organisation standards of behaviour • mutual respect • commitment to information sharing and dissemination • adherence to agreed plan • sensitivity to cultural, family and individual differences • ability to work with the client in the context of the family and broader community • application of the organisation's philosophy • compliance with statutory requirements and duty of care responsibilities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of role and responsibilities of self and other workers within the organisation
- Organisation policies and procedures as listed in the Range Statement
- Agency role, agency target group
- Issues affecting the client group
- Understanding relevant terminology related to the sector
- Awareness and understanding of issues relating to work in the sector
- Stigma, prejudice and common stereotypes relating to client issues
- Culture of service provision in the sector
- Relevant policy, regulatory, legislative and legal requirements relating to service provision
- Appropriate protocols and cultural systems relevant to work area
- Theories and methodologies related to work in the sector
- Child protection, mental health and AOD issues as they relate to work in the sector
- Working with individuals and groups
- Motivational interviewing techniques
- Service role and target groups
- Related agencies and referral procedures used by the organisation
- Awareness of own biases and beliefs
- Ethical obligations re: helping relations, confidentiality
- Rights of workers and clients
- Principles and practices of duty of care
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm
- Relationships between service providers
- Relevant systems/networks in the local area
- Statutory requirements
- Where clients have mental health issues the following specific knowledge is required:

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REQUIRED SKILLS AND KNOWLEDGE

- community correctional orders and mental health issues
- mental health promotion
- signs and symptoms of major mental illness

- Where clients have mental health issues the following specific knowledge is required (contd):
  - impact of mental illness and/or psychiatric disability on self-esteem, motivation, daily living skills
  - common medications for mental illness and their side effects
  - psychosocial treatment approaches
  - psychiatric disability
  - basic understanding of psychosocial rehabilitation processes
  - basic understanding of the range of clinical treatment and support services
- Where clients have housing issues the following knowledge is required:
  - understanding of language used in the community housing sector
  - awareness of housing issues
  - relationships between service providers
  - community housing systems/networks in the local area
  - culture of community housing provision
  - policy, regulatory, legislative and legal requirements including:
  - residential tenancy acts or equivalent
  - Privacy Act
  - legislation underpinning the principles of equal opportunity
  - Freedom of Information Act
  - Individual rights
  - National Housing Policy
  - National Housing Service Standards
  - Disability Services Acts and standards
- Where clients have AOD issues the following knowledge is required:
  - first aid certification or equivalent skills (as per unit HLTFA311A Apply first aid) including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
  - working with a range of different clients with AOD issues
  - conducting work role within established plans, procedures or programs
  - range of AOD specific services delivered by the organisation
  - AOD use, general effects on body systems and their functions and general social and psychological effects
  - drugs/substances most commonly used in local area
  - relationship between suicide and AOD use

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively provide support to clients within organisation procedures
- Facilitate exploration of issues
- Establish role definitions
- Identify and work constructively with conflict and resistance
- Monitor own positions and reactions
- Clarify differences in perception
- Demonstrate problem exploration within a pro-active framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply strategies for self-protection and self care
- Apply strategies for dealing with aggressive or distressed people
- Demonstrate a non-judgemental approach to working with people
- Devise and develop tasks to help clients understanding and problem solving efforts
- Demonstrate constructive use of personal and professional authority and influence to support or confront
- Demonstrate application of skills in:
  - establishing rapport
  - effective active listening including questioning
  - interpretation of verbal and non-verbal communication
  - conflict resolution
  - problem solving
  - interpersonal relationship
  - networking and liaison with other services
  - crisis situation responses
  - report writing
  - supportive counselling
  - goal clarification
  - working with conflict, resistance and levels of risk
  - empathy, engagement and rapport building
  - communicating interest, respect and concern
  - articulating clearly boundaries of own role

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REQUIRED SKILLS AND KNOWLEDGE

- recognising signs and triggers for dependency
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Consistency in performance should consider particular requirements of support provision delivered in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients include:	• Individual clients and families and support network of the client • Members of the public seeking information
The contexts of working with clients include:	• Contact with a service on a voluntary or involuntary basis • Contact with a statutory activity e.g. Notification, first juvenile offence • Within an intervention • Within a support activity or service

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RANGE STATEMENT

Organisation policies and procedures may include:	• Emergencies • Work health and safety (WHS) • Referrals • Reporting • Goals, objectives and targets • Accountability • Code of conduct • Confidentiality • Grievance procedures
Establish a working relationship will be carried out within requirements established by:	• Commonwealth and State legislation • International conventions relating to the rights of children and young persons • Organisation policy and procedures • Relevant program standards • Organisation codes of conduct, ethics
Work with clients may:	• Occur at established premises or at other locations used by outreach, street, remote or off-site services • Other locations may include the client's home, public places, workplaces or mobile service centres
Needs may include:	• Emotional support • Social support • Financial advice • Cognitive/behavioural support • Food and clothing • Transport • Emergency relief • Legal advice • Accommodation support • Referral to other agencies • Harm minimisation • Financial device • Consumables • Legal advice

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RANGE STATEMENT

Appropriate communication and relationship building processes may include:	• Engagement • Empathy • Non-judgemental manner • Active listening • Listening to the person • Acknowledging the person in a pleasant and accepting manner • Treating the person as an individual with their own life history, skills and interests • Rapport building • Warmth • Genuineness • Respect
Possibilities and options for responding to client needs may include:	• Referral of the client to a colleague within the organisation • Referral of the client to other agencies in accordance with organisation policies and procedures
Respond to clients in distress and crisis will include:	• Enlisting support and/or assistance from colleagues or emergency support as appropriate • Using calm and calming behaviour • Reporting incidents promptly and accurately
Services should promote the client's independence and abilities and take into account their:	• Preferences • Ability to communicate • Level of stress or anxiety • Behavioural disturbance e.g. tears, agitation, despair, elation, mood swings, disinhibition caused by acquired brain injury • Verbal or physical aggression • Inappropriate responses • Family and peer support/self help • Need for encouragement • Cultural/linguistic background • Social circumstances e.g. family and social support

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RANGE STATEMENT

Client service processes may be informal and/or formal and may include:	• Problem solving techniques • Evaluation • Interviewing techniques • Information provision • Group work • Individual support • Working with carers and others • Relaxation management • Stress management • Anger management • Coping strategies • Counselling and support groups
Work with clients may occur in any environment including:	• Social settings • Home • Drop in centres • Workplace • Vehicles/transport • Cafes, shopping centres • Structured programs • Legal settings • Other agencies or services
Supervisors and/or colleagues may include:	• People from other services • Team members

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RANGE STATEMENT

Assistance may be sought from:

- Other staff
- Clinical mental health services
- Acquired brain injury services
- Community based support services
- Legal services
- Hospitals
- Ambulance
- Police
- Interpreters
- Consumer consultants
- Transcultural consultants

Other services may include:

- Carer/consumer groups
- Psychosocial rehabilitation
- Accommodation
- Specialist disability
- Legal
- Day support
- Employment and/or skill development service e.g. Life or living skills
- Pre-vocational
- Leisure
- Recreation
- Education
- Social activities
- Neuropsychological assessment
- Behaviour consultancy services
- Clinical treatment
- Drug and alcohol
- Health
- Advocacy
- Respite
- Pharmacies
- Financial
- Torture/trauma
- Spiritual support

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Unit Sector(s)

Not Applicable

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CHCCS421B Undertake community sector work within own community

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS421A Undertake community sector work within own community	CHCCS421B Undertake community sector work within own community	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit deals with the skills and knowledge required for workers to deal with a range of issues associated with delivery of programs and services to individual and communities within the context of community sector work in communities in which they are personally involved

Application of the Unit

Application

This unit applies to workers involved in the delivery of community services to members of their own community

Work who may be undertaken individually and/or as part of a team, with services delivered through visits to the community, through community-specific agencies or through mainstream services

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address cultural issues and complexities when working in own community	1.1 Apply an understanding of the cultural issues and complexities of working with own community
	1.2 Identify historical, social, political, economic and environmental factors which currently impact on people in the community
	1.3 Identify potential issues related to the delivery of programs and services to own community for self and community members
	1.4 Identify current strategies, programs and models that address identified issues and apply in work practice
2. Apply appropriate service frameworks and models	2.1 Identify suitable services and organisations and clarify their potential role and approach to addressing community issues
	2.2 Identify appropriate frameworks for service delivery in the community, taking into account potential issues and conflicts related to service delivery
	2.3 Promote and select services and approaches that support individuals and the community to be self-determining and empowered
	2.4 Demonstrate commitment to achieving access and equity to services for community members, in line with identified need
	2.5 Establish and maintain networks with relevant *agencies and associated services* (e.g. housing agencies) to support individuals and communities

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ELEMENT	PERFORMANCE CRITERIA
3. Work in a culturally safe manner	3.1 Consider and respect local community values, beliefs and roles when providing services to individuals and the community 3.2 Apply *cultural safety* protocols in implementing government policies, undertaking research and data collection and delivering services to individuals and the community 3.3 Identify cultural or belief based factors that may present a barrier to behaviour change and/or adaptation to current circumstances 3.4 Identify *cultural or belief based factors that may produce stress* and have a potential to impact own work practices and report to organisation as appropriate to support service delivery and personal well being 3.5 Deliver services safely as limited by own level of competence and responsibility and in line with *organisation policies*, *regulatory requirements* and community protocols
4. Apply strategies and policies relevant to service delivery	4.1 Identify aspects of organisation service strategies, policies, bodies and resources relevant to work in specific communities 4.2 Apply strategies and policies to address identified needs of individuals and the community 4.3 Identify *barriers to access and equity* in relation to services 4.4 Take available opportunities to advocate on behalf of individuals and/or the community 4.5 Maintain confidentiality of client information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of potential issues related to delivery of community services in own community
- Relevant community programs and services available to members of the community
- Community perceptions of major issues affecting them and underlying causes
- Perceptions of people outside the community relating to major issues and underlying causes
- Available health and social statistics related to community issues
- Social, cultural, historical and environmental determinants and strategies to address issues affecting the community, including:
  - traditional language, cultural and religious practices and lifestyle
  - impact of socioeconomic factors on health and welfare
  - social and political factors that perpetuate disadvantage
  - importance of personal achievement, education and supportive family/social networks
  - strategies community members may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
  - impact of environmental factors on health and well being
- Barriers to improving environmental determinants
- Lifestyle and behavioural issues, including:
  - known behaviours that pose a significant risk to the community
  - education and promotion of healthy lifestyle practices
  - principles of well being
- Relevant aspects of the community services and health care system, such as access to benefits

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Work consistently in a culturally safe manner with and on behalf of clients in line with identified community needs and workplace requirements
- Work with an understanding of the impact of historical, social, political, spiritual and environmental factors on the health and well being of community members
- Take into account social, political and environmental factors that influence the health and well being of clients
- Communicate effectively and establish a relationship of trust with clients
- Initiate appropriate actions in response to assessment and in accordance with organisation procedures and protocols for commonly presented health conditions
- Engage the client in self management principles and practices
- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Determine potential relational issues and conflicts between work role and community role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Cultural safety refers to:

- Maintaining the protection of a community's:
  - intellectual property
  - human rights
  - resources
  - ownership of materials
- Community and self-protection

Cultural or belief based factors that may produce stress include:

- Community and/or own expectations that may involve, for example:
  - extended work hours
  - functions outside health work role
  - unrealistic accountability/responsibility for resolving community problems
  - family pressures
  - conflict between work role and community responsibilities
- Multiple accountabilities to employer, family, personal and community
- Conflict between community and family responsibilities and obligations and work role
- Motor vehicle accidents

Agencies associated services may include:

- Government health services
- Welfare agencies
- Emergency services
- Police
- Education and training organisations
- Non-government and private enterprise
- Community Government Councils
- Elected community organisations
- Churches

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RANGE STATEMENT

Barriers to access and equity may include:	• Racism, including community and institutionalised racism • Discrimination • Socioeconomic status • Access to essential services and infrastructure • Lack of coordination of government at all levels • Inadequate resources/funding • Lack of community control and ownership • Lack of political leverage • Language barriers • Disease focus of mainstream health care delivery • Differences in concept of ill health • Geographic access to primary health care and specialist health services • Cultural barriers • Language/literacy
Organisation policies and regulatory requirements may include:	• Privacy and confidentiality guidelines • Treatment manuals • Work health and safety (WHS) guidelines • Infection control guidelines

Unit Sector(s)

Not Applicable

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CHCCS422B Respond holistically to client issues and refer appropriately

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS422A Respond holistically to client issues and refer appropriately	CHCCS422B Respond holistically to client issues and refer appropriately	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to assess a range of client issues and refer appropriately

Application of the Unit

Application

On completion of this unit, the worker will be able to respond appropriately to clients that have a range of issues outside and in addition to the area of immediate focus, expertise or interests of the worker and their organisation

For instance, a child protection worker may need to identify when alcohol and other drug issues are important in the life of a presenting client

Completion of the unit will also provide the worker with competence to make decisions as to whether to refer or retain the client

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish interpersonal relationship with client	1.1 Define boundaries and use communication skills that will establish a trusting and respectful relationship
	1.2 Utilise facilitative communication skills to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas
	1.3 Share relevant information with client about options and services available to enable them to make informed decisions

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ELEMENT	PERFORMANCE CRITERIA
2. Identify the range of issues impacting on the client and assess client needs	2.1 Identify *indicators of harm, neglect, abuse or risk of harm* 2.2 Use observations, assessment tools and questioning to identify possible *presenting issues* 2.3 Seek information from a range of *appropriate sources* to determine the range of issues that may be affecting the client within *organisation policies and procedures* regarding autonomy, privacy and confidentiality 2.4 Apply *organisation procedures for collecting and analysing client information* 2.5 Examine *all client information* to determine the degree to which other issues may impact on the possible services that can be provided by the organisation
3. Analyse and assess information to determine appropriate course of action to be followed	3.1 Assess the level of risk to the client and others directly involved using tools approved or adopted by the organisation 3.2 Follow organisation procedures and address *legal requirements and duty of care obligations* in *responding to indicators of risk of abuse, neglect or harm* 3.3 Identify and prioritise client's current needs and available sources of assistance 3.4 Identify organisation's capacity to meet range of client needs to be addressed 3.5 Apply accepted procedures to assess the option of bringing in *specialist support* and continuing to work with the client 3.6 Share relevant information with client about options and services available to enable them to make informed decisions 3.7 Provide the client with resources as appropriate 3.8 Follow relevant State/territory legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm

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ELEMENT	PERFORMANCE CRITERIA
4. Refer client to other services to provide coordinated support	4.1 Identify a client's need for support *internal and external* to the agency 4.2 Implement *appropriate procedures to address potential emergency or crisis situation* 4.3 Comply with cultural obligations when working with clients 4.4 Work with the client and *significant others* where relevant to motivate, support and encourage the client 4.5 Identify current needs and sources of assistance, and give support as appropriate
5. Review effectiveness of services provided to meet client needs	5.1 Review outcomes in accordance with organisation procedures and in consultation with clients, carers and significant others, case managers and other service providers 5.2 Complete *document/s* as required and in line with organisation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Identification of the impact of issues relating to:
  - mental health
  - child protection - this must include essential underpinning knowledge of dynamics of child abuse, indicators of risk and risk factors
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - alcohol and other drugs (AOD)
- Knowledge of accepted practices and available referral agencies for working with people experiencing issues related to:
  - mental health
  - child protection
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - AOD
  - any form of crisis

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply client management skills to deal with complex needs and difficult or behaviours of concern
- Identify the range of relevant issues that may impact on service delivery
- Develop an implement a plan in conjunction with the client to address their issues

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REQUIRED SKILLS AND KNOWLEDGE

- Provide referral to appropriate services
- Evaluate effectiveness of services
- Operate within duty of care and organisation requirements to address client needs
- Apply interpersonal skills to facilitate client to identify options for change and for addressing their issues
- Demonstrate case work skills to ensure effective assessment, intervention and referral
- Manage information to ensure all records are maintained, stored and accessible

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply research skills to ensure a current and correct list of relevant services are readily available to the client
- Provide a brief intervention to raise awareness, share knowledge and help client to think about making changes to improve well being
- Apply crisis intervention and networking skills
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed after, or in conjunction, with the attainment of competency in the compulsory communication unit within the qualification
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units: Although this unit requires no pre-requisite, there are a number of related units of competence both of a generic and sector specific nature that would be ideally mastered prior to undertaking this unit of competence

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Presenting issues include:	• A client with secondary or multiple issues who is most likely to present 'first' to the following types of services (for an issue relevant to those services):
	  • child protection
	  • juvenile justice / youth service
	  • social housing
	  • employment service

Indicators of harm, neglect, abuse or risk of harm	• Physical symptoms such as injuries or loss of weight • Verbal and non- verbal cues • Impairment to cognitive functioning caused by acquired brain injury such as loss of memory, inability to concentrate, plan, organise • Reports from the individual, carers or other workers • Psychological/emotional indicators
Harm, neglect, abuse or risk of harm includes:	• Physical • Emotional • Cognitive • Psychological • Sexual • Financial
Appropriate sources (*of information*) *include*:	• Case notes • File • Other workers
Harm, neglect, abuse or risk of harm may be from:	• Carers • Workers/service providers • Self • Family or significant others • Community members

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RANGE STATEMENT

Responding to indicators of risk of abuse, neglect or harm includes:	• Intervention to remove the risk • Reporting to appropriate personnel • Investigating • Seeking specialist support/services • Referral • Following State/territory legislative requirements
Responding to indicators of risk of abuse, neglect or harm will be determined by:	• Legislation • The specific job role • Organisation procedures • Family and cultural mores
People who are vulnerable and at significant risk may be:	• People with a disability • People with an acquired brain injury • Elderly people • People with mental health issues • Children and young people • Babies under one year of age • Toddlers (children under three years of age) • People who are homeless • People in unequal power relationships
Non presenting problems or issues are likely to be:	• Alcohol and other drugs • Mental illness • Developmental disability • Acquired Brain Injury • Abuse and risk of abuse • Domestic violence • Homelessness / inadequate housing • Unemployment • Juvenile justice issues • Communicable disease • Financial difficulties • New arrival in the country

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RANGE STATEMENT

Legal requirements and duty of care obligations include:	• Ethical referral • Comply with state and territory legislation
Significant other may include	• Partners • Family members • Carers • Advocates

Approaches to addressing specific issues include applying accepted methodologies, underpinning values and philosophies of the specific areas The following notes offer a guide:	• AOD may include knowledge of harm minimisation practices, of the effects of AOD on body system and social relationships, and of the signs and symptoms of intoxication:
	  • knowledge of groups and agencies in the community who can respond to individuals with AOD problems by providing treatment and detoxification programs is central
	  • also important is an awareness of personal bias, and models or perspectives on drug use i.e. disease perspective, moral perspective of both the client and of referral agencies
	• Mental health may include recognising basic signs and symptoms of anxiety, depression, suicidal impulses, and indicators of mental illness such as hallucinations or delusion:
	  • knowledge of appropriate referral and intervention services in the community is critical
	• Domestic violence may include an understanding of such violence as an abuse of power perpetrated both in a relationship and after separation and that such violence takes a number of forms:
	  • these include physical and sexual violence, emotional and psychological abuse and economic deprivation
	  • domestic violence occurs across all groups, cultures and creeds
	  • the safety and well being of individuals subjected to domestic violence should be of primary concern
	  • knowledge of groups and agencies in the community who can respond to individuals with domestic violence issues is required

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RANGE STATEMENT

- Child protection requires knowledge of relevant state mandatory reporting legislation and its application
  - Child protection also requires knowledge of child development, dynamics of child abuse, risk factors, behavioural/physical indicators of abuse and agencies that respond to child protection matters
- It is vital to recognise that children (particularly infants) in families where abuse of alcohol and other drugs exist are more likely to be at risk of harm
  - where there other risk factors such as domestic violence and mental health co exist with AOD issues the potential risk of harm to those children increases significantly
- When working with adult clients who have children, the safety, welfare and well being of the children must be included in all case management practices
- Developmental disability may describe individuals who have a multiplicity of disabilities including difficulty learning, thinking and reasoning, retaining information and forming social relationships
  - it is vital to recognise the individuality of developmental disabled persons, their right to age appropriate consultation and to self determination
  - needs arising from social isolation and the critical importance of primary care-givers in the lives of developmental disabled persons should also be recognised
  - knowledge is required of groups and agencies in the community that can provide advocacy services
- Juvenile justice may include knowledge of adolescent clients and their special need as individuals, within families and as part of a group, including stages of development and social issues affecting youth
  - recognition of the vulnerability of young people in their dealings with authority and of the protection that should operate during an investigation or proceeding in relation to an offence is required
  - knowledge of groups and agencies in the community that can provide services such as advocacy and legal advice to young people in their dealings with the justice system is essential

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RANGE STATEMENT

- Acquired Brain Injury may include:
  - awareness of the causes and effects of ABI
  - understanding of the impact of cognitive impairment on the individual and families, including associated grief and loss issues; knowledge of the ABI service system; skills in working with people with behaviours of concern

Organisation procedures for collecting and analysing client information may include written and oral input to:

- Questionnaires
- Assessment tools
- Client profile forms etc

Procedures to prevent escalation of a potential emergency or crisis situation may include:

- Using calming communication skills
- Managing and containing emotional responses and escalating behaviour
- Identify and address source of the issue
- Discussing the situation with the client
- Negotiation and mediation
- Seeking assistance from other workers or client carers
- Providing physical and visual barriers
- Evaluating the potential risk of the emergency
- Implementing specific communication skills including questioning, reflective listening and body language

Appropriate procedures to address potential emergency or crisis situation may include:

- Negotiating to prevent escalation
- Seeking assistance from other people or agencies
- Immediate referral
- Intervention to ensure physical safety

Other information could include information from:

- The client's carers and or family
- Other agencies or workers with knowledge of the client
- Client files

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RANGE STATEMENT

Specialist support may include:

- Health professionals
- Careers and employment advice
- Financial counselling
- Family and relationship counselling
- Child Protection officers
- Mental health professional
- AOD detox, withdrawal and support
- Child care
- Centrelink officers

All client information would include:

- Behaviour
- Responses to questions and other information provided by client
- Physical appearance and acuity
- File information
- Information on the client provided by family, carers, other workers, other agencies

Accepted procedures to evaluate the benefit to the client of referral include:

- Discussing options with the client, carers and family
- Checking the availability of services within the organisation
- Checking the availability and accessibility of other services

Brief intervention will be focused on providing de-escalation and emotional support:

- One-to-one approach, private
- Takes short period of time
- Can be done by anyone in the team
- A client led process
- Opportunistic
- Used for harm reduction and facilitating behaviour change
- Carer respite (e.g. for clients with ABI)

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RANGE STATEMENT

Organisation policies and procedures may include:	• Incident reporting and documentation • Operational guidelines for handling cases involving difficult and behaviours of concern • Record-keeping • Legal responses
Decisions to provide a brief intervention will be based on:	• The issues of concern to the client and the stage of decision to change is determined • Availability of resources to support the brief intervention • Agency and worker mandate and focus
Document/s may include:	• Data • Case notes • Case files • Client reports • Referral notes

Unit Sector(s)

Not Applicable

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CHCCS424B Administer and monitor medications

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS424A Administer and monitor medications	CHCCS424B Administer and monitor medications	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to responsibly administer and monitor prescribed medications to a person with stable health conditions in a range of settings under delegation from a health professional in accordance with legislation and the organisation's medication and delegation policies and practice

This unit is available ***only*** as part of a qualification at Certificate IV level and above or as part of the *High support and complex care skill set* which is available to those holding a Certificate IV qualification

Application of the Unit

Application

This unit of competency requires the application of skills and knowledge to administer medication to clients in a manner that is safe

Competency requires an awareness of and practice consistent with health legislative requirements and codes of practice and enterprise safe workplace practices

The unit must be applied strictly in accordance with relevant state/territory legislation and industry guidelines which include, but are not limited to:

- Aged Care Act and Regulations

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- The Drugs and Poison's Act and other relevant legislation in the state/territory
- Disability Services Act

Legislation and industry guidelines (contd):

- The organisation's procedures and guidelines written in accordance with the relevant legislation and reflecting the scope of role and accountability for the level of worker in that jurisdiction
- Australian Nursing Council (2005) *Guidelines on Delegation and Supervision of Registered Nurses*
- NSW Nurses and Midwives Board (May 2005) *Delegating the Administration of Medication in Aged Care Facilities*
- Royal College of Nursing Australia and Australian Nursing Federation (2004) *Joint Position Statement*: *Assistants in nursing and other unlicensed workers* (*however titled*)

When the requirements of this standard are achieved, medications will be administered strictly in compliance with advice, instruction and relevant legislation. Where necessary, *health professional* support is sought to administer medication as appropriate for that environment or context

Annual reconfirmation of the essential knowledge and competency by the employer within performance management framework is mandatory

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of the following related units of competency:

- HLTAP301B Recognise healthy body systems in a health care setting
- CHCCS305C Assist clients with medication

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify situations that pose a *potential risk* to the safe administration of medications	1.1 Based on care plan and/or delegation, access information to enable identification of substance incompatibilities
	1.2 Identify environmental and/or practice issues that may impact on or contraindicate administration of medication in specific situations
	1.3 Report potential risks related to medication administration to supervisor or health professional
	1.4 Confirm client identity and if any allergies exist
	1.5 Identify drugs and poisons schedules and classifications as determined by law
	1.6 Identify any limitations on own capability in relation to undertaking delegated medication administration function and report to delegating health professional

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ELEMENT	PERFORMANCE CRITERIA
2. *Prepare for medication administration* within a variety of *settings*	2.1 Establish authority to assist with medication administration in line with organisation policies, guidelines and protocols and jurisdictional legislative and regulatory requirements 2.2 Clarify role in providing assistance with medication administration in line with *delegation* 2.3 Confirm that all *dose administration aids* are complete, ready for use and up to date 2.4 Implement personal hygiene procedures according to organisation policy and procedure to ensure cross infection is minimised 2.5 Ensure practice is at all times consistent with policies, procedures and delegations in order to fulfil duty of care requirements 2.6 Gather *equipment required* for medication administration 2.7 Confirm *medication administration route* and associated terminology and procedures for medication administration 2.8 Identify from the care plan the purpose and function of prescribed medications for administration 2.9 Report environmental and/or practice issues that may impact on or contraindicate administration of medication in specific situations and seek direction from supervisor or health professional 2.10 Accurately *measure and/or calculate dosages* for administration of medication 2.11 *Prepare medications* according to delegated role and in line with legal and environmental guidelines 2.12 Demonstrate *medication administration techniques* and precautions specific to each client as per delegation

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ELEMENT	PERFORMANCE CRITERIA
3. Identify and prepare the client for administration of medication	3.1 Identify the client, including clients who self administer, according to organisation procedures and delegation 3.2 Greet correctly identified client and *prepare for medication administration* 3.3 *Check client medication* according to organisation guidelines and delegation 3.4 Inform the client of the administration procedure 3.5 Prior to administration, check the client for any *physical or behavioural changes* that may indicate the need to report to *delegating health professional*, according to organisation policies and procedures
4. Administer *required medications* within legal parameters	4.1 Administer medications as delegated within role responsibility according to the law and environment policy 4.2 Prepare and administer medications according to specific requirements of *the form of medication*, in strict accordance with defined legislation and organisation procedures, according to delegation and in line with prescriber's written instructions where available 4.3 Implement *all checks* to ensure the right medication is given at the right time, to the right person, in the right amount, via the right route, in the right form 4.4 Assist the client taking the medication as required and according to documented procedures 4.5 Supervise and observe the client when taking medication and confirm ingestion or completion 4.6 Dispose of all used and unused medication, containers, needles and syringes in line with organisation procedures 4.7 Identify signs that PRN medications may be required, review care plan and written instructions and act in accordance with organisation's policies, procedures and role responsibility, in line with delegation

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ELEMENT	PERFORMANCE CRITERIA
5. Monitor client response to administered medication	5.1 Record administration of medications according to organisation policy 5.2 Contribute to information provided to clients and carers on medication administration, including possible side effects 5.3 Identify apparent acute and delayed adverse reactions to medications, respond within role responsibility and report to supervisor or health professional 5.4 Implement emergency response for identified acute and delayed adverse reactions within role responsibility 5.5 Record and report response to emergency strategies 5.6 Identify signs of a client experiencing pain and report to supervisor or health professional 5.7 Observe and record client response to pain relieving medication and report to supervisor or health professional
6. Comply with the organisation's procedures for handling the range of issues/contingencies which may arise	6.1 Report to supervisor and health professional client refusal to take medication or *incomplete ingestion* according to organisation's procedures and protocols 6.2 Identify contaminated or out of date medication 6.3 Implement organisation procedures for disposal of contaminated or out of date medication 6.4 Observe and record changes in the client's condition according to the organisation's guidelines and report to supervisor and health professional 6.5 Record and report any inconsistency (e.g. with the medication, the time or the client) according to the delegation 6.6 *Document inconsistencies* and address according to the organisation's guidelines and procedures

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ELEMENT	PERFORMANCE CRITERIA
7. Complete medication distribution and administration	7.1 Manage the trolley, or other medication container and used medication containers according to industry and the organisation's infection control guidelines 7.2 Complete arrangements and procedures to replenish dose administration aids and supplies 7.3 Store medication charts according to the organisation's procedures to ensure safety, security and confidentiality 7.4 Complete *medication storage procedures* to maximise security, prevent medication deterioration and in compliance with legislation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Clear understanding of principles, practices and regulatory framework underpinning delegation and supervision, accountability and responsibility
- Basic understanding of medication groups and categories and their effect on body systems and major disorders, including:
  - central nervous system
  - musculo-skeletal system
  - peripheral nervous system
  - endocrine system
  - cardiovascular system
  - respiratory system
  - gastrointestinal system
  - urinary system
  - reproductive systems
  - immune system
  - integumentary system
  - eye, ear and special senses
  - micro-organisms
  - neoplastic disease
- Principles of safe medication administration and consequences of incorrect use of medication, main reasons for errors in medication administration
- Cross infection and prevention strategies including correct hand washing techniques, glove usage and awareness of how infection is spread
- Basic understanding of major factors that affect the action of drugs, including age, disease processes, nutrition, and hydration
- Measurement and calculation requirements for medication administration
- Relevant medical/medication terminology
- Commonly accepted medication abbreviations
- Basic knowledge of commonly used medications

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REQUIRED SKILLS AND KNOWLEDGE

- Basic pharmacology of medications, including:
  - pharmacodynamics
  - pharmacokinetics
  - pharmacotherapeutics
  - toxicology
- Forms of medication, modes and routes for medication delivery
- Legal requirements of each route of administration
- Procedures for medication administration routes listed in the Range Statement
- How and when to use the equipment listed in the Range Statement
- Roles within the health care team in the administration of medications
- Role in medical emergency
- Basic understanding and knowledge of substance incompatibilities and contra-indications, such as:
  - warfarin and aspirin
  - medication and diet
  - medication and sunlight
- Basic understanding of:
  - anaphylactic reactions
  - side effects
  - precautions
- Basic understanding of complementary therapies
- Legal requirements for practice parameters including Poisons Act, Poison Schedules S4Ds and S8s
- Relevant workplace health and safety policies to ensure safe practice, including:
  - management of sharps
  - potential hazards in a health environment
  - chemical use in cleaning and sanitising in relation to medication residue in containers
- Appropriate storage of medications
- Methods of storage, handling and usage of medications
- Organisation procedures for the documentation of medication and the use of medication charts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Read and accurately interpret delegated medication responsibilities from the care plan or other written instructions
- Ensure all work is in accordance with supervisor and health professional's instructions
- Accurately observe, report and record discrepancies in medications, instructions and/or

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REQUIRED SKILLS AND KNOWLEDGE

client

- Observe and record changes in the client's condition as listed in the Range Statement, during and after medication administration and report to supervisor and health professional
- Provide administration of medications according to the specific delegation and in compliance with legal and organisation policies and procedures, including principles of best practice relating to:
  - following medication label and/or instructions
  - work health and safety (WHS)
  - infection control including correct hand washing
  - managing and reporting contingencies as they arise
  - applying standard and additional precautions in infection control
  - correct documentation of medication administered
- Demonstrate the following skills correctly, including specific levels of literacy and numeracy and physical capabilities required:
  - read and correctly interpret care plan or other written instruction from supervisor or health professional for administration requirements for medications
  - use dose administration aids
  - observe, report and record discrepancies in medications, instructions and/or client
  - report any obvious changes in client's condition as listed in the Range Statement before, during and after self-medication to a supervisor and / or health professional so remedial action can be taken
- Negotiate the physical assistance that can be provided
- Use equipment listed in the Range Statement effectively and appropriately
- Distribute medications in a timely, appropriate and effective way to clients with differing needs and according to form of medication
- Apply language, literacy and numeracy required for drug calculation, administration and documentation of medications
- Demonstrate correct preparation, administration and recording of medications via delegated routes within the range identified in the Range Statement
- Correctly administer and support self-administration of insulin by sub-cutaneous injection using pre-loaded syringes or pens
- Skills and knowledge to conduct BSL monitoring including knowledge of the acceptable and safe range of results for an individual client and operating in accordance with organisation's policy and practice and seeking advice and assessment of the health professional when results are outside the acceptable and safe range before administering insulin by sub-cutaneous injection

It is critical that the candidate demonstrate the ability to:

- Undertake basic calculations for oral administration of tablets
- Safely measure liquids according to directions

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Respond within job role in an emergency situation where a client is experiencing an adverse medication reaction
- Oral communication skills required to fulfill job role, including:
  - interviewing skills
  - questioning
  - active listening
  - seeking clarification

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed in the workplace under the normal range of work conditions
- Assessment must be conducted on more than one occasion to cover a variety of circumstances
- Assessment must reflect actual delegation from a health professional
- Development of assessment tools and methods may include the input of a health professional

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Competency in this unit should be assessed using all the relevant resources commonly provided in the residential care service setting
- Specific tools may include:
  - medication charts and documentation
  - medications and equipment
  - relevant policies and procedures manuals
  - other documentation relevant to the work context such as:
    . organisation charts
    . floor plans
    . instructions for the use of equipment
    . specific medication administration instructions
    . client care plan
    . relevant guidelines and legislation
  - relevant equipment and cleaning agents currently used in the workplace

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EVIDENCE GUIDE

Method of assessment: Assessment will include:

- Observation of work performance
- Supporting statement of supervisor or health professional
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to achieve required infection control outcomes in specific work environments and communities
- Written assessment of functional English language, literacy and numeracy skills appropriate to the level of responsibility of the care worker
- Annual reconfirmation of the essential knowledge and competency by the employer within a performance management framework is mandatory

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Potential risk may include but is not limited to:

- Client identification
- Allergic reactions
- Immunisation status
- Medication incompatibilities

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RANGE STATEMENT

Delegation refers to:

- Conferring of authority to perform specific medication administration activities to a worker not usually authorised but who has been determined as appropriate for the task by the delegating health professional
- Delegation is within the context of a care plan or other written instruction
- Where delegation is provided verbally it must be confirmed as soon as practicable according to organisation procedures in writing and incorporated in the care plan
- The authority is specific to an individual client within a specific care context and is not transferable
- Delegation instructions must include:
  - medication and its purpose
  - medication form and instructions e.g. enteric coated - do not crush
  - dosage and related instructions
  - route
  - contra-indications
  - any other relevant instructions or information, especially information specific to the client

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RANGE STATEMENT

Supervision refers to:

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- Supervision may be conducted by various means including:
  - in person
  - through use of electronic communications media such as telephone or video conferencing, where necessary
- Supervision level, form and frequency must be established by the delegating health professional for all work delegated to another worker
- Frequency and form of supervision will be determined by factors such as:
  - the task maturity of the person being supervised
  - the need to review and assess client conditions and progress in order to establish or alter treatment plans
- The need to correct and develop non-clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of clinical care and working within a team

Health professional includes:

- Registered nurses
- Medical practitioners
- Pharmacist
- Complementary medicine therapist (for delegation within legislative requirements, specific to their area of expertise where included in the care plan)
- Dentist

Settings may include:

- Aged care residential
- Client's home
- Group home
- Respite service

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RANGE STATEMENT

Dose administration aids may include:

- Blister packs - single dose packs and multi-dose packs

Equipment required may include:

- Aprons
- Container for dirty spoons/dishes
- Medication charts/sheets
- Gloves
- Key to medication trolley/medication cupboard
- Lubricant
- Measuring cups
- Measuring spoon
- Mortar and pestle
- Nebuliser/spacer
- Oxygen cylinder
- Oxygen mask/nasal prongs
- Pre-loaded dose administration aids for insulin
- Paper towels/tissues
- Tablet divider
- Tea towel
- Tumblers
- Water pitcher

Medication administration routes include:

- Aural
- Insulin by sub-cutaneous injection using pre-loaded syringes or pens
- Intranasal
- Ocular
- Oral
- Rectal
- Topical (including transdermal)
- Vaginal administration

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RANGE STATEMENT

Measure and/or calculate dosages includes:	• 100% accurate measurement and/or calculation of medication required as per written delegation and/or prescription, including:
	  • measurement of liquid medications into measuring cup or spoon
	  • calculation of medication mixtures and solutions
	  • use of standard formulae to calculate the number or fraction of tablets to be administered to equate to required dose
	  • calculation of the number or fraction of tablets to equate to identified weight

Prepare medications may include:	• Dispensing tablets from dose administration aids into medicine cup • Measuring liquid medications into measuring cup/spoon • Dissolving powder in water • Placing medication in nebuliser/spacer • Use of lubricant
Medication administration techniques may include, for example:	• Techniques to assist clients with difficulties swallowing • Techniques to assist clients with specific disabilities • Techniques for managing behaviours of concern
Prepare for medication administration may include:	• Discussing procedures with client • Encouraging client participation • Adjusting posture and positioning client • Seeking assistance from other staff • Providing privacy • Exposure to treatment area
Check client medication may include:	• Checking medication is free from contamination • Checking that medication, time and resident/client correlate with documentation • Checking dose administration aids for evidence of tampering

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RANGE STATEMENT

Physical or behavioural changes observed in condition of the client that must be immediately reported to a supervisor or health professional may include, but are not limited to:	• Changes to airway (e.g. choking), breathing (including slowed, fast or absent breathing, colour changes) or circulation (including unexpected drowsiness, colour change and absence of pulse) • Rash • Inflammation or redness • Swelling • Headache • Skin tone • Feelings of dizziness • Slurring of speech • Nausea and vomiting • Blurred vision • Confusion • Changes in behaviour • Anything that appears abnormal about the resident/client • Others as advised by a doctor or health professional
The form of medication may include:	• Capsules • Ear drops • Eye drops • Inhalants • Liquid • Lotion and cream • Nose drops • Patches • Pessaries • Powder • Pre-loaded syringes or pens • Suppositories • Tablets • Wafers

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RANGE STATEMENT

All checks include:	• Checking medication against the requirements • Checking client details • Checking the chart • Checking for authorisation • Checking specific delegation
Incomplete ingestion includes:	• Inability or difficulties in swallowing whole or divided tablets • Ejection of medication • Vomiting • Refusal to take medications
Document inconsistencies may include:	• Incident reports • Medical charts • Progress notes
Drug storage procedures include:	• Acting in accordance with defined job role • Locking and storing medications according to organisation policy and procedure
Required medications may include:	• Medications prescribed for client by doctor or health professional and dispensed by pharmacist in dose administration aids • PRN medications as prescribed (and identified in medication chart/sheet and/or care plan) according to relevant legislation, organisation guidelines and delegations
Client identification may include:	• Referral to forms of identification such as photographs, wristbands • Recognition by response • Confirmation from nursing/care staff
References may include:	• MIMS annual or drug reference guide • Drugs hotline/drug information line

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RANGE STATEMENT

Industry guidelines may include:

- Australian Pharmaceutical Advisory Council *Integrated best practice model for medication management in residential aged care facilities*
- State and territory health department legislation, policies and guidelines
- Organisation policies and procedures
- Internal facility medication audits

Unit Sector(s)

Not Applicable

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CHCCS425B Support health professional

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS425A Support health professional	CHCCS425B Support health professional	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to undertake specific tasks as delegated by and under direct *supervision* of a health professional

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Application of the Unit

Application

The worker operates within the scope of their defined roles and responsibilities, within delegations established by a health professional and under supervision of a health professional

The worker is providing support delegated by a health professional to clients whose health condition is assessed by the health professional as being stable and predictable

Competency requires an awareness of and practice consistent with health legislative requirements and codes of practice and enterprise safe workplace practices

The unit must be applied strictly in accordance with relevant state/territory legislation and industry guidelines

For training and assessment pathways, experience in workplace application of the skills and knowledge identified in this unit of competency should be provided as required to support health professionals

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan to deliver specific treatment action	1.1 Obtain *instructions* about the required treatment from delegating *health professional*
	1.2 Consult delegating health professional about the treatment requirements and desired *client* outcomes
	1.4 Identify and confirm with delegating health professional expected impact of treatment on the client
	1.5 Obtain *information* about medical and psychosocial conditions that may impact on the *treatment* and discuss with delegating health professional
	1.6 Determine client readiness for the delegated treatment in line with *delegation by supervising health professional*

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ELEMENT	PERFORMANCE CRITERIA
2. Support delivery of specific treatment	2.1 Gather equipment and materials to deliver the treatment, in line with client needs, client *environment* and in line with *delegation by supervising health professional* 2.2 Check safety and efficiency of any equipment and materials and report any problems to relevant health professional 2.3 Support client in line with *delegation by supervising health professional*, in ways that promote safety, involvement and confidence, and adhere to cultural and spiritual beliefs and preference of client 2.4 Provide constructive feedback to client about involvement in activities 2.5 Seek immediate support from *delegating/ supervising health professional* if client becomes distressed, is in pain and/or communicates their desire to stop or amend the treatment 2.6 Seek immediate support from *delegating/ supervising health professional* if client shows any other adverse response to treatment 2.7 Seek immediate advice from *delegating/ supervising health professional* if client safety issues arise 2.8 Monitor client response to treatment in line with *delegation by supervising health professional*
3. Comply with organisation's procedures for handling the range of contingencies which may arise	3.1 Notify *delegating/supervising health professional* of any difficulty with treatment according to organisation procedures and protocols 3.2 Identify, report, record and address individual's reactions to treatment in line with *delegation by supervising health professional* 3.3 Identify, *document any inconsistencies* observed in provision of treatment and address in line with *delegation by supervising health professional* 3.4 *Document and address all inconsistencies* in line with *delegation by supervising health professional*

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ELEMENT	PERFORMANCE CRITERIA
4. Provide required treatment within legal parameters	4.1 Administer treatment as per treatment plan and within role responsibility according to the law and in line with *delegation by supervising health professional* 4.2 Prepare and deliver treatments according to specific requirements of the treatment plan, in strict accordance with any defined legislation and in line with *delegation by supervising health professional* 4.3 Implement *all checks* to ensure the correct treatment is given at the correct time, to the correct person, using the procedures as *delegated by supervising health professional*
5. Clean and store materials and equipment	5.1 Clean any equipment according to manufacturer's requirements, infection control requirements and organisation protocols 5.2 Store equipment according to manufacturer's requirements, infection control requirements and organisation protocols 5.3 Report equipment faults to appropriate person
6. Document client information	6.1 Use accepted protocols to document information relating to the treatment in line with organisation requirements 6.2 Provide regular feedback to the client's care team in line with *delegation by supervising health professional* 6.3 Use appropriate terminology to document symptomatic expression of identified problems related to the treatment

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Working knowledge of principles and practices of rehabilitation
- Knowledge of codes of practice for delegated work
- Legal and organisation requirements on equity, diversity, discrimination, rights, confidentiality and sharing information when supporting client treatment
- Specific health issues associated with delegated work, including:
  - chronic health problems
  - health problems with older people
  - health problems relevant to specific disabilities
- Continence management
- Understanding of the physiology of ageing
- Confidentiality and privacy requirements
- Pain management principles
- Infection control principles
- Knowledge of anatomy and physiology to underpin delegated work
- A range of treatments (as listed in the Range Statement) and their impact on client well being
- Legal frameworks/requirements associated with delegated work
- Principles and practices of assessment of individuals with complex needs
- Best practice guidelines to address complex needs
- Work health and safety (WHS) policies and procedures that relate to delegated client treatments
- Infection control policies and procedures that relate to delegated treatments
- Delegation, supervisory and reporting protocols of the organisation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Read and accurately interpret delegated responsibilities from the care plan or other

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REQUIRED SKILLS AND KNOWLEDGE

written instructions

- Ensure all work is in accordance with supervising health professional's instructions
- Follow delegated treatment instructions
- Observe and record changes in the client's condition during and after delegated treatment and report to delegating/supervising health professional
- Identify requirements outside scope of role, responsibility, knowledge and skill
- Communicate effectively with clients in a treatment relationship
- Communicate effectively with supervisors and co-workers
- Work within a multi-disciplinary team
- Establish priorities, manage time effectively and demonstrate well-developed personal organisation skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Ability to work collaboratively with clients, carers and others

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment must be completed in the workplace and reflect specific delegation by supervising health professional
- Resources essential for assessment include:
  - equipment and materials for undertaking identified treatments
  - protocols for determining client needs and goals and for measuring progress
  - infection control procedures
  - workplace health and safety guidelines
  - relevant organisation and legislative guidelines, standards and procedures

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Delegation by supervising health professional refers to:

- Conferring of authority to perform specific health support treatments and activities to a worker not usually authorised but who has been determined as appropriate for the task by the delegating health professional
- Delegation is within the context of a care plan or other written instruction
- Where delegation is provided verbally it must be confirmed as soon as practicable according to organisation procedures in writing and incorporated in the care plan
- The authority is specific to an individual client within a specific care context and is not transferable
- Delegation instructions must include:
  - specific instruction relating to the treatment and its purpose for particular client
  - expected impact of treatment on client
  - any other relevant instructions or information, especially information specific to the client

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RANGE STATEMENT

Supervision refers to:

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- Supervision may be conducted by various means including:
  - in person
  - through use of electronic communications media such as telephone or video conferencing, where necessary
- Frequency of supervision will be determined by factors such as:
  - the task maturity of the person being supervised
  - the need to review and assess client conditions and progress in order to establish or alter treatment plans
- The need to correct and develop non-clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of clinical care and working within a team

Information may include:

- Rehabilitation plan
- Client care plan
- Exercise plan
- Client treatment plan
- Instructions from the relevant health professional
- Client record
- Case notes
- Other forms according to procedures of the organisation
- Health plan

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RANGE STATEMENT

Health professional may include:

- Registered nurse
- General practitioner
- Physiotherapist
- Occupational therapist
- Podiatrist
- Speech pathologist
- Dentist
- Pharmacist
- Community nurse
- Psychiatrist

Client may include:

- Adults
- Children and young people
- Older people
- Client's recovering from a illness
- People with a disability

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RANGE STATEMENT

Treatment may include:

Treatments delegated by a health professional, and in which the worker has had training and assessment specific to the needs of each client, including:

- Asthma management, including nebulisers and according to a plan
- Bowel management
- Colostomy care
- Continence management
- CPAP
- Enteral feeding
- Foot care
- Hot and cold packs
- Naso gastric feeds
- Oral hygiene
- Oral suction
- Oxygen therapy
- PE.G. feeds
- Physiotherapy support
- Seizure management plans
- Skin integrity
- Suppositories, enemas, pessaries
- Suprapubic catheter care (but not including insertion)
- Urinalysis
- Wound care

Document any inconsistencies may include:

- Incident reports
- Medical charts
- Progress notes
- Care plans
- Health plans

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RANGE STATEMENT

Environment may include:

- Home
- Hospital
- Mental health services
- Other community setting
- Palliative care units
- Recreational setting
- Rehabilitation setting
- Residential settings
- School
- Work

All checks include:

- Checking treatment against treatment plan
- Checking client details
- Checking the chart
- Checking for authorisation
- Checking the health plan

Relevant guidelines may include:

- Organisation policies and procedures
- WHS policies and procedures
- Manufacturer specifications

Unit Sector(s)

Not Applicable

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CHCCS426B Provide support and care relating to loss and grief

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS426A Provide support and care relating to loss and grief	CHCCS426B Provide support and care relating to loss and grief	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide support for individuals who are experiencing loss, grief and bereavement

Application of the Unit

Application

This unit of competency may be applied in a range of community services contexts involving supporting individuals dealing with loss, grief and bereavement

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify effects and impact of *loss* and *features of grief*	1.1 Clarify the impact of specific loss(es) and common features of grief and trauma and their interplay at the individual, family and community level 1.2 Recognise common but also distinctive *expressions of grief* and complex grief 1.3 Take into account distinctive *social, cultural, ethnic and spiritual differences* in loss and grief 1.4 Recognise the elevated risk of developing negative impacts on health and well being after a loss 1.5 Recognise and understand disenfranchised grief 1.6 Identify and demonstrate understanding and respect for specific approaches and responses of individuals, families and communities to grief 1.7 Demonstrate understanding of *integration of loss*
2. Engage empathically with people who are living with loss	2.1 *Interact with individuals with empathy, sensitivity, professionalism and courtesy* 2.2 Identify and respect social, cultural, ethnic and spiritual differences which may affect grief and bereavement responses 2.3 Apply, within culturally appropriate boundaries *verbal and non-verbal approaches* to dealing with and responding to grieving individuals 2.4 Apply, within culturally appropriate boundaries *empathic listening skills*

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ELEMENT	PERFORMANCE CRITERIA
3. Provide support for individuals who are grieving and identify potential for healing and growth	3.1 Recognise common reactions to loss and the range of grief responses 3.2 Recognise common reactions to trauma and the range of responses 3.3 Identify individuals experiencing *difficulty in coping with grief and trauma* and link them with options for further help as needed 3.4 Demonstrate understanding of the role of complex grief reactions 3.5 Identify and assess an individual's suicide risk and where necessary refer to appropriate services 3.6 Use, within culturally appropriate boundaries communication techniques to respond to each individual's needs in relation to their grief and bereavement 3.7 Identify, suggest or use strategies for formal and informal *grief and bereavement support* 3.8 Maintain confidentiality in line with organisation practices
4. Identify, inform and refer to appropriate grief and bereavement care services and resources	4.1 Identify grief and bereavement care services available in the community 4.2 Identify *referral procedures* in accordance with organisation policies and procedures 4.3 Identify and make accessible general *grief and bereavement care information resources* 4.4 Fully inform individual about grief and bereavement care service options 4.5 Obtain feedback from individual to determine whether options are clearly understood
5. Identify and recognise *risks associated with grief and bereavement support*	5.1 Identify and recognise a range of risks associated with grief and bereavement support 5.2 Develop and implement appropriate *strategies to minimise risks associated with grief and bereavement support*

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ELEMENT	PERFORMANCE CRITERIA
6. Access appropriate supervision and debriefing	6.1 Identify the *need to access appropriate supervision* 6.2 Identify the *need to access appropriate debriefing* 6.3 Develop and implement appropriate strategies to access supervision and debriefing
7. Review and evaluate grief and bereavement support provided	7.1 Reflect on outcomes during and after support is provided 7.2 Identify where further support is required 7.3 Review practices for continuous improvement

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Potential impact of specific loss(es) and common features of grief and bereavement at the individual, family and community level
- Potential impact of specific loss(es) and common features of trauma at the individual, family and community level
- Potential impact of specific loss(es) and common features of complex grief at the individual, family and community level
- Reactions to loss and associated expressions of grief and bereavement
- Awareness of how loss, grief and bereavement can impact on social and emotional health and well being
- Integration of loss
- Distinctive social, cultural, ethnic and spiritual differences in loss, grief and bereavement
- Awareness of the context and circumstances prior to loss and their impact on grief and bereavement
- Awareness of the broad spectrum of loss
- Strategies for formal and informal grief and bereavement support
- Available grief and bereavement care services and information resources
- Understanding of a 'stress vulnerability model'

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Recognise expressions of loss, grief, trauma and bereavement
- Respond appropriately to a range of approaches and responses to loss, grief and trauma
- Engage with individuals experiencing loss, grief trauma and bereavement with empathy, sensitivity, professionalism and courtesy
- Refer individuals who show some signs of mental illness to appropriate services

In addition, the candidate must be able to effectively do the task outlined in elements and

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REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply verbal and non-verbal approaches to dealing with and responding to grieving individuals
- Use effective communication skills, including:
  - empathic listening skills
  - use appropriate communication techniques to respond to individual needs
  - provide information clearly and sensitively
  - obtain feedback to confirm understanding
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Method of assessment:

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
- Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Loss may include:

- Primary losses
- Secondary losses:
  - losses of the internal world, such as loss of cognitive or sensory capacity
  - interaction losses
  - losses of the external world, such as material or personal losses
- Cumulative losses

Features of grief may include:

- Sadness
- Longing
- Somatic complaints
- Integration

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RANGE STATEMENT

Expressions of grief may include:

- Anger
- Anxiety
- Change in worldview
- Chronic sorrow
- Confusion
- Depression
- Despair
- Drop in self-esteem
- Fear of going mad
- Feeling unable to cope
- Guilt and remorse
- Helplessness
- Hopelessness
- Loneliness
- Questioning of values and beliefs
- Relief
- Shock and disbelief
- Suicidal ideation

Social, cultural, ethnic and spiritual differences in loss, grief and bereavement may include:

- Reactions to loss
- Individual expressions of grief and bereavement
- Cultural expressions of grief and bereavement
- Spiritual and religious beliefs relating to loss, grief and bereavement
- Coping strategies

The context and circumstances prior to loss may include:

- Socioeconomic circumstances
- Presence of mental illness in the deceased
- Age of deceased
- Family relationships

Integration of loss may include:

- Dual process
- Meaning reconstruction
- Continuing bonds
- Disenfranchised grief
- Grieving styles

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RANGE STATEMENT

Interact with individuals with empathy, sensitivity, professionalism and courtesy may include:	• Empathic listening • Identifying and affirming the grieving person's strengths and opportunities • Helping manage overwhelming feelings to facilitate coping • Using questions and concreteness to focus on identifying immediate needs and concerns • Facilitating informed choices by the grieving person • Unconditional positive regard for the grieving person • Non-judgemental approach • Genuineness of response
Appropriate verbal and non-verbal approaches may include:	• Verbal approaches that support empathy, sensitivity, professionalism and courtesy • Facial expressions, gestures, eye contact and personal space that support empathy, sensitivity, professionalism and courtesy
Empathic listening skills may include:	• Appropriate brief encouragers which help the grieving person relate their story and concerns • Reflection of feelings /thoughts, behaviours and experience (content) • Hearing the grieving person's concerns • Paraphrasing (reflection of content) • Using open and closed questions to expand or clarify understanding • Understanding the grieving person's context • Recognising when higher levels of care may be indicated • Balancing the frequency of questions • Summarising and closure • Application of listening skills within culturally-appropriate boundaries
Difficulty in coping with grief and trauma may include:	• Symptoms of separation distress • Symptoms of traumatic distress/stress • Complex grieving • Suicidal ideation

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RANGE STATEMENT

Grief and bereavement support strategies and grief and bereavement care services may include:

- Aboriginal health services
- Coronial services
- Emergency services
- Empathic listening
- General practitioners
- Group grief counselling
- Health services
- Individual grief counselling
- Palliative care services and teams
- Practical support
- Psychological services
- Spiritual and faith care services
- Support group
- Telephone counselling services

Referral procedures may include:

- Referral information
- Referral databases
- Referral protocols

Grief and bereavement care information resources may include:

- Internet resources
- Fact sheets
- Information packs

Risks associated with grief and bereavement support may include:

- Compassion fatigue
- Vicarious traumatisation
- Burnout
- Lack of adequate supervision
- Lack of access to external expertise

Strategies to minimise risks associated with grief and bereavement support may include:

- Self care
- Supervision
- Debriefing
- Back up support
- External networks and expertise

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RANGE STATEMENT

The need to access to appropriate supervision and/or debriefing may include:	• Duty of care to clients • Self care

Unit Sector(s)

Not Applicable

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CHCCS427B Facilitate adult learning and development

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS427A Facilitate adult learning and development	CHCCS427B Facilitate adult learning and development	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to facilitate individual learning by adults through a collaborative learning relationship

Identifying which learners and learning contexts may benefit from individual learning forms part of this unit

Interpersonal and communication skills to create the conditions necessary for effective individual learning and to advise, guide, support and respond to the needs of the individual learner, and so establish an appropriate relationship, are critical

The unit provides the skills and knowledge to do this, and to work with a supervisor in facilitating adult learning and development

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Application of the Unit

Application

This unit typically applies to adult language, literacy and numeracy tutors working with the support of a program supervisor as needed, with one learner or with individual learners in a small group context

The learning relationship may be face-to-face, online, via telecommunication, or using a combination of media

It may take a number of forms, including structured or semi-structured activities and formal or informal agreements and may be independent of, or part of, a broad learning and delivery strategy

Individual learning relationships may be used to help an individual or individuals meet personal or job goals, learn new skills and knowledge, or develop new learning and work behaviour

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify individual learning requirements	1.1 In consultation with learner, identify needs and goals for individual learning in the ***learning area*** and discuss with ***relevant persons***
	1.2 Consult with supervisor to identify appropriate ***individual learning techniques and processes*** and document them to support individual learning needs and goals
	1.3 Obtain ***organisational support*** for implementation, where relevant
2. Establish the learning relationship	2.1 Identify ***individual's learning style***, ***learner characteristics*** and abilities, and ***context for learning*** and discuss with supervisor
	2.2 Select or organise appropriate technique or process to facilitate individual learning and explain and discuss the basis of the technique or process with the individual learner
	2.3 Clarify and agree upon boundaries and expectations of the learning relationship
	2.4 Clarify ***additional support*** required in consultation with supervisor
	2.5 Develop and document ***individualised learning plan***, and discuss with learner

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain and develop the learning relationship	3.1 Prepare for each meeting or session 3.2 Grow the relationship and sustain active participation using effective communication and interpersonal skills 3.3 As planned with supervisor, develop ***structured learning activities*** to support and reinforce new learning, build on strengths and identify areas for further development 3.4 Demonstrate leadership and motivational skills to enable the learner to take responsibility for learning, practising ethical behaviour at all times 3.5 Observe ***learner cues*** and change approach where necessary to maintain momentum 3.6 Acknowledge, respect and value individual differences and clients with particular needs 3.7 Schedule regular meetings in consultation with both parties to monitor the effectiveness of the learning relationship
4. Close and evaluate the learning relationship	4.1 Use ***tools and signals*** developed with supervisor to determine readiness for closure of individual learning relationship 4.2 Carry out closure using appropriate interpersonal and communication skills 4.3 Seek ***feedback*** from the learner on the outcomes achieved and the value of the relationship 4.4 ***Evaluate*** whether the learning relationship met learning needs and goals 4.5 ***Reflect*** on own performance in managing the relationship, identify areas for improvement and discuss with supervisor 4.6 Document outcomes as required by the learning relationship

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Change processes, for example:
  - how people work through change
  - behaviour associated with change
- Codes of practice, standards and legal requirements relating to role, such as:
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal opportunity, racial vilification and disability discrimination
- Different learning styles and how to encourage different learners
- Effects of verbal and non-verbal communication, such as:
  - how to interpret behaviour
  - how to model behaviour and values
- How to create or adapt new learning activities as well as other learning options, learning activities and referrals
- Learning cycle, including:
  - concrete experience
  - observation and reflection
  - concept formation
  - testing new learning
- Adult learning principles
- Learner cues that may reflect difficulties with individual learning relationships
- Needs and characteristics of individual learners and current techniques to facilitate individual learning
- Requirements of the support program, including administrative and WHS
- Roles and responsibilities of those providing language, literacy and numeracy support and their specialist supervisors
- Sources of external support
- Tools to evaluate learning outcomes, such as the ACSF

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Negotiate and manage a learning relationship, while working with supervisors and learners
- Demonstrate communication skills and flexibility, using a range of processes and techniques
- Use a range of methods to evaluate the learning relationship

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills to:
  - clarify and agree upon boundaries and expectations of the learning relationship
  - confirm, clarify or repair understanding
  - provide constructive feedback
  - use verbal and non-verbal language and concepts appropriate to individual and cultural differences
- Initiative and enterprise skills to:
  - inform supervisor of learner progress and issues as required
  - identify suitable learning techniques and activities for the individual learner
  - model facilitation and learning behaviour
  - manage complex situations, including conflict
- Interpersonal skills to:
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities, while:
    - recognising and responding to verbal and non-verbal messages
    - recognising and responding to individual difference and diversity
    - acting without bias or discrimination
    - responding sensitively to diverse backgrounds and particular needs
  - facilitate individual learning through a collaborative and respectful relationship, keeping sessions learner-centred and drawing on the expertise and background of the learner
  - establish a supportive environment that builds rapport
  - use appropriate humour to lighten atmosphere
- Leadership and motivational skills to empower and inspire the learner
- Literacy skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- develop the learning plan
- maintain records and other documentation
- read and interpret relevant documentation

- Planning and organising skills to
  - organise appropriate techniques and processes to facilitate individual learning
  - prepare for learning sessions
- Teamwork skills to collaborate with supervisor to:
  - analyse learner needs
  - apply appropriate model of learning to develop learners' required skills
  - implement support strategies appropriate to learner needs
- Technical skills to:
  - determine and alter a learning plan in consultation with supervisor
  - negotiate with learners to ensure suitable learning
  - interpret information gathered and adapt own style accordingly
  - lead and motivate learners to take responsibility for their own learning
  - maintain momentum during the learning process
- Technology skills to:
  - use a range of technology to support numeracy learning
  - use software packages as part of the learning program
- Time-management skills to
  - structure sessions
  - drive the process to achieve goals

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• Competency must be demonstrated in a realistic simulated or real work environment
	• Assessment requires access to a range of opportunities defined in the range statement, including access to:
	  • individual learning plan
	  • facilitation activities
	  • evaluations from participants or organisation
	  • evidence of self-evaluation and improvement of skills, for example, a learning journal
	  • audio or video of a facilitation session

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
  - case studies
  - demonstration
  - observation
  - oral and written questioning
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Guidance information

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Learning area may be:

- Generic skills
- Life skills
- Management skills
- Organisational or individual
- Program-specific
- Skills for new or changed job role, work procedures or work skills
- Technical skills

Relevant persons may include:

- Learner
- Language, literacy or numeracy specialist
- Experienced trainer, teacher or tutor
- Mentor
- Supervisor or coordinator

Individual learning techniques and processes may include:

- Coaching or tutoring techniques
- Formal or informal process
- Mentoring techniques
- Ongoing or one-off process
- Peer relationships
- Single or double loop learning approaches
- Specific circumstance or an integrated feature of the overall learning process

Organisational support may include:

- Additional time with learner
- Agreement by organisation to provide additional assistance to individuals through identified techniques
- Venue and equipment support

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RANGE STATEMENT

Individual's learning style may include:

- Activist
- Auditory
- Global and analytical
- Kinaesthetic
- Pragmatic
- Reflective
- Tactile
- Theoretical
- Visual

Learner characteristics may include:

- Cultural background and needs
- Employment status
- Language, literacy and numeracy requirements
- Length of time resident in Australia
- Level of formal schooling in Australia or overseas
- Level of maturity
- Past learning experiences
- Preferred learning styles
- Specific physical or psychological needs

Context for learning may be:

- Defined by time requirements and built into learning activities
- Defined by the learning activities
- Determined by the area of learning
- Determined by the trainer and the learner
- Impacted by the health, safety or welfare of the learner
- In a classroom, tutorial room, meeting room, office, any agreed meeting place
- In a home, training and/or assessment organisation, college, community, university or school

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RANGE STATEMENT

Additional support may include:

- Aboriginal and Torres Strait Islander support
- Community support
- Counselling services
- Disability support
- English language, literacy and numeracy support
- Ethnic support services
- Interpreting services
- Support for learners affected by displacement and other trauma

Individualised learning plan may include:

- Contingency plans
- Goals to be achieved that reflect learner interests, needs and abilities
- Logistics of the learning relationship, for example:
  - period of relationship
  - frequency of meetings and length of sessions
  - location of meetings or contact
- Structure of the learning relationship, for example:
  - activities to be undertaken
  - monitoring processes
  - tools and equipment needed
  - shadowing
- WHS considerations

Structured learning activities may include:

- Demonstrations and role plays
- Direction, guidance and mutual discussion
- Learning journal
- Practice opportunities
- Projects
- Readings and research
- Role modelling
- Video and audio analysis
- Written exercises

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RANGE STATEMENT

Learner cues may include:

- Evidence of frustration, distraction, stress
- Evidence of problems or issues which may be personal or related to the individualised learning
- Level of communication and interaction
- Level of dependence or independence
- Level of ease or difficulty in undertaking learning activities
- Level of engagement or disengagement
- Regular or irregular attendance
- Stagnation in learning

Tools and signals may include:

- Agreed time period over
- Level of independence in learning
- Measure of improvement in a particular area
- Readiness to maintain learning through other means or modes
- Self-assessment by the learner
- Severe or fixed blockages in the relationship

Feedback may be:

- Formal and informal discussion with learner and others
- Interview
- Written questionnaire

Evaluation may look at:

- Achievement of other outcomes as a result of the relationship
- Development of new goals or skills
- Development of or increase in the self-confidence and capacity to learn of the learner
- Increased or new motivation to learn
- Level of attendance by learner
- Successful achievement, rate of achievement, or lack of achievement of identified goals

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RANGE STATEMENT

Reflection may include:

- Asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
- Reviewing feedback from learner and identifying critical aspects and areas for improvement
- Reviewing records and journals on sessions and critically evaluating own performance

Unit Sector(s)

Not Applicable

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CHCCS500B Conduct complex assessment and referral

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS500A Conduct complex assessment and referral	CHCCS500B Conduct complex assessment and referral	Updated terminology 'challenging behaviour' to 'behaviours of concern'.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to conduct an appropriate individual assessment and make appropriate referrals where multiple issues present

Application of the Unit

Application

These skills and knowledge are to be applied by a worker independently conducting an assessment and making referrals

It involves use of established assessment tools and/or processes, according to specified guidelines

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for the assessment	1.1 Establish rapport with clients, by demonstrating respect and non-judgemental attitude
	1.2 Identify need for assessment based on organisation policy and procedure
	1.3 Identify and use appropriate *assessment tools and processes* according to organisation policy and procedures
	1.4 Organise appropriate time and place for the assessment in conjunction with the person being assessed
	1.5 Explain privacy principles, organisation policy and procedure and obtain consent from the person
	1.6 Ensure appropriate interpreter is available and has been briefed

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ELEMENT	PERFORMANCE CRITERIA
2. Assess client needs	2.1 Identify own limitations in assessing and addressing client needs and, where appropriate, seek assistance from colleagues, senior staff and/or experts in the area 2.2 Use appropriate language and interpersonal skills to identify the diverse needs of clients 2.3 Clearly explain to clients the assessment process and how information is used, including duty of care and organisation policy and processes for mandatory reporting 2.4 Implement risk management processes, as required, to ensure *safety of client and worker* 2.5 Identify the needs of people who have *multiple and complex issues* 2.6 Ensure clients are assisted to identify their own needs and any risk factors 2.7 Demonstrate understanding of the potential impact of dual/multiple issues on identifying and prioritising need
3. Analyse client needs as a basis for meeting them	3.1 Work with the client to analyse and prioritise their needs 3.2 Seek secondary consultation from specialists as required to assist in assessment with clients 3.3 Assess information about client needs in accordance with accepted organisation procedures to inform decisions about relevant services which can be provided to best address client needs 3.4 Assess client information for complexity, urgency and eligibility so priorities for service delivery can be identified 3.5 Ensure decisions about client needs are based on a full range of relevant information and made in conjunction with the client

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ELEMENT	PERFORMANCE CRITERIA
4. Identify and refer to appropriate services to meet client needs	4.1 Identify services which match client needs from within and outside the organisation 4.2 Identify and access relevant networks, to ensure referral of clients to appropriate services 4.3 Undertake appropriate work to assist clients to access targeted services from within and outside the organisation 4.4 Provide information about other services to clients to assist their decision-making about referral to other agencies 4.5 Empower clients to identify services they prefer for referral 4.6 Gain consent and document for referral to other services 4.7 Provide assistance to complete referral forms and access services, if required 4.8 Encourage clients to advocate on their own behalf to access services 4.9 Make active referrals to services identified in conjunction with the client 4.10 Make referrals to protective services in accordance with mandatory reporting legislation and organisation policy and procedure
5. Evaluate assessment and referral processes	5.1 Review the allocation of services delivered to meet client requirements routinely, or as required to ensure a continuing match 5.2 Review changes in circumstances, environmental factors or urgency of client needs in accordance with organisation practices and procedures to ensure client needs continue to be met 5.3 Collect client feedback on adequacy of service delivery as required by the organisation to inform revision of service delivery arrangements 5.4 Routinely seek feedback on individual performance in client service delivery from colleagues and clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of own work role and responsibilities
- Understanding of validity and reliability requirements for assessment
- Understanding of assessment process requirements
- Basic understanding of types of assessment, including:
  - domain based assessment
  - norm based assessment
  - competency based assessment
- Communication skills required to conduct an individual assessment
- Organisation policy and procedure associated with individual assessment
- Reporting requirements of individual assessment
- Consent requirements for dissemination of a person's assessment results

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct an assessment within defined guidelines
- Report on assessment results

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Liaise and report to appropriate persons/agencies
- Adhere to own work role and responsibilities
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:

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REQUIRED SKILLS AND KNOWLEDGE

- this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
- industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records

- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Apply basic problem solving skills to resolve problems within organisation protocols
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace or simulated workplace where assessment can take place
  - relevant organisation policy, protocols and procedures

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EVIDENCE GUIDE

Method of assessment	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assessment tools and processes include:	• Strengths-based assessment • Domain based assessment • Norm based assessment • Competency based assessment
Safety of client and worker may refer to:	• Domestic violence • Unpredictable client behaviour (e.g. aggression, dementia, mental health issues, alcohol and other drugs (AOD) issues) • Hazardous environments • Specific identified health and safety risks

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RANGE STATEMENT

Multiple and complex issues may include:	• Mental health • Drug and alcohol • Family violence • Poverty • Disability • Behaviours of concern • Age • Aboriginality • Cultural diversity

Unit Sector(s)

Not Applicable

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CHCCS502C Maintain legal and ethical work practices

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS502B Maintain legal and ethical work practices	CHCCS502C Maintain legal and ethical work practices	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to maintain the application of legal and ethical work practices by monitoring, coordinating and promoting their importance in providing community services and supporting duty of care requirements

Application of the Unit

Application

This unit is to be assessed in relation to the specific legal and ethical context of the work role/s and requirements to which it applies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote the importance of applying legislation and common law relevant to work role	1.1 Identify and explain legal responsibilities and obligations relating to identified work role/s 1.2 Identify and explain *key statutory and regulatory requirements* relating to identified work role/s 1.3 Encourage staff to clarify and fulfil duty of care responsibilities in the course of practice, to accept responsibility and be accountable for own actions and to maintain confidentiality in line with organisation guidelines 1.4 Identify and promote opportunities for staff to involve *clients* in decision-making and to seek client agreement prior to service provision

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor application of organisation policies and practices	2.1 Monitor work performance to ensure organisation policies, protocols and procedures are appropriately and consistently addressed 2.2 Provide information and support to initiate and contribute to the review and development of policies and protocols in line with work role 2.3 Clarify scope of work for staff to address requirements of position specifications and role responsibilities 2.4 Provide clarification for any uncertainty with regard to scope of practice in line with organisation requirements and legal and ethical guidelines 2.5 Monitor work instructions provided to staff to ensure their clarity and appropriateness in line with organisation requirements and legal and ethical guidelines
3. Monitor ethical work practices	3.1 Monitor service delivery to ensure client *rights* are protected and services are delivered to clients with respect for diversity of personal values, beliefs and attitudes 3.2 Monitor staff ability to use effective problem solving techniques when exposed to competing value systems 3.3 Identify potential ethical issues and ethical dilemmas in the workplace and discuss with staff to ensure maintenance of ethical work practices 3.4 Use codes of ethics to recognise and *report* unethical conduct according to established protocols

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ELEMENT	PERFORMANCE CRITERIA
4. Take corrective action when client rights and interests are not being protected	4.1 Ensure client and/or their advocate/s are supported to identify and express their concerns 4.2 Instigate and monitor referral of client and/or their advocate/s to advocacy services as appropriate 4.3 Manage client complaint/s in line with organisation policy and protocols 4.4 Take action in line with organisation protocols to address witnessed signs or evidence consistent with financial, physical, emotional, sexual abuse and/or neglect of the client 4.5 Work with an understanding and appreciation of the role and responsibilities of legal guardians

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Application of duty of care principles and codes of ethics to a relevant range of work roles
- Basic understanding of key concepts in Australia's legal system
- Definitions and explanations of the terms 'ethics, ethical thinking and morality'
- Distinction between ethical and legal problems
- Implementation of strategies for contributing to the review and development of policies and protocols
- Implementation of strategies for managing abuse of a client
- Implementation of strategies for managing complaints
- Importance of ethics in practice
- Knowledge of key statutory, legislative and regulatory requirements relevant to work area, specifically including work health and safety (WHS)
- Management of common legal issues relevant to work area, such as:
  - assault and battery
  - bailment
  - consent
  - defamation
  - negligence
- Overview of relevant legislation in the sector and jurisdictions including contracts
- Principles and practices for upholding the rights of the children and young people
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Principles of access and equity relevant to provision of community services
- Principles of ethical decision-making
- Relevant standards and code of practice in the sector
- Reporting mechanisms and corrective actions appropriate to managing suspected abuse of a client
- Rights and responsibilities of clients

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REQUIRED SKILLS AND KNOWLEDGE

- Rights and responsibilities of workers
- Role and responsibilities of legal guardians
- Strategies for addressing common ethical issues
- Types of abuse experienced by clients (including systems abuse and unintentional injury)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of responsibilities, constraints and issues relating to a range of work roles in line with work area and organisation policies, protocols and procedures
- Monitor and manage application of legal and ethical work practices
- Provide information and support to staff to enhance the application of legal and ethical work practices and correct misunderstanding and/or inappropriate application of legal and ethical guidelines
- Provide support to staff in resolving and dealing with legal and ethical issues arising in the workplace
- Recognise and manage unethical conduct in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading, writing and oral communication skills required to fulfil work role in a safe and appropriate manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to access, interpret and provide oral and written explanations relating to legal documentation re workplace issues and to clarify information and express encouragement and support
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to monitor and enhance the achievement of service objectives

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Essential knowledge covered in this unit is to be assessed ***before*** application in a work context, especially where client safety issues are involved
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
  - relevant legislation and regulations, organisation policy, protocols and procedures

Method of assessment may include:

- Case study and scenario analysis
- Observation in the workplace
- Questioning
- Role play simulation
- Written assignments/projects

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Children and young people
- Individuals living in government funded services and/or institutions to 'clients'
- Individuals living in residential aged care environments
- Individuals living in the community
- Job seekers
- Prospective individuals to the service or services

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RANGE STATEMENT

Contexts may include:

- Client's own dwelling
- Community centres
- Community, government or private agency or organisation
- Independent living accommodation
- Residential aged care facilities

Key statutory and regulatory requirements may include those related to:

- Building standards
- Criminal acts
- Discrimination and harassment
- Equal employment opportunities
- Freedom of information
- Health records legislation
- International and national standards
- Mandatory reporting
- Work health and safety (WHS)
- Pharmaceutical benefits
- Poisons and therapeutics
- Privacy legislation
- Public health
- Registration and practice of health professionals
- Residential and community services

Report may include:

- Non-verbal (written):
  - case notes
  - incident reports
  - progress reports
- Verbal:
  - face-to-face
  - telephone

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RANGE STATEMENT

Rights may include:

- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

Rights are detailed in:

- Accreditation standards
- Industry and organisation codes of ethics and/or codes of conduct and practice
- Industry and organisation service standards
- International and national charters
- Legislation
- Units of competency

Principles of access and equity may include:

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

Unit Sector(s)

Not Applicable

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CHCCS503B Develop, implement and review services and programs to meet client needs

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS503A Develop, implement and review services and programs to meet client needs	CHCCS503B Develop, implement and review services and programs to meet client needs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify, develop, implement, monitor and review programs to meet the needs of clients

Application of the Unit

Application

This unit may apply in a range of community service contexts and may focus on services and programs to address specific client issues, in areas of work such as: aged care, disability, mental health and alcohol and/or other drugs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify programs and service requirements to meet client needs	1.1 Use client information to target service provision for *clients* and to enable quality service to be provided 1.2 Investigate the needs of clients according to organisation procedures 1.3 Establish and apply procedures to monitor, assess and report client satisfaction with service delivery 1.4 Interact and consult with clients as required to monitor changing needs so they can be addressed 1.5 Seek advice or services from other workers or agencies or primary health practitioners as required

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ELEMENT	PERFORMANCE CRITERIA
2. Develop and implement programs for meeting client needs	2.1 Undertake appropriate planning to ensure client needs are met 2.2 Put in place mechanisms to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate 2.3 Develop programs as required 2.4 Review *client services* in consultation with clients and other *relevant people* including primary health practitioners 2.5 Monitor client service delivery to ensure it upholds the organisation's reputation, addresses individual client differences and meets duty of care responsibility 2.6 Identify and address problems in addressing client needs in accordance with organisation procedures 2.7 Maintain all relevant documentation relating to clients and service delivery and communicate in accordance with organisation procedures 2.8 Maintain high standards of client service delivery in line with procedural and legislative requirements 2.9 Seek provision of services from other workers, agencies or primary health practitioners as required 2.10 Facilitate strategies and opportunities to meet the needs of people and develop according to organisation policies and procedures 2.11 Facilitate individual differences, rights, needs and preferences within programs 2.12 Incorporate *special needs* in the development of programs and services 2.13 Communicate the needs of clients to carers and other workers as required 2.14 Make available *appropriate program resources*

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and review programs	3.1 Ensure changes to client service are within policy and budgetary frameworks
	3.2 Ensure the provision of *training as required for implementation* to meet changing client needs and community expectations
	3.3 Modify specified aspects of the service or service delivery as needed to meet changing client and service requirements
	3.4 Ensure changes to client service are within procedural and legislative requirements and maintain high standards of delivery
	3.5 Undertake appropriate planning to ensure client needs are met
	3.6 Develop required programs
	3.7 Make referrals to external services as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Design and development of client services and principles of effective service delivery
- Specific client services provided by the organisation and associated policies and procedures
- Strategic planning and organisation development
- Evaluation principles and practices
- Local, Commonwealth or State services and associated Commonwealth or State regulations, acts or guidelines re service provision
- Community resources
- Cultural differences and practices
- Common health problems encountered in clients
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, such as:
  - alcohol and other drugs (AOD)
  - cultural and linguistic diversity
  - risk of self-harm
  - gender issues and specific needs of women and/or men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health
  - homelessness
- Where clients are aged the following specific knowledge is required:
  - maximising independence
  - health promotion
  - emotional, psychological and spiritual needs
  - cultural, religious and ceremonial needs
  - maintenance of an adequate diet
  - dementia
  - personal hygiene

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REQUIRED SKILLS AND KNOWLEDGE

- dressing and grooming
- mobility and exercise

- Where clients may have disabilities the following specific knowledge is required:
  - relevant legislation relating to disability issues
  - relevant specific culture and language used by people with disabilities
  - knowledge specific to working with families and family systems
  - understanding different client requirements according to different disabilities
  - networks in the disability sector
- Where clients may have disabilities the following specific knowledge is required (contd):
  - consumer needs and rights including duty of care
  - principles of empowerment/disempowerment in relation to people with disabilities
  - principles of access and equity
  - current issues facing clients and existing services for addressing needs and rights
  - principles and practices of confidentiality
  - knowledge specific to working with people from culturally and linguistically diverse backgrounds
  - knowledge specific to working with people at risk of self-harm
  - organisation policies, practices and programs relating to the work role
  - organisation work health and safety (WHS) policies and procedures
  - organisation philosophy and guidelines
  - rights and responsibilities of people with disabilities
  - understanding of stereotypes of people with disabilities
  - available client services
  - awareness of own attitudes to people with disabilities
  - awareness of discriminatory actions
  - common risks to safety
- Where clients experience mental health issues the following specific knowledge is required:
  - structural, political and other social factors which operate to maintain discrimination against people affected by mental health problems
  - structural, political and other social factors which can be addressed to improve mental health promotion, such as:
  - gender
  - language
  - culture
  - ethnicity
  - age
  - socioeconomic status
  - broad knowledge of mental illness and disability issues

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REQUIRED SKILLS AND KNOWLEDGE

- internal structure of the mental health system and its relationship within the broader context of health services, welfare services and government
- policies relevant to mental health at national, state and local level
- relevant agencies and services which may assist in promoting and advocating for mental illness and/or psychiatric disability issues
- political lobbying processes
- use of media for advocacy purposes
- key stakeholders and how to access them
- understanding of the balance between the rights of the general community and the rights of people with a mental illness and/or psychiatric disability
- relevant regulatory, legislative and legal requirements relating to mental health issues

- Where clients experience mental health issues the following specific knowledge is required (contd):
  - knowledge specific to working with people from culturally and linguistically diverse backgrounds
  - knowledge specific to working with people at risk of self-harm
  - knowledge specific to the following areas:
  - working with clients with alcohol and other drugs issues
  - working with women
  - working with men
  - working with children and young people
  - working with aged clients
  - working with corrective services clients
  - working with Aboriginal and Torres Strait Islander clients
  - community education
- Where clients experience AOD issues the following specific knowledge is required:
  - legal and organisation knowledge:
  - legal and organisation requirements for client registration, allocation and referral
  - organisation policies on reporting and confidentiality
  - organisation policies and procedures for documenting work with clients
  - understanding agency role, agency target group and the impacts on the local community
  - range of AOD specific treatment intervention options including detoxification, in-patient treatment programs, outpatient treatment services, and brief interventions
  - effects of AOD use:
  - signs and symptoms of medical risk associated with AOD use
  - stages and symptoms of AOD withdrawal
  - basic health issues relating to alcohol and/or other drugs use e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others

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REQUIRED SKILLS AND KNOWLEDGE

- basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly
- the effects of alcohol related brain injury
- consequences and effects of drug substitution/replacement
- effects of prescribed drugs on the use of other drugs
- patterns of drug use in Australia and the local community
- range of use and use scenarios e.g. lifestyle context of illegal drug use
- legal issues:
- legal status of drugs
- legal issues surrounding AOD use
- policy:
- public health model - interaction of impact of drugs, individual and the environment
- harm minimisation including a range of approaches: prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use

- Where clients experience alcohol and other drugs issues the following specific knowledge is required (contd):
  - working with clients:
  - common relapse precipitants
  - a range of strategies for working with clients
  - strategies to promote participation in programs
  - range of cultural contexts - lifestyle, set of beliefs, customs
  - client empowerment/disempowerment
  - rights of workers and clients
  - different lifestyles
  - self-esteem, abuse issues, self-awareness, own biases, ethical obligations re: helping relationships
  - types of counselling e.g. motivational interviewing, brief and intensive intervention, relapse prevention
  - protocols around use of interpreters
  - client-centredness
  - case management principles
  - working with clients at risk of self-harm:
  - suicidal or self-harming behaviour, ideation or intention
  - no-suicide contracts and other protective strategies
  - links between predisposing factors for self-harm, drug use and mental health problems
  - legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult effectively with the client/s
- Respond to specific client needs
- Establish and maintain a network of service providers, including health practitioners

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse client needs
- Demonstrate oral communication skills required to fulfil the job role in the organisation/service:
  - oral communication skills may include:
  - listening, asking questions, providing encouragement, clarifying meaning, clarifying a situation, explaining the needs of aged people to other workers
  - language used may be English, sign language or community language depending on client group
- Demonstrate literacy competence required to fulfil the procedures of the organisation/service:
  - language used may be English or community language depending on the service/ organisation
- Demonstrate written communication skills required to fulfil the job role as specified by the service/organisation:
  - Written skills may include:
  - completion of reports or documentation, selecting appropriate language and detail depending on the purpose of the report and the intended audience (e.g. documentation for funding, accreditation documents, client notes etc)
  - language used may be English or a community language depending on client group and organisation
  - communication support is incorporated as required (e.g. using dictionaries, medical books, other reports)
- Demonstrate reading skills required to fulfil the job role as specified by the service/organisation:
  - skills may include reading written material such as policies, procedure manuals and program materials, understanding and interpreting their content
- Demonstrate application of skills in:
  - Consultation
  - Strategic planning

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REQUIRED SKILLS AND KNOWLEDGE

- Organisation development
- Review and evaluation
- Safe and effective use and coordination of relevant technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment should include all aspects of service provision i.e. analyse, review, plan and develop service etc
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace e.g. testimonials from clients

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client services are:	• Specific to the organisation
Clients may include:	• Individual members of the public • Other organisations, community groups, individuals and health providers • Other work areas of the organisation • Senior management • Service users
Relevant people may include:	• Clients • Family and personal network of clients • Other workers including health providers

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RANGE STATEMENT

Special needs may relate to:	• Disabilities • Language • Gender • Culture • Age • Remote location
Training as required for implementation may be identified by:	• Relevant program manager • Supervisor
Appropriate program resources may include:	• Aids and equipment • Qualified and/or specially trained staff

Unit Sector(s)

Not Applicable

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CHCCS504B Provide services to clients with complex needs

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS504A Provide services to clients with complex needs	CHCCS504B Provide services to clients with complex needs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by community workers to provide services to people with complex needs

Application of the Unit

Application

This unit applies to workers in the community services sector who may be working with people who have complex and multiple needs

Workers may include social housing workers, mental health workers, family violence workers, drug and/or alcohol (AOD) workers, disability workers, forced migrant workers and generalist support.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with clients facing a range of issues	1.1 Apply a demonstrated understanding of issues that client may face including: • mental health • AOD • imprisonment • family violence • homelessness • child protection • disability • trauma/grief • acquired brain injuries • cultural issues 1.2 Apply a demonstrated understanding of associated and impacting issues: • access and equity to services in the wider social environment • trauma/grief • health • cognitive/social • personal safety 1.3 Recognise the impacts *complex issues* may have on significant others

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ELEMENT	PERFORMANCE CRITERIA
2. Develop strategies to engage clients with one or more identified needs	2.1 Recognise impacts of stigma associated with *complex needs* on an individual, their family and significant others and on the community 2.2. Undertake a work health and safety (WHS) assessment of the environment and personal safety 2.3 Apply appropriate personal boundaries 2.4 Demonstrate rapport building techniques and trust development with the client 2.5 Use appropriate strategies and procedures to identify and respond to potential behavioural issues 2.6 Observe and monitor behaviour to identify behavioural risk 2.7 Respond to behavioural risk to ensure *safety of client and self* and report and/or refer appropriately
3. Assess and prioritise need	3.1 Identify needs in conjunction with the client 3.2 Assess client safety needs in conjunction with the client 3.3 Determine priorities in conjunction with the client 3.3 Coordinate a plan in conjunction with the client to address identified needs 3.4 Recognise circumstances in which a service and/or worker is no longer able to provide the level of service required

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ELEMENT	PERFORMANCE CRITERIA
4. Refer and follow up identified needs	4.1 Access and/or negotiate resources in order to deliver identified services 4.2 Communicate with other organisations and share information in accordance with appropriate protocols and relevant legislation 4.3 Determine all service providers' understanding of the service delivery plan and their roles and responsibilities within that plan 4.4 Seek feedback from the client and/or their advocate when evaluating effectiveness of the service delivery plan 4.5 Seek advice and assistance from relevant professionals where appropriate when the client's goals are not being reached

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements:
  - relevant acts
  - privacy
  - duty of care
- Work health and safety (WHS)
- Customer service principles
- Personal values
- Access and equity principles
- Social justice principles
- Psychological first aid principles
- Consumer rights and responsibilities
- Broad understanding of community services sector including:
  - mental health
  - AOD
  - gambling
  - torture/trauma/grief/loss
  - disabilities
  - behavioural disorders
  - family violence
  - child protection
  - prison system
  - social housing/homelessness

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prioritise and manage the changing service needs of the client with complex and multiple

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REQUIRED SKILLS AND KNOWLEDGE

needs

- Recognise own limitations and need for assistance
- Recognise agency's limitations
- Work collaboratively with colleagues, professionals and other services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - negotiation and persuasion
  - liaising and networking
  - safety assessment
- Demonstrate oral communication skills required to develop rapport with client
  - oral communication skills may include:
    - listening
    - asking questions
    - providing encouragement
    - minimising impact of behaviours of concern
  - language used may be English, sign language or community language depending on client group
- Demonstrate literacy competency required to fulfil the procedures of the organisation/ service
- Safely use and coordinate the use of relevant technology effectively in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- This unit may be contextualised to reflect its application to:
  - a range of age related areas such as youth work and aged care
  - a range of 'issue' types
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• In particular, assessment is recommended in conjunction with:
	  • CHCCS500B Conduct complex assessment and referral
	  • CHCNET501C Work effectively with other services and networks
	• Resources required for assessment include:
	  • access to appropriate workplace or simulated workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Safety of client and self may refer to:	• Domestic violence • Unpredictable client behaviour (e.g. aggression, dementia, mental health issues and AOD issues) • Hazardous environments • Specific identified health and safety risks
Complex issues may include:	• Mental health • AOD • Family violence • Poverty • Disability • Behaviours of concern • Age • Aboriginality • Cultural diversity
Complex needs with associated stigma may include but are not limited to:	• Mental illness • Homelessness • AOD use • Family violence

Unit Sector(s)

Not Applicable

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CHCCS505B Provide supervision support to community sector workers

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS505A Provide supervision support to community sector workers	CHCCS505B Provide supervision support to community sector workers	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide supervision as a support for workers in the community services industry, including providing backup support, performing a range of administrative tasks and providing a structured debriefing process

Application of the Unit

Application

This unit of competency is to be applied in the context of providing support for community services workers

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide supervision support for community service workers	1.1 Maintain regular contact with workers to demonstrate availability for back-up at all times
	1.2 Monitor workers to ensure their conduct maintains physical and psychological safety of clients, self and other workers
	1.3 Promote and maintain a high level of care consistent with work role practice and ethical guidelines
	1.4 Provide coaching as required to support work strategies in line with organisation and/or practice guidelines
	1.5 Assist worker to provide referral support for clients as required and within organisation guidelines
	1.6 Instigate interventions as required to address emergency situations
	1.7 Collaboratively establish the goals and purpose of each supervision event with the worker
	1.8 Ensure supervision is used in a way that best helps clients and fulfils duty of care obligations

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ELEMENT	PERFORMANCE CRITERIA
2. Provide administrative assistance in community service work context	2.1 Provide administrative support if required to ensure availability of services in line with organisation policy 2.2 Monitor technical aspects in the workplace and report on related issues in line with organisation policies and procedures 2.3 Complete supervision reports after each contact to reflect *significant interventions* 2.4 Maintain ongoing communication with workers' line manager as required regarding supervision contacts
3. Provide *structured debriefing*	3.1 Evaluate worker's supervision needs and identify any areas for skills development 3.2 Provide a structured debriefing process for workers requiring assistance to address needs and within organisation guidelines 3.3 Provide constructive feedback about the worker's performance and the supervision process as appropriate within organisation guidelines 3.4 Review the supervision process with the worker and seek feedback about effectiveness 3.5 Provide limited and structured skills-based supervision as appropriate in line with scope of own work role and organisation guidelines 3.6 Refer workers for further skills-based supervision where needs identified in line with organisation policies and procedures 3.7 Report any breach of ethics or professional practice, or significant disagreement regarding supervision to manager (or equivalent) in line with organisation's dispute resolution policy

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ELEMENT	PERFORMANCE CRITERIA
4. Maintain professionalism and skills development	4.1 Regularly update own knowledge and skills in supervision practice and procedures in line with organisation guidelines 4.2 Regularly attend supervision meetings, seek additional supervision and undergo performance appraisals as required to maintain necessary skills and up-to-date knowledge of organisation policies and procedures 4.3 Ensure own supervision practice is in keeping with and promotes the values, ethical guidelines, policies and procedures of the organisation 4.4 Consistently set and maintain boundaries between workplace and supervision processes, so performance responsibility remains with worker 4.5 Ensure supervision process remains confidential in relation to information pertaining to worker, client and workplace 4.6 Take all reasonable steps to ensure that any personal or social contact with workers does not adversely affect the supervision process 4.7 Work with respect for the value and dignity of workers and clients with due regard for policy and standards relating to discrimination of all forms, and equal rights and opportunities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the advantages and limitations of on call duty supervision
- Regularly updated knowledge of the organisation's procedures, policies and resources
- Awareness of best practice interventions and appropriate skills suitable for work role
- Updated knowledge of referral sources and other general government and community services that may assist the worker and client
- Demonstrated knowledge of organisation's crisis procedures
- Knowledge of crisis intervention techniques and structured debriefing techniques
- Knowledge of organisation's supervision model, including:
  - model of procedures (i.e. how to go about supervising)
  - need to routinely cover these procedures during each supervision contact
- Awareness of links between work role and legal/ethical dilemmas that have implications for the organisation
- Awareness of the limitations of supervision as carried out in relation to the work environment
- Limited knowledge of the developmental models of supervision
- Knowledge of basic indicators that signify mental health concerns or potential child abuse

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide work-based and structured debriefing support to workers in the community services industry
- Guide workers through organisation policy and procedure
- Demonstrate a high level of professional ability and display a calm attitude in emergency situations
- Demonstrate competency in applying supervision models and practices, and well developed communication skills

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REQUIRED SKILLS AND KNOWLEDGE

- Consistently apply relevant technical knowledge to the supervision situation, including:
  - identify core skills required for service delivery in the sector
  - model these skills for the worker
- Identify concerns related to work practice and skills that may need to be assessed by staff during follow up supervision
- Facilitate emergency interventions, including:
  - conduct risk assessments decisively
  - evaluate situations
  - minimise risk
  - act appropriately
- Identify basic indicators that signify mental health or child abuse concerns
- Identify workers' support needs on-the-job or after an incident, including assessing when a worker may require further debriefing or supervision
- Assist worker with the referral needs of clients
- Deliver constructive feedback to workers

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use relevant workplace technology safely and effectively in line with work health and safety (WHS) guidelines
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The candidate must provide evidence of a high level of experience in the workplace prior to undertaking assessment in this unit of competency
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources for training in and assessment of crisis intervention competencies needs to be available to:
  - provide initial and ongoing training
  - ensure baseline knowledge and skills following basic training
  - observe implementation of these competencies in actual work situations and simulated role plays
  - facilitate learning through reflection on practice and integration of supervisory feedback

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EVIDENCE GUIDE

Method of assessment:

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
  Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises
  - observation of work practice
  - response to and integration of supervisory feedback

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Significant interventions may include:

- Crisis concerns
- Emergency interventions
- Debriefing

Structured debriefing may be provided, for example:

- After a difficult interaction with a client
- At the end of a program, project or work period
- During implementation of a new program or service

Unit Sector(s)

Not Applicable

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CHCCS506A Promote and respond to workplace diversity

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to value, promote and respond to diversity in the workplace It enables the worker to identify and understand the role, benefits and challenges of diversity in their workplace, and to contribute to organisation diversity policies and processes

Application of the Unit

Application	This unit of competency is to be applied in workplaces and job roles which involve managing the impacts of a significantly diverse client base and workforce

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research *diversity* in the workplace	1.1 Collect and analyse *quantitative and qualitative workplace diversity data* 1.2 Identify and analyse *potential benefits of diversity* in relation to the workplace objectives 1.3 Share research outcomes with colleagues and include them in practice where appropriate
2. Promote an appreciation for diversity workplace	2.1 Integrate *principles of diversity* into work duties in the workplace 2.2 Identify and adapt professional development opportunities to address the needs of a diverse workforce in accordance with diversity objectives and resource constraints 2.3 Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce to those working in the workplace according to relevant policy 2.4 Identify and use diversity factors associated with clients and colleagues to address diversity objectives of the workplace 2.5 Value and encourage the experience of working with diverse clients and colleagues

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate within a diverse workplace	3.1 Manage barriers to *inclusivity* to facilitate full participation of all members of the workplace and client group 3.2 Use a range of *communication strategies* to meet the diverse needs of individuals within the workplace 3.3 Implement tailored communication strategies for targeted individual and group needs 3.4 Identify and/or develop and use resources that facilitate effective communication in the workplace 3.5 Reflect upon use of communication strategies with regard to workplace diversity
4. Contribute to workplace diversity policies and procedures	4.1 Develop diversity strategies in consultation with stakeholders including people from *key target groups* 4.2 *Advocate* for diversity strategies to be implemented in accordance with workplace policies and procedures 4.3 Develop *measures of effectiveness* to evaluate the outcomes of workplace strategies, policies and procedures for diversity 4.4 Report upon workplace diversity strategies within appropriate context

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Requirements of anti-discrimination legislation
- Definitions of diversity within legislation
- Benefits of workplace diversity
- Direct and indirect discrimination
- The profile of own workplace diversity data
- Own cultural assumptions and their effects on behaviour and work practices
- Ways to ensure effective and equitable activities to diverse clients
- Barriers to inclusivity
- EEO, equity and diversity principles
- Principles and practices of cultural awareness and cross cultural communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access and reference workplace information relating to diversity
- Analyse workplace diversity information
- Plan an approach to facilitate workplace diversity and address barriers to inclusion
- Respond to workplace diversity in accordance with workplace objectives
- Integrate diversity into planned activities
- Promote diversity in the workplace
- Contribute to diversity planning in range of workplace samples

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Reflect on own practice
- Monitor and improve own behaviour
- Use a range of communication styles to suit people from diverse backgrounds
- Access and implement relevant legislation
- Facilitate communication and enhance participation in the workplace and community
- Demonstrate the application of skills in:
  - undertake research and analysis
  - problem solving
  - observation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • The candidate must provide evidence of a high level of experience in the workplace • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - relevant workplace or simulated realistic workplace setting where assessment may take place
  - legislation, regulations, policies and procedures
  - workplace values and codes of conduct
  - workplace profile and current information on diversity issues

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a work environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Quantitative and qualitative workplace diversity data may include:

- Distribution of equity groups
- Barriers to access and participation
- Employment status
- Comparison of client and staff data
- Comparison with the rest of the community

Diversity may refer to difference related to:

- Age
- Cultural background
- Educational level
- Ethnicity
- Expertise
- Gender
- Interest
- Interpersonal approaches
- Languages
- Life experiences
- Not fitting the dominant paradigm of the organisation
- Personality
- Physical ability
- Religious/spiritual belief
- Socioeconomic background
- Thinking/learning styles
- Working styles

Analysis of data may include:

- Comparison with historical data
- Comparison with local and national data
- Desegregation and cross referencing of data on the basis of gender, disability, ethnicity and age (to identify intersections)

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RANGE STATEMENT

Potential benefits of diversity may include:

- Social justice
- Improved client outcomes
- Improved relationships
- A culture of respect and tolerance
- Cultural identity and awareness
- Acknowledgement of human rights
- Promotion of equity and fairness
- Improved access for community, clients and staff from diverse background
- Greater responsiveness to change
- Cultural enrichment
- Abilities/difference vs deficit model
- Creation of a harmonious and supportive work environment

Principles of diversity include:

- Respect for others
- Valuing difference
- Access
- Equity
- Respect for the law and system of government
- Social justice
- Human rights
- Difference vs deficit

Inclusivity refers to:

- Attitudes and environments in which all persons are treated equitably

Communication strategies may include:

- Written - electronic, letters, memos
- Verbal and non-verbal
- Presentations
- Discussions
- Conflict management
- Critical listening and questioning
- Constructive and supportive feedback
- Use of translators
- Use of languages other than English

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RANGE STATEMENT

Key target groups may include:

- Older people
- People in rural and remote locations
- Aboriginal and/or Torres Strait Islander people
- People with English as a second language
- People with a disability
- A group of people that is prescribed by regulation
- Women
- Young people

Advocate may include:

- Speaking or taking active support of another person or group

Measures of effectiveness may include:

- Statistical data
- Anecdotal records
- Policy sign off
- Changes in data collection over time
- Change in behaviour
- Reduction in grievances
- Reduction in workplace conflict
- Enhanced relationships

Unit Sector(s)

Not Applicable

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CHCCS512C Develop a service delivery strategy

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS512B Develop a service delivery strategy	CHCCS512C Develop a service delivery strategy	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to assess needs of clients, provide information and develop strategies to meet daily living and other support needs of clients

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess eligibility to access the service	1.1 Seek determination from family, other carers or other workers as to whether the clients can articulate needs where appropriate 1.2 Collect information to facilitate client information and assessment 1.3 Observe client ability to carry out *activities of daily living* and assess and document level of assistance required 1.4 *Consult clinical records and/or case history* 1.5 *Consult* client's family, friends and other services where appropriate
2. *Provide information to clients and their carers to facilitate an informed choice*	2.1 Inform clients and carers of the range of services available 2.2 Refer to other services as appropriate 2.3 Identify options in consultation with person/carer and other relevant services

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ELEMENT	PERFORMANCE CRITERIA
3. Determine strategy with client and relevant workers	3.1 Discuss client expectations and needs with the person and relevant carers and document 3.2 Obtain assessment of other workers as relevant 3.3 Analyse services to be provided and determine where referral to other services may be appropriate 3.4 Establish and document priorities of the clients 3.5 Determine and document *individual service delivery strategy* 3.6 Establish and document case manager 3.7 Agree overall service provision with the client
4. Identify potential safety risks and minimise risk of injury	4.1 Consider *risk factors for clients* in relation to priority of needs, the environment and possible consequences and plan services accordingly 4.2 Assess and document the potential for mental health, *confusion* and other factors to impact well being and safety of client 4.3 Note and document any indicators of violence 4.4 Consider potential consequences of client behaviour and implement appropriate strategies to prevent accidents 4.5 Assess any potential risks for self and other care providers and plan service provision accordingly 4.6 Assess and document risks for family carers and others involved 4.7 Investigate and report *unusual circumstances* that may indicate risk

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies and practices
- Common health problems and their effects
- Statements of rights, e.g. relevant outcomes standards documents
- Common risks to client's safety
- Own role and responsibilities
- The role and responsibilities of other health workers
- The role and availability of home maintenance and modification services
- Work health and safety (WHS)
- Funding program guidelines
- Social and political context of service delivery
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake consultation with clients, carers, family etc.
- Undertake consultation with other workers/services as relevant and required
- Demonstrate awareness of role of own service/organisation and that of other services/ organisations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills including asking questions, clarifying meaning, providing information and checking for understanding

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REQUIRED SKILLS AND KNOWLEDGE

- Take part in sustained interpersonal exchanges for the purpose of developing services, gathering or providing information:
  - language used may be English or a community language depending on the service/ organisation and client group
- Apply written communication skills required to fulfil the job role as specified by the service/organisation:
  - written skills may include the completion of reports or documentation, matching style of writing to its purpose and intended audience (e.g. funding reports, referrals to other agencies)
  - language used may be English or a community language depending on client group and organisation
  - communication support is incorporated as required (e.g. using dictionaries, medical books, other reports)
- Apply reading skills required to fulfil the job role as specified by the service/ organisation:
  - skills may include reading written material such as client records, case histories, research and information on medical conditions (e.g. latest research on dementia), policies, procedure manuals and program materials
- Demonstrate application of skills in:
  - interviewing and assessment
  - understanding the consumer perspective

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment could be conducted in one time period but must include a range of client needs

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Factors which affect abilities to carry out activities of daily living may include:

- Health
- Mobility and its decline
- Illness
- Smoking
- Diet
- Exercise
- Weight
- Occupational exposure
- Sexual activity
- Alcohol and other drugs
- Sunlight exposure
- Social factors
- Psychological factors
- Environment
- Behavioural difficulties
- Wandering
- Aggression
- Age

Activities of daily living are:

- All activities which assist the person to maintain or enhance their physical well being, such as mobility, nutrition, dressing

They do not include medical or clinical interventions

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RANGE STATEMENT

Consult may include:	• Asking and clarifying • Identifying and exploring the client's perception about their needs • Consultation with family and friends • Identification of previous patterns and preferences • Perceptions about needs • Confidentiality • Privacy and dignity requirements
Observation, analysis and determination of needs may need to be:	• Made in consultation with or verified by other relevant carers and specialists carers
Provide information to clients and their carers to facilitate an informed choice may be relayed:	• Verbally or in writing
Clinical records and case history may include:	• All records related to the client's health status • Assessments • Plans of care • Progress notes • Test results • Continence management charts • Activities programs
Input may be provided by:	• Diverse members of a multi-disciplinary team or by • More limited numbers of carers and health workers, internal and external to an organisation Not all carers will have access to all or any parts of the records or responsibilities related to completing them

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RANGE STATEMENT

Individual service delivery strategy may be based on:	• Behavioural difficulties • Prevention and response to distress • Activities of daily living • Health
Risk factors for clients may include:	• All areas to which the clients has actual or potential access • Obstacles and hazards • Furniture • Carpets • Electrical cords and appliances • Hot water
Risk will:	• Vary according to any degree of mental confusion and mobility and stability of clients
Risk factors for self and other carers may include:	• Physical limitation • Manual handling (lifting and transferring clients or equipment safely) • Deciding to proceed alone in situations where assistance is required • Current and habitual behaviour • Mental and physical status of clients
Unusual circumstances may include:	• Uncharacteristic behaviours • Environmental hazards • Accident • Incidents
Confusion may involve decline in mental health and may be evidenced by:	• Decline in memory, intellectual functions and personality, • Disorientation of time, place and persons

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Unit Sector(s)

Not Applicable

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CHCCS513C Maintain an effective community sector work environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS513B Maintain an effective community sector work environment	CHCCS513C Maintain an effective community sector work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required by those working at a management level to maintain an effective work environment in a community sector work context

It includes monitoring, coordinating and promoting ethical, safe and effective work practices in line with established work requirements

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Application of the Unit

Application

This unit applies to work in a range of community service settings such as:

- specific communities
- community, regional or remote service provider
- department of a large institution or organisation
- specialised service or organisation
- private provider

Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote ethical work practices	1.1 Monitor decision-making to ensure ethical guidelines are followed and underlying ethical complexity is recognised
	1.2 Ensure staff understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
	1.3 Ensure appropriate action is taken to address any breach or non adherence to standard procedures or adverse event
	1.4 Monitor work practices to ensure confidentiality of any *client* matter in line with *organisation policy* and procedure, regulatory requirements and/or code of practice
	1.5 Promote respect for rights and responsibilities of others through considered application of work practices
	1.6 Apply and promote knowledge and understanding of *employee and employer rights and responsibilities* in all work practices
	1.7 Identify potential conflict of interest in the workplace and take action to avoid and/or address

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ELEMENT	PERFORMANCE CRITERIA
2. Support culture of effective communication	2.1 Monitor and address *communication issues* in the workplace 2.2 Monitor oral and written communication in the workplace to ensure confidentiality of client and staff matters 2.3 Monitor workplace communication to support accuracy and understanding of information provided and received 2.4 Promote recognition of individual and cultural differences in the workplace and support any adjustments to communication needed to facilitate the achievement of identified outcomes 2.5 Promote and support a client-centred approach to community services work throughout interpersonal communication with clients and colleagues 2.6 Promote and assist with the resolution of conflict and interpersonal differences in the workplace
3. Facilitate staff education relevant to the community sector	3.1 Contribute to staff knowledge of *different sectors within community services* and how the inter-relationships between these sectors may be used to enhance their work 3.2 Maintain and share knowledge of current issues which impact on community services in own work area/organisation and as related to *different models of work* 3.3 Promote greater understanding of community services work and issues among key *stakeholders and representatives* from relevant target groups 3.4 Facilitate staff knowledge of and commitment to the *central philosophies and values* of the community services industry

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor professional work standards	4.1 Monitor implementation of organisation policies and procedures relating to awards, standards and legislative requirements of staff 4.2 Identify areas for *improving work practices* and support implementation in line with organisation policies and procedures 4.3 Check compliance of work undertaken with relevant accreditation and professional standards applying to work undertaken and address issues where pertinent 4.4 Facilitate staff understanding and focus on achieving organisation goals and objectives in work undertaken 4.5 Ensure *issues requiring mandatory notification* are identified and reported appropriately and within organisation's specified timeframes
5. Work effectively within the community services system	5.1 Establish effective relationships with workers from different sectors and levels of the industry in line with *work role requirements* 5.2 Apply knowledge of the roles and functions of relevant community services structures, organisations and systems 5.3 Maintain knowledge of current issues influencing the community services system, including issues for Aboriginal and Torres Strait Islander people and contemporary cultural issues 5.4 Work with an understanding of funding mechanisms, and how the organisation's operations are financed

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ELEMENT	PERFORMANCE CRITERIA
6. Take opportunities to develop own competence	6.1 Monitor own skills/knowledge in relation to ongoing and changing work requirements 6.2 Identify areas for personal development in line with community services industry developments, organisation requirements and personal interest 6.3 Take initiative to access and/or create development opportunities to support organisation need and personal career development 6.4 Undertake available formal and informal skill/knowledge development and maintenance activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness and management of personal bias, beliefs and values
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing clients and the sector
- Contemporary employment terms and conditions in the workplace
- Details of accreditation processes and quality improvement practices
- Definition of duty of care, confidentiality of information and ethical decision-making in relation to specific work roles and responsibilities; what constitutes a breach of these and potential ramifications of breach and non-reporting
- Detailed implications of relevant legislation, including:
  - work health and safety (WHS)
  - access and equity
  - anti-discrimination
  - privacy
  - child protection
- Organisation procedures relating to:
  - safety issues and prevention in community services work
  - emergency response
  - security
- Own and others' responsibilities within the workplace
- Role, function and objectives of the organisation, and relevance to specific work role
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Understanding and management of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Understanding of relevant organisation procedures, policies, awards, standards and

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REQUIRED SKILLS AND KNOWLEDGE

legislation and how to access them

- Understanding and application of legal and ethical framework in the community services industry
- Understanding and application of professional boundaries and need to refer appropriately
- Values, principles and ethics underpinning work in the sector including:
  - holistic and client-centred support and services
  - client needs and rights including duty of care
  - principles of access and equity
  - principles of human rights
  - principles of client safety

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Address breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation
- Monitor and promote professional and ethical work practices in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse implementation of workplace procedures and their outcomes to identify areas for improvement
- Apply decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others
- Apply functional literacy skills needed for written and oral information about workplace requirements
- Contribute to team development where appropriate
- Monitor safety issues relevant to own work context
- Use high level interpersonal communication skills with clients and other stakeholders
- Use initiative in responding to challenging situations and individuals
- Use communication skills as required by specific work role, including:
  - interpreting and following verbal and/or written instructions
  - seeking clarification of tasks
  - providing information
  - reporting incidents in line with organisation requirements
- Take a responsible approach to professional development, including:
  - taking responsibility for accessing opportunities to expand and develop own skills and knowledge

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REQUIRED SKILLS AND KNOWLEDGE

- supporting the discussion of new ideas and techniques in a range of settings
- sharing information and contributing to learning of others
- Take into account, use and promote effectively opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including efficient use of resources
- Work in a non-judgemental manner and promote similar behaviour in others

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Context of and specific resources for assessment:	• Assessment should relate to an identified work role and associated workplace conditions
	• Resources essential for assessment include any documents specific to the work context such as:
	  • instructions for the use of equipment
	  • specific instructions for staff
	  • emergency response procedures
	  • safety policies and procedures
	  • security procedures
	  • relevant accreditation standards
	  • waste management policies and procedures

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work role requirements may include:

- Accreditation standards
- Individual awards and benchmarks
- Legislation relevant to work area
- Level of responsibility
- Organisation guidelines

Organisation policy on confidentiality may relate to:

- Access to records
- Destruction of records
- Release of information
- Storage of records
- Verbal and written communication

Organisation procedures, policies, awards, standards and legislation may include:

- Accreditation and service provision standards of other relevant industry organisations
- Current Australian standards
- Federal and state legislation
- Quality management policy and practice
- Sector specific legislation and standards, for example:
  - home and community care standards
  - aged care accreditation standards
  - disability service standards
  - housing regulation and standards
  -

Client may include:

- Communities or groups
- Family and/or significant others
- Individual clients

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RANGE STATEMENT

Stakeholders and representatives may include:

- Clients
- Community organisations
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

Different sectors within community services may include but are not limited to:

- Aged care
- Alcohol and other drugs
- Child protection
- Children's services
- Community development
- Community work
- Disability services
- Employment services
- Family and domestic violence
- Housing
- Mental health
- Youth work and juvenile justice

Different models of work in the sector may include:

- Case management
- Client-centred
- Community development
- Community education
- Developmental
- Participatory
- Service delivery
- Working with families

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RANGE STATEMENT

The central values and philosophies may include:

- A holistic and person-centred approach, embracing:
  - promotion of well being of staff, clients and communities
  - early identification of problems
  - delivery of appropriate services
  - commitment to meeting the needs and upholding the rights of people
  - commitment to empowering the person and/or the community
  - ethical behaviour
  - preventative strategies
  - exercise of responsibilities and accountabilities within the context of duty of care for clients

A commitment to access and equity must be demonstrated by:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

Employee rights and responsibilities may relate to:

- Adherence to WHS
- Attendance requirements
- Confidentiality and privacy of organisation, client and colleague information
- Duty of care responsibilities
- Leave entitlements
- Obeying lawful orders
- Organisation policies and procedures
- Protection from discrimination and sexual harassment in the workplace
- The right to union representation

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RANGE STATEMENT

Employer rights and responsibilities may relate to:	• Enterprise workplace agreements • Legislative requirements for employee dismissal i.e. Workplace Relations Act • Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation) • Relevant State and Territory employment legislation i.e. wage rates, employment conditions
Issues requiring mandatory notification may include:	• Issues defined by jurisdictional legislation and/or regulatory requirements • Issues specifically identified by under organisation policies • Protection of children and others identified to be at risk
Identifying and implementing improved work practices may include:	• Application of safety practices, including for work in a range of contexts, such the client's home • Assessing/observing/measuring environmental factors • Checking equipment • Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age • Monitoring tasks • Reporting and implementing suggested improvements • Responding to surveys and questionnaires • Seeking and addressing customer feedback

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RANGE STATEMENT

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Designated knowledge/skill development may relate to:

- Cardiopulmonary resuscitation emergency response and notification protocols
- Child protection
- Communication, conflict resolution
- Cultural awareness
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Infection control
- Manual handling
- WHS
- Quality improvement policy and practice
- Security procedures
- Waste management

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RANGE STATEMENT

Communication strategies may include:	• Active listening • Appropriate communication aids • Appropriate demeanour and body language • Appropriate language • Appropriate modes of communication • Appropriate tone and presentation • Observation • Providing appropriate and accurate information • Questioning, clarifying, advising

Unit Sector(s)

Not Applicable

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CHCCS514B Recognise and respond to individuals at risk

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS514A Recognise and respond to individuals at risk	CHCCS514B Recognise and respond to individuals at risk	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes basic competencies required by community service workers to recognise and respond appropriately to signs and symptoms that indicate individuals may be at risk

The focus is on identifying and managing immediate risk in the context of a supportive helping relationship that seeks to work collaboratively with the person at risk to achieve safe outcomes

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Application of the Unit

Application

This unit may apply to people in formal helping roles in any community service context or where caregivers encounter persons at risk

This unit provides skills and knowledge to enable workers to contain the situation and minimise any immediate risk and to provide appropriate referral for crisis intervention and ongoing support as required

Workers requiring skills and knowledge to provide crisis intervention support to resource an individual beyond the situation of immediate risk need additional skills and knowledge and are advised to complete in unit CHCCS521B Assess and respond to individuals at risk of suicide

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and assess the person's current risk	1.1 Recognise and respond to signs, (such as statements, reactions, thoughts, feelings or behaviours) indicating that a person may be at risk 1.2 Attend to any hunches, while listening as a helper, perhaps from indirect communications, that suggest the client may be at risk 1.3 Ask directly about thoughts of suicide whenever there are grounds for concern If suicide thoughts are present: 1.4 Seek sufficient understanding of why the person is considering suicide, and what links them to life, to inform and facilitate the intervention 1.5 Assess current suicide risk guided by risk assessment considerations outlined in the Range Statement and by whether there is an imminent threat to the person's safety or the safety of others

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ELEMENT	PERFORMANCE CRITERIA
2. Work actively with the person to reduce the *immediate risk* and increase safety	2.1 Build a collaborative empathic relationship with person at risk 2.2 Listen to what contributed to the critical incident and affirm and strengthen links to safety and living implicit in the helping relationship 2.3 Work with person at risk to identify and agree *actions to reduce immediate danger and mobilise access to emergency assistance*, including medical help when needed 2.4 Identify and agree actions that address and reduce any risk of harm to caregivers and others potentially at risk in the situation and remain mindful of circumstances where the police may need to be involved to address safety 2.5 Seek advice and/or assistance from workplace supervisor to ensure action taken is lawful, complies with good crisis intervention practice and organisation policies consistent with that practice, ethical processes and duty of care obligations 2.6 Address work health and safety (WHS) obligations in relation to managing self and others
3. Provide referral for crisis intervention support	3.1 Encourage and enable capacity of person at risk to make informed choices about further help that deals with their crisis and associated needs for ongoing care 3.2 Acknowledge how the current helping relationship has provided foundations for further care 3.3 Explore and seek to understand and address any barriers to seeking or accepting help 3.4 Develop, with the individual, a plan and agreed first steps, to access and utilise informal supports and professional help 3.5 Refer to appropriate community services and/or health professionals as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common indicators or signs of potential risk
- Principles of crisis intervention, including relevant laws, ethical guidelines and policy requirements that support good care
- Policy around critical incidents and duty of care
- Procedures for obtaining assistance and making informed referrals to other staff and/or agencies
- Procedures for facilitating emergency interventions
- Awareness of personal values, beliefs and attitudes which may facilitate or impede crisis care and suicide intervention
- Examination of common notions about suicide
- Commitment to attend to the pain of the person at risk and work towards safe, life sustaining outcomes
- Principles of self care and support-seeking relevant to involvement in work involving responding to indications of crisis and suicidality

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Recognise and respond appropriately to signs and symptoms that indicate an individual or individuals may be at risk
- Demonstrate the capacity to work competently and independently according to the principles of effective practice and within general context of supervisory relationship
- Demonstrate accountability for own professional conduct and practice including:
  - carrying out assigned tasks
  - working effectively under the pressure of crisis situations
  - maintaining the quality of services to clients
  - strengthening links to life-sustaining options and supports to individuals in crisis
  - demonstrating a commitment to attend to the pain of persons considering or affected

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REQUIRED SKILLS AND KNOWLEDGE

by suicide and to work toward safe, life-affirming outcomes

- Facilitate links with higher levels of care and making referrals, including access to emergency medical help when needed
- Seek, integrate and apply learning from supervision and support

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - competent skills in communication, counselling and responding to individuals in crisis
  - self-monitoring and self care
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a workplace or similar environment over a number of occasions

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***must*** include observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the range statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
- In addition assessment methods may include
  - written questioning
  - role play
  - supervised/guided discussion
- Candidate's critique of their 'performance' to demonstrate cognitive understanding of theory

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Identifying potential risk involves:

- Avoiding assumptions about who may be at risk and being alert to potential risk on an individual basis in any situation
- Recognising potential warning signs that invite help and prompt enquiry about suicide, self-harm or other issues of client or community safety
- Asking directly about thoughts of suicide when there are any grounds for concern

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RANGE STATEMENT

Informed suicide risk assessments involve:

- Recognising that any suicide thoughts or acts of deliberate self-harm signal significant distress, pose potential risk of injury or death and should be taken seriously
- Assessing factors that indicate suicide risk which include, but are not limited to, the following:
  - concern is aroused by the presence of suicide thoughts and things often associated with these thoughts (such as a desire to escape pain that feels unbearable, a sense of hopelessness, current difficulty seeing alternatives to suicide and feeling alone)
  - immediate risk increases when someone has begun acting on their suicide thoughts or is preparing to do so (for example possible suicide in progress, presence of a suicide plan, available means) and / or has expressed suicidal intent
  - risk can be further exacerbated if the person is under the influence of excessive alcohol or other drug use
  - pertinent background factors, particularly prior suicidal behaviour and the presence of significant mental health problems, should be carefully assessed

A wide variety of contextual or personal considerations also help inform assessments and may include such things as significant loss, trauma, the impact of another person's suicide or a pattern of extreme agitation, anger / violent behaviour

- Identifying internal sources of safety and support (such as coping skills and beliefs) and those around them (such as family, friends and community services)
- Connections to life and living are usually present alongside thoughts of suicide and can provide foundations to build upon in increasing the safety of a person at risk

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RANGE STATEMENT

Immediate risks (*other than suicide*) *may include*:

- Client threats to harm others
- Threat of harm initiated by another, directed at the client
- Disclosures of abuse
- Indicators of physical harm and/or domestic violence

Actions to reduce immediate danger and mobilise access to emergency assistance include:

Recognising that:

- Vigilance about safety with all risk related thoughts or behaviours is essential, even though the person may be influenced by a wide range of motives in considering or engaging in deliberate self-harm
- Risks to life and safety can often be greater than individuals recognise or intend, so safe outcomes are a primary focus, regardless of stated intentions

Actions appropriate to each specific situation, but typically including the following processes and tasks:

- Affirm and build on the desire for help and safety implicit in the counselling relationship
- Work with the person at risk to identify and act on clear cooperative steps that reduce the immediate risk
- Focus specifically on factors, plans and behaviours, including unsafe use of alcohol and other drugs that endanger the person at risk at this particular time and seek to engage them cooperatively in steps that safely manage and reduce immediate risk
- Enable prompt, timely action that increases informal and professional support, mobilises access to emergency medical help when needed and enhances personal safety
- Seek to create calm environment to promote safety for person at risk, caregiver and others involved in situation
- Access support and follow advice from organisation's supervisor/ coordinator that reflect lawful, good crisis intervention practice and follow crisis management and emergency procedures
- Attend to self and others in relation to WHS in the workplace

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Unit Sector(s)

Not Applicable

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CHCCS521B Assess and respond to individuals at risk of suicide

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS521A Assess and respond to individuals at risk of suicide	CHCCS521B Assess and respond to individuals at risk of suicide	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes basic competencies required by community service workers to provide sensitive and effective intervention where risk of self-harm or suicide has been identified

The focus is on identifying and managing immediate suicide risk in the context of a supportive helping relationship that seeks to work collaboratively with the person at risk to achieve safe outcomes

Safe outcomes in this context include a clear safety plan for addressing any immediate danger to the person at risk or others, mobilising access to emergency medical help when needed and facilitating links with further care

The unit relates to managing imminent risk in ways which provide opportunity for more comprehensive assessment and the provision of further help

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Application of the Unit

Application

This unit may apply to people in formal helping roles in any community service context or where caregivers encounter persons at risk of suicide

The focus of this unit is to provide a comprehensive response to manage situations where risk of suicide may be indicated, noting that self-harm may itself result in death - intentional or unintentional

The skills and knowledge included here are to be applied to minimise risk in presenting situations and refer appropriately for *ongoing support* where required

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and assess the person's current suicide risk	1.1 Recognise and respond to signs, (such as statements, reactions, thoughts, feelings or behaviours) indicating that a person may be considering suicide 1.2 Attend to any hunches, while listening as a helper, perhaps from indirect communications, that suggest the client may be considering suicide 1.3 Ask directly about thoughts of suicide whenever there are grounds for concern If suicide thoughts are present: 1.4 Seek sufficient understanding of why the person is considering suicide, and what links them to life, to inform and facilitate the intervention 1.5 Assess current suicide risk guided by risk assessment considerations outlined in the Range Statement and by whether there is an imminent threat to the person's safety or the safety of others 1.6 Follow steps outlined in elements 2, 3 and 4. If the person indicates she/he is not thinking of suicide and no suicidal intent, plans, or behaviour are evident: 1.7 Work collaboratively with the person to provide support and facilitate access to further care as needed - guided by elements 3 and 4 1.8 Remain vigilant about any emerging indications of suicidality, prompting careful risk assessment and safe management as outlined in elements 1 and 2

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ELEMENT	PERFORMANCE CRITERIA
2. Work actively with the person to reduce the immediate risk of suicide and increase safety	2.1 Build a collaborative empathic relationship with person at risk that acknowledges how thoughts of suicide and the pain behind them may affect their safety 2.2 Listen to what lies behind any thoughts of suicide while affirming and strengthening links to safety and living implicit in the helping relationship 2.3 Work with person at risk to develop and follow through on a safety plan that reduces immediate danger of self-harm, risk of suicidal behaviour and/or suicide and mobilises access to emergency medical help when needed 2.4 Manage intervention in ways that address and reduce any risk of harm to caregivers and others potentially at risk in the situation and remain mindful of circumstances where the police may need to be involved to address safety 2.5 Seek and act on advice from workplace supervisor to ensure action taken is lawful, complies with good suicide intervention practice and organisation policies consistent with that practice, ethical processes and duty of care obligations 2.6 Address work health and safety (WHS) obligations in relation to managing self and others 2.7 Refer to health professionals where appropriate
3. *Facilitate and strengthen the individual's links to further care*	Having worked with the person to take any steps needed to address immediate safety: 3.1 Encourage and enable capacity of person at risk and/or in crisis to make informed choices about further help that deals with their suicidality and associated needs for ongoing care 3.2 Acknowledge how the current helping relationship has provided foundations for further care 3.3 Explore and seek to understand and address any barriers to seeking or accepting help 3.4 Develop, with the individual, a plan and agreed first steps, to access and utilise informal supports and professional help

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ELEMENT	PERFORMANCE CRITERIA
4. Provide further intervention support to resource the individual beyond immediate crisis	When or if it is assessed that there is no imminent risk that needs to be immediately addressed: 4.1 Maintain open rapport with individual to encourage discussion of on-going concerns related to their situation generally and any suicide risk - focusing on what most needs attention now 4.2 Affirm person's decision to seek and accept help to keep safe and address their concerns 4.3 Review how and with whom they might seek help in future to keep safe and/or get support 4.4 Support individual to develop coping strategies (both internal and external) which prepare them to safely manage any recurrence of suicidal thoughts 4.5 Identify mental health concerns or personal circumstances (such as depression, trauma, substance misuse or significant losses) that need addressing and facilitate access to appropriate help 4.6 Ensure supports and coping strategies developed are documented and communicated as necessary to other members of work team 4.7 Comply with all laws, relevant ethical guidelines and policy requirements that affect duty of care

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common indicators or signs of potential suicide risk, including risk of any type of self-harm
- Principles of crisis intervention, including relevant laws, ethical guidelines and policy requirements that support good care
- Policy around critical incidents and duty of care
- Principles and practices of suicide intervention including risk assessment, development of safety plans and facilitation of on-going support
- Procedures for obtaining assistance and making informed referrals to other agencies
- Procedures for facilitating emergency interventions
- Awareness of personal values, beliefs and attitudes which may facilitate or impede crisis care and suicide intervention
- Examination of common notions about suicide and sound suicide intervention practice in the light of available evidence
- Awareness of how other mental health issues may impact upon intervention
- Commitment to attend to the pain of the person at risk and work towards safe, life sustaining outcomes
- Principles of self care and support-seeking relevant to involvement in crisis and suicide intervention work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work competently and independently according to the principles of effective practice and within general context of supervisory relationship
- Demonstrate accountability for own professional conduct and practice including:
  - carrying out assigned tasks

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REQUIRED SKILLS AND KNOWLEDGE

- working effectively under the pressure of crisis situations
- maintaining the quality of services to clients
- strengthening links to life-sustaining options and supports in suicidal crises.
- demonstrating a commitment to attend to the pain of persons considering or affected by suicide and to work toward safe, life-affirming outcomes
- Facilitate links with higher levels of care and making referrals, including access to emergency medical help when needed
- Seek, integrate and apply learning from supervision and support

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - competent skills in communication, counselling and crisis intervention
  - competent suicide intervention, (including recognition, assessment and safe management of immediate suicide risk and facilitating links to further emergency help or general care as needed)
  - self-monitoring and self care
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment include access to a workplace or similar environment over a number of occasions
Method of assessment may include:	• Simulations • Case scenarios • Report writing including developing safety plans

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

General context of suicide self/harm work: Mental health or community support worker in a community, respite, residential or hospital setting

Identifying potential suicide risk involves:	• Avoiding assumptions about who may be at risk and being alert to potential risk on an individual basis in any situation • Recognising potential warning signs that invite help and prompt enquiry about suicide • Asking directly about thoughts of suicide when there are any grounds for concern

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RANGE STATEMENT

Informed suicide risk assessments involve:

- Recognising that any suicide thoughts or acts of deliberate self-harm signal significant distress, pose potential risk of injury or death and should be taken seriously
- Assessing factors that indicate suicide risk which include, but are not limited to, the following:
  - concern is aroused by the presence of suicide thoughts and things often associated with these thoughts (such as a desire to escape pain that feels unbearable, a sense of hopelessness, current difficulty seeing alternatives to suicide and feeling alone)
  - immediate risk increases when someone has begun acting on their suicide thoughts or is preparing to do so (for example possible suicide in progress, presence of a suicide plan, available means) and / or has expressed suicidal intent
  - risk can be further exacerbated if the person is under the influence of excessive alcohol or other drug use
  - pertinent background factors, particularly prior suicidal behaviour and the presence of significant mental health problems, should be carefully assessed

A wide variety of contextual or personal considerations also help inform assessments and may include such things as significant loss, trauma, the impact of another person's suicide or a pattern of extreme agitation, anger / violent behaviour

- Identifying internal sources of safety and support (such as coping skills and beliefs) and those around them (such as family, friends and community services)
- Connections to life and living are usually present alongside thoughts of suicide and can provide foundations to build upon in increasing the safety of a person at risk
-

Safer outcomes include:

Recognising that:

- Vigilance about safety with all suicide related thoughts or behaviours is essential, even though the person may be influenced by a wide range of motives

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RANGE STATEMENT

in considering or engaging in deliberate self-harm

- Risks to life and safety can often be greater than individuals recognise or intend, so safe outcomes are a primary focus, regardless of stated intentions

Developing or reactivating suicide safety plans tailored to meet the situation, but typically including the following processes and tasks:

- Affirm and build on the desire for help and safety implicit in the counselling relationship
- Work with the person at risk to identify and act on clear cooperative steps that reduce the immediate risk of self-harm / suicide over an agreed time period
- Focus specifically, in the first instance, on factors, plans and behaviours, including unsafe use of alcohol and other drugs that endanger the person at risk at this particular time and seek to engage them cooperatively in steps that safely manage and reduce these risks
- Explore ways of engaging others in the safety plan, such as in monitoring safe use of prescription medication/s
- Enable prompt, timely action that increases informal and professional support, mobilises access to emergency medical help when needed and reduces likelihood person will act on their suicidal thoughts
- Seek to create calm environment to promote safety for person at risk, caregiver and others involved in situation
- Access support and follow advice from organisation's supervisor/ coordinator that reflect lawful, good suicide intervention practice and follow crisis management and emergency procedures
- Attend to self and others in relation to WHS in the workplace

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RANGE STATEMENT

Facilitate and strengthen the individual's links to further care includes:	• Affirming the first steps to further care already implicit the current crisis intervention relationship • Encouraging further helping steps while acknowledging and addressing internal conflicts and external barriers to taking those steps • Asking the person what assistance they would value most at this time • Providing information and referral options to match the person's needs and specifically address their suicidality along with other concerns • Exploring achievable steps to help the person strengthen their connections, relationships and formal / informal supports • Supporting the person to determine how and when these supports and services can best be used
Ongoing support provision may include:	• Ongoing vigilance about identifying and managing suicide risk • Use of effective communication skills to maintain rapport and morale • Use of strengths-based approach to identify and encourage internal and external coping strategies and supports • Debriefing to third parties potentially affected by the crisis • Identifying underlying significant life issues and supporting the client to seek assistance around these issues e.g. feelings of remorse, guilt, sadness, anger, addiction, abuse, trauma, other mental health issues • Supporting the client to access another service / agency / information • Documenting work with person to ensure all plans and safeguards are communicated in work team • Following policy relating to documentation, duty of care, confidentiality, and support planning

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Unit Sector(s)

Not Applicable

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CHCCS522B Address complex legal and ethical issues in professional practice

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS522A Address complex legal and ethical issues in professional practice	CHCCS522B Address complex legal and ethical issues in professional practice	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to maintain the application of legal and ethical work practices by monitoring, coordinating and promoting their importance in providing community services and supporting duty of care requirements

Application of the Unit

Application

This unit is to be assessed in relation to the specific legal and ethical context of the work role/s and requirements to which it applies

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This units of competency must be assessed after achievement of related unit:

- CHCCS400C Work within a relevant legal and ethical framework

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Perform within legal and ethical parameters of professional practice	1.1 Apply a clear understanding of *legal and regulatory acts/guidelines* as they impact on professional practice
	1.2 Address the implications of current legislation as incorporated into professional practice
	1.3 Apply codes of ethics, code of conduct and associated standards in professional practice
	1.4 Function within the scope of professional practice
	1.5 Handle *client* complaints sensitively and in line with organisation policies and procedures
	1.6 Handle all requests for client information as per state/territory legislation and organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Apply an understanding of the legal framework	2.1 Work with an understanding of how the law operates in relation to professional practice with regard to legal processes, principles and penalties 2.2 Accurately apply concepts of negligence, duty of care and vicarious liability to professional practice 2.3 Apply a clear understanding of the requirement to obtain consent for treatment 2.4 Use common legal terms associated with own area of practice with a clear understanding of their meaning and implications 2.5 Apply the legal requirements and expectations in relation to documented records and reports in professional practice 2.6 Apply mandatory reporting processes in line with jurisdictional requirements 2.7 Apply client privacy and confidentiality practices in line with legislative requirements and organisation policies and procedures
3. Apply ethical concepts to professional practice	3.1 Work with a clear understanding of the concept of ethics and its place in own professional practice 3.2 Demonstrate ethical practice in all interactions with *clients*, relatives and carers and colleagues 3.3 Identify, document and report any potential ethical issues if and as they arise 3.4 Maintain an awareness of contemporary ethical issues that may impact on own professional practice 3.5 Develop and implement strategies to resolve ethical issues within practice 3.6 Take responsibility for addressing ethical issues and legal requirements in line with own work 3.7 Complete all documentation in accordance with state/territory legislation and organisation policies and procedures 3.8 Monitor compliance with legal obligations and requirements

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ELEMENT	PERFORMANCE CRITERIA
4. Support the *rights*, interests and needs of clients and their families	4.1 Comply with legal responsibilities and duty of care in all care activities and interactions with clients and their families and carers 4.2 Support *client rights*, interests and decisions 4.3 Encourage the client to exercise their rights to make informed decisions regarding their care 4.4 Demonstrate respect and support for the dignity of clients and their families 4.5 Act as an advocate for client and family in line with practice standards, guidelines and codes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Key statutory, legislative and regulatory requirements relevant to work area, specifically including work health and safety (WHS)
- Knowledge of law - sources, types, court system, common law, statute law, civil law, precedent
- Cross-examination techniques
- Knowledge of law of torts - negligence, trespass, assault and battery, types of consent, valid consent, legal and intellectual capacity, false imprisonment and defamation
- Knowledge of the coroner, including - functions of the coroner, coronial inquests and giving evidence to the coroner
- Knowledge of contemporary ethical issues - autonomy, non-maleficence, beneficence, justice, rights
- A moral decision-making model
- Principles of confidentiality and privacy responsibilities
- Application of ethical principles to professional practice
  - definitions of terms 'ethics, ethical thinking and morality'
  - theoretical concepts informing ethical conduct
  - distinction between ethical and legal problems
  - principles of ethical decision-making
  - strategies for addressing common ethical issues
- Models of documentation
- Application of duty of care principles and codes of ethics to work role and principles and practices for upholding the rights of the client and specific client groups
- Principles of access and equity relevant to provision of community services
- Management of common legal issues relevant to own area of professional practice
- Strategies for managing complaints
- Types of abuse experienced by clients (including systems abuse and unintentional injury)
- Implementation of strategies for managing abuse of a client
- Reporting mechanisms and corrective actions appropriate to managing suspected abuse of a client

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply detailed knowledge of legal and ethical standards, processes and practices, responsibilities, constraints and issues relating to own professional practice
- Monitor and manage application of legal and ethical standards in professional practice
- Provide information as required to enhance the application of legal and ethical work practices and correct misunderstanding and/or inappropriate application of legal and ethical guidelines
- Contribute to resolving and dealing with legal and ethical issues arising in the workplace
- Recognise and address unethical conduct in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading, writing and oral communication skills required to fulfil work role in a safe and appropriate manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to access, interpret and provide oral and written explanations relating to legal documentation re workplace issues and to clarify information and express encouragement and support
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to monitor and enhance the achievement of service objectives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
  - relevant legislation and regulations, organisation policy, protocols and procedures

Method of assessment:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Individuals living in residential aged care environments
- Individuals living in the community
- Prospective individuals to the service or services
- Individuals living in government funded services and/or institutions to 'clients'
- Job seekers
- Children and young people

Contexts may include:

- Client's own dwelling
- Independent living accommodation
- Residential aged care facilities
- Community centres
- Community, government or private agency or organisation
- Homelessness
- State housing
- Shared housing

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RANGE STATEMENT

Key statutory, legislative and regulatory requirements may include those related to:

- Privacy legislation
- Health records legislation
- Equal employment opportunities
- Discrimination and harassment
- Residential and community services
- Poisons and therapeutics
- Registration and practice of health professionals
- Pharmaceutical benefits
- Work health and safety (WHS)
- Freedom of information
- Public health
- Building standards
- Criminal acts
- International and national standards
- Mandatory reporting
- Working with children/police checks

Reports may include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

Rights may include:

- Privacy
- Human rights
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- To lodge a complaint
- Right to express ideas and opinions
- To an agreed standard of care
- Access to services

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RANGE STATEMENT

Rights are detailed in:	• Legislation • Industry and organisation service standards • Industry and organisation codes of ethics and/or codes of conduct and practice • Accreditation standards • Units of competency • International and national charters
Principles of access and equity may include:	• Creation of a client orientated culture • Non-discriminatory approach to all individuals using or accessing the service • Respect for individual differences

Unit Sector(s)

Not Applicable

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CHCCS601C Work with clients with unique needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS601B Work with clients with unique needs	CHCCS601C Work with clients with unique needs	Unit updated in V4 ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology ‘challenging/difficult behaviour’ to ‘behaviours of concern’. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by higher skill workers who undertake specialised work with clients with exceptional needs and with complex and multiple issues, including working with offenders with a disability

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Conduct complex assessment	1.1 Identify and apply *appropriate assessment tools* to evaluate complex clients need/s
	1.2 Apply a *risk management approach* to client assessment
	1.3 Identify *health implications for clients*
	1.4 Identify *educational and developmental needs* of client
	1.5 Determine the need for *additional communication support* for the client
	1.6 Access information from a range of *sources* to determine services available to support client needs
	1.7 Determine *emotional, social and other needs* of the client
	1.8 Consult with the client and *significant others* throughout the assessment process

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ELEMENT	PERFORMANCE CRITERIA
2. Design and apply appropriate strategies and program/s	2.1 Use the assessment outcomes to design an *intervention and support strategy* 2.2 Identify and access information from a range of sources to determine services available to support client/s needs 2.3 Design a comprehensive plan including appropriate referrals 2.4 Incorporate contingency and risk management strategies into the plan 2.5 Communicate appropriately with the individual, significant others, colleagues and support staff
3. Monitor and evaluate the plan	3.1 Identify and implement strategies to monitor the effectiveness of the approaches taken 3.2 *Maintain relevant data and keep accurate records* to monitor the effectiveness of the plan 3.3 Review outcomes of the plan and make adjustments, as needed 3.4 Review and adapt risk management strategies as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A broad range of health implications associated with complex needs
- A range of disabilities with complex characteristics, including:
  - ABI
  - autism
  - cerebral palsy
  - Prader-Willi syndrome
  - sensory loss
- Appropriate and inappropriate social behaviour
- Assessment practices and models
- Complex communication skills
- Duty of care
- Ethical practices
- Harm minimisation strategies
- Human development issues
- Human relationships and sexuality
- Monitoring and review practices
- Offending behaviours
- Referral practices and protocols
- Risk management strategies
- Specialist services that support people with complex needs
- Specific sexuality issues that may be confronted
- The community services systems, including government and non-government services
- The legal system relating to offending behaviours
- The life cycle and transition stages
- The psychosocial impact of a range of complex needs
- Work health and safety (WHS) policies and practices
- Working with diversity

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high-level judgement and autonomy to be able to:
  - apply a range of intervention strategies
  - apply relevant monitoring and review techniques
  - ensure the safety of the individual, self and the community
  - identify risks and apply risk management strategies
  - make whole of life assessments
  - provide opportunities for the person with complex needs to achieve individual needs and personal goals
  - select and apply assessment tools appropriately
  - work with people with complex and/or multiple issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply complex theoretical models of behaviour management
- Apply understanding of the impact on clients of frustration with the service
- Apply understanding of the impact on emotional responses of specific disabilities, such as ABI, autism, lack of sight, Prader-Willi and cerebral palsy
- Apply understanding of the impact on physical capacity of specific disabilities
- Manage the application and administration of assessment tools
- Protect themselves, the person and the community as needed
- Work under guidance of a health professional and in liaison with other health professionals
- Work with clients on a range of complex and interrelating issues, including sexuality, human development, grief and loss, aging, depression and threat of harm to self or others
- Work with offenders

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competency will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment include access to a workplace or similar environment over a number of occasions

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace setting (e.g. from workplace-based project or evidence portfolio)

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Complex issues may include:

- ABI
- Autism
- Sensory loss
- Prader-Willi syndrome
- Attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD)
- Behaviours of concern
- Communication needs
- Complex medical needs
- Dual/multiple disabilities
- Intellectual, physical and/or neurological disability
- Language and diversity
- Offending behaviours
- Social/economic disadvantage

People with complex issues may include:

- Adolescents
- Adults
- Children
- People with a physical/sensory/ intellectual/psychiatric disabilities
- Persons under court/protective/statutory orders

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Appropriate assessment tools may include:	• Genograms • Psychosocial assessments • Risk frameworks – self and others • Specialised assessment tools • Taking a case history
Risk management approach may include:	• Duty of care requirements • Established risk management frameworks/models • Harm minimisation strategies • Organisation risk assessment protocols and guidelines • WHS regulations, policies and procedures
Health implications for clients may include:	• Access to appropriate health care • Alcohol and/or other drugs (AOD) use • Inability to manage own health and wellbeing • Inactivity • Neurological • Nutrition • Physiological • Self-injurious behaviours • Sexual health and lifestyle issues

Educational and developmental needs may include:	• Aetiology
	• Early intervention
	• Opportunity and support to access appropriate education opportunities at:
	  • pre-primary
	  • primary
	  • secondary
	  • post-secondary levels
	  • support at different life stages

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Additional communication support may include:	• Augmented communication aids i.e. electronic devices • Communication aids (i.e. picture books and TTY) • Culturally specific resources • Family support • Interpreting services • Speech pathology services
Emotional, social and other needs may include:	• Equal employment opportunity (EEO), discrimination and privacy issues • Family support • Grief and loss • Isolation, rural and geographical issues • Sexuality issues • Socioeconomic issues • System support • Vulnerability
Significant others may include:	• Carers • Family • Friends • Other professional support persons • Partners
Intervention and support strategy may include:	• Allied health plans/support • Development of individual program/support plans • General service plans • Justice plans
Support services may include:	• Externally monitored • Family and significant others • Government and non government • Individualised/tailored strategies • Private practice • Range of pre-determined supporting organisations and services • Self-managed

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Sources of information may include:	• AOD services • Child protection services • Community service networks • Family and significant others • Health support services • Juvenile justice services • Mental health services • The person with complex needs
Maintain relevant data and keep accurate records may refer to:	• Files and file notes • Organisation records • Reports formal and informal • Statutory orders
Consultation may include:	• Family members and significant others • Formal and informal meetings • Networks • Professional support workers • The person with complex needs
Review processes may include:	• Case management meetings • Organisation review processes • Reports (verbal, written, formal and informal)

•

Unit Sector(s)

Not Applicable

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CHCCS604B Manage the delivery of quality services to clients

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS604A Manage the delivery of quality services to clients	CHCCS604B Manage the delivery of quality services to clients	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to manage resources and systems to deliver quality client services within complex or changing circumstances

Application of the Unit

Application This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Mange service delivery to address client needs	1.1 Ensure appropriate and accurate records of client needs and service delivery options are developed and maintained
	1.2 Identify barriers to *client services* in consultation with *clients*
	1.3 Apply understanding of relevant options for service delivery to match services to client's needs and rights
	1.4 Take all available opportunities to promote client services and their benefits
	1.5 Ensure the strategic direction of the organisation, individual and community needs and external requirements guide the provision of client services
	1.6 Develop and implement performance indicators to routinely monitor client service delivery

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ELEMENT	PERFORMANCE CRITERIA
2. Plan client service delivery	2.1 Ensure service delivery planning includes client involvement in negotiation and agreement on appropriate goals, strategies and outcomes 2.2 Identify strategies to deal with contingencies which may arise 2.3 Identify relevant people and organisations to provide support and expertise to maximise effectiveness of service delivery 2.4 Routinely collect and analyse information on clients and delivery options to ensure services delivered reflect client needs and rights, current best practice, organisation and legislative guidelines, ethical practices and duty of care considerations
3. Review client services	3.1 Routinely review matching between client requirements and service delivery 3.2 Involve client and all other relevant personnel in review of service delivery 3.3 Monitor changes in circumstances, environmental factors or alterations to client needs and rights and incorporate in review of service delivery 3.4 Modify client service to reflect changing needs and rights and feedback on effectiveness of service delivery 3.5 Undertake appropriate work to ensure client concerns about service are resolved and complaints of a serious nature dealt with in accordance with organisation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Design and development of client services
- Legislative and statutory frameworks influencing provision of client services
- Current development in effective client service delivery
- Marketing and promotion techniques
- Evaluation and review
- Strategic planning and organisation development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and maintain a network of clients
- Incorporate the requirements of specific groups in all client service work
- Meet quality service standards

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with both staff and clients
- Effectively coordinate resources in a complex environment
- Manage a team effectively
- Manage contingencies
- Use computer and software technology , as required by the workplace

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment should include assessment of all aspects of delivery of a quality client service and with a range of new or existing clients

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace
  e.g. portfolios, completed records of client needs etc.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client services refer to community services and may include:

- Provision of social housing
- Homelessness support
- Provision of accommodation support services
- Counselling
- Case work
- Referral to health services
- Family support
- Drug and alcohol services
- Mental health services

Clients may include:

- Self referral or referred
- Individual members of the public
- Other organisations, community groups and individuals
- Other work areas of the organisation
- Senior management

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RANGE STATEMENT

Resources include:	• Service delivery staff • Key organisation personnel • Finances for system infrastructure • Appropriate information technology
Quality service standards include:	• National community housing standards • SAAP service standards
Legislation and policies and procedures include:	• Duty of care • Work health and safety (WHS) • Administrative processes • Grievance complaints and disciplinary procedures • Staff conditions • Industrial award

Unit Sector(s)

Not Applicable

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CHCCS607E Coordinate in-service assessment and response to address client needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS607D Coordinate in-service assessment and response to address client needs	CHCCS607E Coordinate in-service assessment and response to address client needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to coordinate programs to ensure that individual needs of clients are met within parameters of one service

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

2) Identify program requirements for individual *clients*	1.1 Put in place procedures to promote consistency and adherence to organisation standards when dealing with clients 1.2 Implement programs to promote staff use of appropriate *language and interpersonal skills* with a diverse client group 1.3 Provide appropriate support to staff to implement the organisation's accepted client service practices 1.4 Develop and implement strategies and mechanisms to ensure that all relevant client information is collected, maintained, stored and accessible to relevant personnel 1.5 Put in place procedures to ensure staff have access to additional specialist information and assistance when assessing client needs 1.6 Put in place procedures to ensure staff have ready access to up to date and relevant information about the range of services available to clients
3) Coordinate program delivery to ensure client needs are addressed	2.1 Put in place mechanisms to ensure *client services* delivered from within and outside the organisation can be identified by staff 2.2 Develop organisation procedures to ensure clients will be provided with timely, accurate and relevant information about the services available to them 2.3 Establish and maintain relevant *networks*, to ensure appropriate referral of clients to services from within and outside the organisation 2.4 Put in place procedures to ensure that decisions about targeting client services is based on up to date information about clients and services available 2.5 Put in place procedures to ensure that referrals to specialist services are based on matching of the assessment of client needs and availability of services
4) Coordinate the evaluation of client service delivery	3.1 Develop and implement routine procedures to check that allocated service delivery continues to match client requirements 3.2 Develop and implement procedures to monitor

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and address changes in circumstances, environmental factors or urgency of client needs

3.3 Put in place procedures to collect and evaluate *feedback* on the adequacy of client service delivery in meeting needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements and provisions relevant to area of service delivery
- Program development and evaluation
- Effective operation of networks
- Indicators of health and other complex issues outside of immediate area of client service delivery
- Accepted practices for delivery of services to particular clients in work area
- Issues affecting particular client groups including:
  - income/economic
  - health
  - social
  - community support and interaction
  - education and training
  - employment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Administer organisations' testing instruments to assess client needs
- Select appropriate services from a range of services provided by the organisation in the broader community to match client needs
- Develop and maintain appropriate networks
- Provide referrals to relevant organisations or providers of specialist services based on assessment of client needs
- Demonstrate application of skills in:
  - coordination of work teams
  - client service delivery
  - analysis of complex information

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REQUIRED SKILLS AND KNOWLEDGE

- decision-making under pressure

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment may take place on one or more occasions but must include a number of clients with particular needs

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace e.g. testimonials from clients and colleagues

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Clients include:	• Individual members of the public • Referred or self referred • People with specific needs seeking access to services • Family members and significant others • Carers
Language and interpersonal skills include:	• Means for communicating with people with disabilities or where English is not the first language • Means for communication with people in particular communities • Communication with different age and gender groups
Client services include:	• Income, financial and community support services • Employment services • Access to recreation services • Care and support services • Transport and communication services
Clients with particular needs may include:	• A combinations of health, social , economic and personal factors
Information collection mechanisms include:	• Interviews with clients, family, significant others and carers • Questionaries • Applications and other forms • Case documentation • Classification tools
Networks include:	• Specialist providers in the community services and health areas including health assessments • Specialist services to assist communication with client and identification of their needs • Providers of any of the identified client services required by clients of the organisation

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RANGE STATEMENT

Feedback may be from:

- Client questionnaires and surveys
- Experts and specialist providers
- The community
- Funding or regulatory bodies
- Organisation review

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCCS805B Undertake professional reflection

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to analyse own professional practice as part of an ongoing review of professional effectiveness, growth and management of personal values and their influence on professional practice

Application of the Unit

Application	The knowledge and skills of this unit of competency should be used by workers involved in higher level practice and/or management in the community sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review professional goals and values	1.1 Articulate personal values in a professional context
	1.2 Articulate professional goals
	1.3 Assess own values and goals against organisation objectives and relevant codes of ethics, using a range of valid evidence
	1.4 Analyse the coherence between job functions, values and goals
	1.5 Determine strategies to enhance coherency and manage incoherency
	1.6 Review coherency on an on-going basis

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ELEMENT	PERFORMANCE CRITERIA
2. Review effectiveness of practice	2.1 Identify professional attainments and the skills and knowledge involved 2.2 Identify areas where professional practice could be improved and the required skills and knowledge 2.3 Identify impact of professional practice on self and others 2.4 Engage in reflective dialogue as a means of generating explanations of the impact of professional practice 2.5 Identify coherency between professional practice, values, achievement of goals and work outcomes 2.5 Develop and implement a plan to develop required skills and knowledge and coherency 2.6 Reassess professional practice on an on-going basis
3. Develop skills and knowledge associated with current best practice	3.1 Seek *information about current best professional practice* 3.2 Evaluate current and likely future needs and take action to keep abreast of evolving trends 3.3 Identify current best practice applicable to job role 3.4 Identify skills and knowledge required to implement current best practice
4. Maintain professional well being	4.1 Identify *circumstances required to operate effectively* 4.2 Evaluate *requirements to maintain professional well being* within the context of the circumstances required to operate effectively 4.3 Develop strategies to maintain professional well being 4.4 Seek support, where necessary, to maintain professional well being

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ELEMENT	PERFORMANCE CRITERIA
5. Develop relationship to sustain professional effectiveness	5.1 Identify areas of need for professional support 5.2 Identify possible *sources of professional support* 5.3 Take action to develop appropriate relationships to meet professional support requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Agency's policies, plans and procedures
- Knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice
- Personal development opportunities and options
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a personal development plan
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant legislation and agency guidelines and codes of ethics or practice standards
- Relevant organisation goals and objectives
- Requirements for professional well being, including:
  - work/life balance
  - emotional well being
  - physical well being
  - workplace health
  - personal skills
- Types of learning style/s and how they relate to the individual
- Types of work methods and practices which can improve personal performance

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Analyse culturally different viewpoints and taking them into account in personal development and professional practice
- Analyse own performance
- Apply skills in negotiation, communication and decision-making
- Assess impact of professional practice on others
- Assess the effectiveness of own skills development
- Demonstrate understanding and implementation of relevant procedures
- Demonstrate ongoing reflection on and development of personal capability to meet professional standards, in particular to:
  - actively seek professional development opportunities
  - seek and reflect upon feedback
  - seek opportunities for supervision / mentoring
  - identify and participate in personal development
  - integrate learning into improved practice
- Develop and maintain professional supports and networks
- Elicit, analyse and interpret feedback
- Maintain professional well being
- Monitor research trends related to roles and responsibilities
- Research information to develop personal development and work plans
- Use information systems to assist establish work plans
- Work toward a balance between own values and beliefs and the requirements of the job
- Work with an awareness and sensitivity to conflict, culture and context.

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - communication skills including receiving and analysing feedback and reporting
  - interpreting written and oral information about workplace requirements
- Take into account, use and promote effectively opportunities to address environmental responsibility and sustainable practice issues, including efficient use of resources

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be guided by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
Method of assessment:	• Demonstration of competency within the working environment to learn from others and reflect on performance • Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons • Review of any documentation produced by the candidate related to self development

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Sources of information about current best professional practice may include:	• Books • Journals • Lectures • Professional groups • Seminars • Workshops
Circumstances required to operate effectively may include, but is not limited to:	Ability and/or acceptance of: • Critical thinking • Leadership • Long work hours • Problem solving • Relationships • Travel • Work as a member of a team • Work autonomously • Working in isolation.
Requirements to maintain professional well being refer to:	• Emotional well being • Physical well being • Time management • Work/life balance • Workplace health - personal skills
Sources of professional support may include:	• Colleagues • Manager • Mentor • Professional group (formal and informal)

Unit Sector(s)

Not Applicable

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CHCCSL501A Work within a structured counselling framework

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work within the agency's agreed counselling model

Application of the Unit

Application	The basic counselling skills described in this unit are intended for application in the context of delivering a range of community services Assessment may require additional knowledge specific to a particular community services or health sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use a structured approach to counselling	1.1 Use initial session to gather information as a foundation for counselling process 1.2 Follow a structured approach to counselling work based on client needs and expectations 1.3 Explain counselling process to clarify client's understanding and expectation

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ELEMENT	PERFORMANCE CRITERIA
2. Establish the nature of the helping relationship	2.1 Enable clients to understand the *nature of the counselling service* on offer 2.2 Clarify, confirm or modify clients' expectations of the counselling service 2.3 Identify any anxieties about the counselling process and explore with clients 2.4 Acknowledge and respect clients' immediate concerns 2.5 Clarify both expectations and commitment to the counselling relationship and confirm with clients 2.6 Identify indicators of *client issues requiring referral* and report or refer appropriately, in line with organisation requirements 2.7 Develop a plan for counselling and contract with client as required to address disclosure and organisation/service requirements
3. Confirm the appropriateness of the helping relationship	3.1 Ensure own level of skill and knowledge of *counselling methods* and resources are appropriate to meet client needs 3.2 Explore alternatives to the proposed relationship with clients where appropriate 3.3 Affirm significance of what the client says 3.4 Promote clients' understanding of what they have a right to expect from the service

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Background knowledge of the counselling process, including:
  - purpose of counselling
  - how counselling has evolved as a helping relationship
  - place of counselling within the helping services
  - scope of counselling relationship, including professional limitations
- Ethical responsibilities in providing counselling
- Rights of clients involved in counselling
- Counselling context, process and goals
- Knowledge of theories supporting counselling process
- Human life stage development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework
- Manage own values so they do not impede effective work and managing the stress of the work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop empathy and rapport
- Demonstrate application of skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- active listening
- respectful responding
- well timed challenging
- attention to counselling relationship
- contracting appropriate to context

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competency will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***must*** include observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
- In addition assessment methods may include
  - written questioning
  - role play
  - supervised/guided discussion
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Nature of the counselling service:

- Context and resources of agency
- Preferred counselling model/s of agency

Counselling methods:

- Are according to agency policy and procedures

Client issues requiring referral may include, but are not limited to:

Indicators relating to potential:

- Child protection issues
- Suicide prevention/intervention
- Domestic and family violence
- Mental health issues
- Alcohol and other drugs issues

Unit Sector(s)

Not Applicable

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CHCCSL502A Apply specialist interpersonal and counselling interview skills

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to use advanced interpersonal communication skills to facilitate the client-counsellor relationship in a counselling practice

Application of the Unit

Application	These skills are intended for application in a counselling interview to ensure client-counsellor communication is effective and to enhance client development and growth

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate effectively in counselling practice	1.1 Identify the *components of the communication process* and *primary factors* that impact on the communication process
	1.2 Identify *communication barriers* and apply strategies to overcome these barriers in the client-counsellor relationship
	1.3 Demonstrate effective application of *micro-skills* within counselling practice to facilitate the client-counsellor relationship
	1.4 Ensure work practices reflect the principles of effective communication and the sequence of a counselling interview
	1.5 Identify the impact of *communication techniques* upon the client-counsellor relationship and use effective application of communication techniques in counselling practice

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ELEMENT	PERFORMANCE CRITERIA
2. Use specialist communication skills in counselling interviews	2.1 Demonstrate effective use of confrontation skills in a counselling interview 2.2 Use confrontation skills appropriately aiming to achieve identified impacts and enhance *client development and growth* 2.3 Demonstrate effective use of focusing skills in a counselling interview 2.4 Use confrontation skills appropriately aiming to achieve pre-determined impacts and enhance client development and growth 2.5 Demonstrate effective use of influencing skills in a counselling interview 2.6 Use influencing skills appropriately aiming to achieve pre-determined impacts and enhance client development and growth

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate underpinning knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Stages of an interview
- Communication techniques
- Communication barriers and resolution strategies
- Mechanisms that enhance effective interpersonal communication
- Aim of counselling interviewing
- Observational techniques including facial expressions, non-verbal behaviour, posture, silence/s
- Clients style of absorbing information including visual, auditory, kinaesthetic
- Cultural/other differences working against development of client
- Self-evaluation including biases, values and working from a client's frame of reference
- Potential impacts of using identified communication skills and techniques in a range of counselling contexts

Essential skills:

Ability to:

It is essential that competence be demonstrated in application of specialist interpersonal communication and counselling interview skills. The candidate must be able to:

- Demonstrate effective counsellor communication in a counselling practice
- Demonstrate the micro-skills and communication techniques within a counselling practice
- Apply confrontation skills in a counselling interview
- Apply focusing skills in a counselling interview
- Apply influencing skills in a counselling interview

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply the micro-skills in counselling practice
- Apply communication techniques in counselling practice
- Focus as an activity in an interview
- Apply techniques to elicit meaning
- Supply client feedback as appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated work context and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
- Resources required for assessment include access to:
  - an appropriate workplace and/or simulation of realistic work environment where assessment can take place

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***must*** include observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
- In addition assessment methods may include
  - written questioning
  - role play
  - supervised/guided discussion
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work in the industry includes:

- General counselling
- Specialist counselling

Components of the communication process must include:

- Encoder
- Decoder

Primary factors must include:

- Context
- Participants
- Rules
- Messages
- Channels
- Noise
- Feedback

Communication barriers may include:

- Environmental
- Physical
- Individual perceptions
- Cultural issues
- Language
- Age issues

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RANGE STATEMENT

Micro-skills must include:	• Attending behaviours - active listening, reflection of content feeling, summarising • Questioning skills - open, closed, simple and compound questions • Client observation skills • Noting and reflecting skills • Providing client feedback
Communication techniques may include:	• The appropriate technique for the stage of interview • The proficiency level of the counsellor as an empathic communicator • The communication strategies (micro-skills) utilised by the counsellor • The use of non-verbal communication
Client development and growth may include:	• Change in client behaviour that aids in the achievement of their goals • Change in client thought patterns that facilitates the achievement of their goals • A broadening of self-awareness as reported by the client • A shift occurs in the client's feelings that facilitates change in the direction of their goals

Unit Sector(s)

Not Applicable

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CHCCSL503B Facilitate the counselling relationship

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCSL503A Facilitate the counselling relationship	CHCCSL503B Facilitate the counselling relationship	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to enable clients to identify and work through concerns

Application of the Unit

Application

The basic counselling skills described in this unit are intended for application in the context of delivering a range of community services

Assessment may require additional knowledge specific to a particular community services or health sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Enable clients to identify concerns	1.1 Enable clients to express their concerns freely
	1.2 Explore presenting issues of clients in order to establish their nature and depth, and give attention to the possibility of underlying issues
	1.3 Identify situations requiring immediate action and deal with promptly
	1.4 Enable clients to identify their primary concerns in relation to the presenting issues
	1.5 Enable clients to prioritise concerns to work on
	1.6 Assist clients to become aware of underlying issues where appropriate
	1.7 Identify and respond appropriately to strong *emotional reactions*
	1.8 Identify indicators of *client issues requiring referral* and report or refer appropriately, in line with organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Enable clients to work through concerns	2.1 Identify and work with uncertainty and ambivalence of clients
	2.2 Support clients to experience and process difficulties
	2.3 Draw attention to and discuss parallels and links in clients' experience as appropriate
	2.4 Ensure that *interventions* have meaning for the immediate situation of the client
	2.5 Reflect on and consider interventions that are most likely to facilitate client understanding and actions
	2.6 Enable clients to identify and use known and previously unknown strengths
	2.7 Explore perceptions of clients' feelings by reflecting back, clarification and review with clients
	2.8 Assist clients to become aware of underlying issues where appropriate and begin to identify ways of dealing with them
	2.9 Acknowledge and work with changes in client's life as appropriate

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor the counselling process	3.1 Monitor and review the counselling process with clients to ensure it remains of value
	3.2 Work on threats and disruptions to the counselling process with clients
	3.3 Review and compare individual perceptions and client's perceptions of the process
	3.4 Work on any tension between clients' hopes and expectations and the reality of resource limitations
	3.5 Facilitate change at a pace the client can tolerate and assimilate
	3.6 Assess the appropriateness of ending the current counselling
	3.7 Acknowledge, value and work with individual uncertainty in the counselling relationship
	3.8 Apply ethical codes of conduct as required in addressing counselling dilemmas
4. Bring the counselling process to an end	4.1 Enable clients to identify when the process is approaching its conclusion
	4.2 Enable clients to identify, acknowledge and evaluate what is and is not changing, both in the counselling process and in their situation and understanding
	4.3 Utilise the ending process to enable clients to understand the nature and impact of earlier issues
	4.4 Utilise boundaries of the counselling relationship to assist the ending process
	4.5 Plan, structure and contract endings appropriately with clients
	4.6 Support clients' sense of autonomy during the ending process
	4.7 Inform clients about any opportunities for further support
	4.8 Identify unresolved issues and discuss further work if appropriate
	4.9 Complete appropriate documentation in line with organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Agency/organisation model/s of counselling and intervention
- Indication of physical or mental ill health
- Obstacles to counselling process
- Human life stage development
- Policies, principles and procedures to secure and maintain confidentiality including note-taking, record and log keeping and identity protection
- Relevant legislation, ethical codes of practice and statutory requirements applying to the counselling relationship
- Necessary self awareness including:
  - role within the organisation
  - limits of competence and responsibility
  - personal strengths and limitations
  - individual needs for support and supervision
  - capacity to be non-judgemental and/or difficulty with this

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework
- Manage own values so they do not impede effective work and managing the stress of the work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - active listening, building rapport and contracting

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REQUIRED SKILLS AND KNOWLEDGE

- capacity to manage intensity of interaction
- elements of interpersonal counselling with problem solving skills
- respect ambivalence in client and boundaries in interaction
- capacity to assess complexity of situation
- capacity to support the client while enlisting additional resources as required
- capacity to recognise clients particular issues, situations and context

- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competency will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***must*** include observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
- In addition assessment methods may include
  - written questioning
  - role play
  - supervised/guided discussion
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory

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EVIDENCE GUIDE

Related units:	This unit is recommended to be assessed in conjunction with related units: • CHCCSL501A Work within a structured counselling process • CHCCSL502A Apply specialist interpersonal and counselling interview skills

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Emotional reactions may be indicated by:	• Extreme withdrawal • Labile emotion expression (rapid changes in emotion unrelated to external events or stimuli) • Excessively talkative • Aggressive behaviour and reaction
Interventions may include:	• Responding accurately to client situation • Planning and collaborating with client alternative behaviours • Reviewing with client current life stage
Client issues requiring referral may include, but are not limited to:	Indicators relating to potential: • Child protection issues • Suicide prevention/intervention • Domestic and family violence • Mental health issues • Alcohol and other drugs issues

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Unit Sector(s)

Not Applicable

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CHCCSL504A Apply personality and development theories

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit provides an introduction to the application of key concepts and constructs underlying theories of personality and human development

Application of the Unit

Application	The application of knowledge of personality and human development provides a foundation for understanding human behaviour and assisting in the facilitation of the client-counsellor relationship and the counselling process

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply theories of personality and human development in the counselling process	1.1 Undertake case study/analysis drawing on a range of personality and human development theories, including: • *Nature-nurture theory* • *Freudian concepts* • *Maslow's hierarchy of needs* • *Piaget's stages of cognitive development* • *Erikson's psychosocial stages* 1.2 Assist client to understand their personal history drawing on a range of theories, including: • Nature-nurture theory • Freudian concepts • Maslow's hierarchy of needs • Piaget's stages of cognitive development • Erikson's psychosocial stages

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ELEMENT	PERFORMANCE CRITERIA
2. Use concepts from theories of personality and human development to analyse and understand human behaviour	2.1 Use concepts from personality and *lifespan development* theories to describe and analyse aspects of individual development 2.2 Analyse individual behaviour using theoretical concepts from a range of approaches to personality and lifespan development 2.3 Identify potential applications of personality and lifespan development theories in the counselling process 2.4 Identify strengths and weakness of each theory in relation to understanding human development and individual behaviour

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate underpinning knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Nature and nurture
- Genetic inheritance
- Lifespan development theories
- Freudian concepts
- Piaget's stages of cognitive development
- Erikson's psychosocial stages
- Maslow's hierarchy of needs

Essential skills:

It is essential that competence be demonstrated in the analysis of personality and human development and their application in the client-counsellor relationship and the counselling process. The candidate must be able to:

- Explore the development of theories of behaviour
- Apply concepts of personality and development theories to counselling practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply theoretical concepts to case study
- Compare theories to evaluate the impact and contributions of each theorist to the understanding of personality, cognitive and human development

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated work context under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***may*** include:
  - Observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
  - written questioning
  - relevant case studies and/or scenarios
  - role play
  - focused discussion

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
- Resources required for assessment include access to relevant workplace or simulated realistic work environment where assessment may take place

Related units:

Assessment of this unit is recommended (but not required) before or in conjunction with assessment of:

- CHCCSL505A Apply learning theories in counselling

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Nature-nurture theory may include:

- Impact of environmental influences including family, peers, culture
- Comparison of nature versus nurture
- Genetic inheritance

Freudian concepts may include:

- Id
- Ego
- Superego
- Conscious
- Unconscious
- Subconscious
- Psycho-sexual stages

Maslow's hierarchy of needs relates to:

- Physiological needs
- Safety and security needs
- Love and belonging
- Self-esteem
- Self-actualisation

Piaget's stages of cognitive development include:

- Sensorimotor
- Preoperational
- Concrete
- Formal operations

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RANGE STATEMENT

Erikson's psychosocial stages include:	• Trust vs mistrust • Autonomy vs shame and doubt • Initiative vs guilt • Industry vs inferiority • Identity vs role confusion • Intimacy vs isolation • Generativity vs stagnation • Integrity vs despair
Lifespan development may include:	• Psychodynamic - Freud, Eriksson • Behavioural - Skinner, Bandura • Psychological, sociological and biological development and impact of individual

Unit Sector(s)

Not Applicable

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CHCCSL505A Apply learning theories in counselling

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to apply theory underpinning behaviourism and social learning (modelling) in counselling practice

Application of the Unit

Application	The skills and knowledge in this unit are intended to provide a foundation for applying stimulus-response and social learning theory to formulate and monitor a program for behaviour change in a counselling context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply behaviourism in counselling practice	1.1 Identify the contributions of stimulus and response theory to counselling practice 1.2 Analyse and apply stimulus and response techniques in counselling practice 1.3 Analyse and demonstrate application of principles of negative and positive *reinforcement* 1.4 Explain the relationship between punishment and negative reinforcement 1.5 Apply positive and negative reinforcement in counselling practice
2. Analyse *environmental modelling influences* in counselling practice	2.1 Explain the impact of environmental modelling influences 2.2 Identify and analyse the impact of modelling influences within a *client's environment* to facilitate client change

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ELEMENT	PERFORMANCE CRITERIA
3. Analyse possible behavioural outcomes of different modelling and reinforcement influences	3.1 Analyse different reinforcement influences of siblings in relation to sequence of birth 3.2 Analyse individual responses to similar modelling/ reinforcement 3.3 Analyse the effects of *environmental differences* and *dysfunctional environments*
4. Formulate a *program for change* in a counselling context	4.1 Identify change required to achieve identified outcomes and formulate and record a program for change 4.2 Apply and record the method of reinforcements to ensure behaviour change 4.3 Formulate a process for program monitoring, recording and intervention where appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate underpinning knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Operant conditioning
- Classical conditioning
- Learning theory supporting conditioning models
- Principles and procedures of reinforcement
- Thorndike's law of effect
- Concept of schedule reinforcement
  - fixed ratio schedule
  - variable ratio
  - fixed interval schedule
  - variable interval schedule
- Extinction of behaviours
- Applications of stimulus and response theory
- Bandura's social learning theory
- Modelling
- Reinforcement, positive and negative
- Punishment
- Functional and dysfunctional environments
- Earliest learning environment - family
- Childhood learning environment - school
- Pre and adolescent peer group pressures/influences

Essential skills:

Ability to:

It is essential that competence be demonstrated in the analysis of behaviourism and the

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REQUIRED SKILLS AND KNOWLEDGE

application of social learning (modelling) in counselling practice.

The candidate must be able to:

- Apply negative and positive reinforcement
- Apply the theory of stimulus and response in counselling practice.
- Analyse environmental modelling influences;
- Analyse behavioural outcomes of different modelling and reinforcement influences;
- Apply reinforcements to ensure behaviour change;
- Formulate and record a program for change.

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse, evaluate and record data
- Apply theoretical concepts to case study
- Determine cause and effect
- Select mediating responses
- Formulate strategies into a program
- Devise strategies for change

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated work context and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
- Resources required for assessment include access to:
  - An appropriate workplace and/or simulation of realistic work environment where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***may*** include:
  - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
  - written questioning
  - relevant case studies and/or scenarios
  - role play
  - focused discussion

Related units:

Assessment of this unit is recommended (but not required) after or in conjunction with assessment of:

- CHCCSL504A Apply personality and development theories

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Reinforcement may include:

- Isolating stimulus-response
- Application of selective reinforcement - positive and/or negative
- Primary reinforcement
- Secondary reinforcement
- Reinforcement schedules

Environmental modelling influences may include:

- Strength of the influence
- Duration of the influence
- Major environmental influences from childhood
- The importance of childhood environmental influences in terms of strength
- The influence of school environment in terms of duration

Client's environment may include:

- Family
- School
- Peer group
- Workplace group

Environmental differences may include:

- Family environment
- Learning environment

Dysfunctional environments may:

- Be inadequately resourced to effectively support human growth and development
- Not be conducive to learning and/or development
- Be inadequate in providing appropriate nurturance and care for typical development

Program for change may include:

- Differential effects of modelling
- Dysfunctional environmental outcomes
- Functional environmental outcomes
- Reinforcement techniques
- Reinforcement of specific behaviours
- Mediating responses

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Unit Sector(s)

Not Applicable

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CHCCSL506A Apply counselling therapies to address a range of client issues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills relating to using a range of counselling therapies to assist clients in dealing with a variety of life issues

Application of the Unit

Application	The counselling skills described in this unit are intended for application in the context of counselling work and may require additional knowledge to address specific workplace requirements

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit must be assessed after achievement of related unit: • CHCCSL502A Apply specialist interpersonal and counselling interview skills

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use techniques from a range of *counselling therapies*	1.1 Apply knowledge of at least five counselling therapies 1.2 Identify the applications, benefits and limitations of common counselling therapies in the context of own work role 1.3 Demonstrate the application of counselling techniques and processes from these therapies 1.4 Combine counselling techniques and processes from different therapies in an effective way

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ELEMENT	PERFORMANCE CRITERIA
2. Confirm suitability of counselling techniques in specific situations	2.1 Clarify specific *client needs and issues* and agreed desired changes to be addressed, including analysis of client's developmental status and response to change 2.2 Identify application and limitations of identified counselling techniques in addressing client needs, issues and goals 2.3 Identify client and counsellor roles in therapeutic process in relation to a range of counselling techniques 2.4 Identify own level of comfort and/or issues in relation to using identified counselling techniques 2.5 Select most appropriate counselling technique/s for application in identified situations
3. Apply counselling techniques to address specific client issues and/or needs	3.1 Demonstrate appropriate and effective use of counselling techniques in assisting clients to deal with a range of issues 3.2 Use *counselling skills* appropriately in the context of each counselling modality and technique 3.3 Explain rationale for using specific techniques and evaluate effectiveness of the technique in context 3.4 Review own role as counsellor and in applying each technique and identify areas for improvement and/or changes in approach for the future 3.5 Identify indicators of *client issues requiring referral* and report or refer appropriately, in line with organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Historical development, terminology and underpinning concepts and principles relating to a range of counselling therapies in common use and processes used in their application
- Applications, benefits and limitations of at least five common counselling therapies
- Roles of counsellor and client in relation to a range of counselling therapies and techniques
- Indicators of client issues requiring referral
- Legal and ethical issues relating to working as a counsellor
- Government legislation, regulations, policies and standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply high level counselling skills in a range of counselling situations and using at least five counselling therapies
- Demonstrate the application of counselling techniques and processes from five counselling therapies relevant to own work role
- Analyse client information to clarify a range of client needs and issues
- Identify suitability of a range of counselling techniques in identified situations to address a range of client needs and issues
- Use counselling techniques appropriately and effectively when assisting clients to deal with a range of issues
- Identify indicators of client issues requiring referral and make appropriate referral
- Maintain confidentiality of client information

In addition, the candidate must be able to effectively do the task outlined in elements and

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REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate ongoing reflection on and development of capability to meet professional standards
  In particular, assessment must confirm the ability to:
  - elicit, analyse and interpret feedback
  - reflect on feedback and integrate learning to improve practice
  - effectively use supervision and peer support to maintain self awareness and practice skills
- Work with an awareness and sensitivity to conflict, culture and context
- Analyse culturally different viewpoints and take them into account in personal development and professional practice
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Maintain appropriate documentation in a counselling role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competence must be demonstrated in relation to at least four client issues, using at least five counselling therapies, which must include:
  - cognitive behaviour therapy
  - person-centred therapy
- This unit of competency will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***must*** include observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
- In addition assessment methods may include:
  - written questioning
  - role play
  - supervised/guided discussion
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Counselling therapies must include:	• Cognitive behaviour therapy • Person-centred therapy
Additional elective counselling therapies may include but are not limited to:	• Behaviour therapy • Expressive therapies • Family therapy • Gestalt therapy • Narrative therapies • Solution focused therapy • Transactional analysis
Competence should be assessed in relation to ***at least four client issues*** *which may include*:	• Children/adolescents • Domestic violence • Family issues • Grief and loss • Parenting • Pregnancy • Relationship • Self-esteem • Social isolation • Stress management
Counselling skills may include, but are not limited to:	• High level communication skills • Advanced skills in observation, questioning and providing feedback • Appropriate use of micro-skills for influence • Analysis of behaviour to identify and/or clarify underpinning beliefs and values • Accurate note taking in the counselling environment and reflection on counselling interactions • Role modelling • Reflection on own involvement in counselling, including reactions, responses, emotional involvement, objectivity, areas of self-deception and influencing the counselling process

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RANGE STATEMENT

Client issues requiring referral may include, but are not limited to:	Indicators relating to potential: • Child protection issues • Suicide prevention/intervention • Domestic and family violence • Mental health issues • Alcohol and other drugs (AOD) issues

Unit Sector(s)

Not Applicable

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CHCCSL507B Support clients in decision-making processes

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCSL507A Support clients in decision-making processes	CHCCSL507B Support clients in decision-making processes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support clients in planning a course of action

Application of the Unit

Application

The basic counselling skills described in this unit are intended for application in the context of delivering a range of community services

Assessment may require additional knowledge specific to a particular community services or health sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist clients in clarifying their aims and requirements	1.1 Clearly explain to clients the policy on record-keeping and confidentiality
	1.2 Encourage clients to identify and explore overall aims, requirements, and ideas for meeting them
	1.3 Encourage clients to feel at ease and express themselves
	1.4 Identify practical goals and requirements, and discuss with clients how these might be modified
	1.5 Identify with clients potential courses of action for meeting individual aims and requirements
	1.6 Where aims and requirements of clients cannot be met, refer clients to appropriate alternative sources of guidance and support
	1.7 Identify indicators of *client issues requiring referral* and report or refer appropriately, in line with organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Enable clients to explore possible courses of action	2.1 Explore with clients factors which could influence the preference for and ability to achieve a course of action 2.2 Explore with clients features of and likely consequences of possible courses of action 2.3 Check client understanding of what is involved in each course of action 2.4 Help clients to assess advantages and disadvantages of each possible course of action, and their overall appropriateness for meeting particular client requirements 2.5 Encourage clients to decide on a course of action and to consider alternatives which could be used if necessary 2.6 Document decisions and agreed support within organisation guidelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Referral protocols
- Necessary self awareness including:
  - role within the organisation
  - limits of competence and responsibility
  - personal strengths and limitations
  - individual needs for support and supervision
  - capacity to be non-judgemental and/or difficulty with this
- Agency/organisation model/s of counselling and intervention
- Indication of physical or mental ill health
- Key and major psychology theories
- Obstacles to counselling process
- Human life stage development
- Policy and principles and procedures to secure and maintain confidentiality including note-taking, record and log keeping and identity protection
- Relevant legislation and ethical code of practice
- Development of a range of possible interventions

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework.
- Managing own values so they do not impede effective work and managing the stress of the work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
  - problem solving
  - counselling processes and methods
  - respect for client strengths or particular needs
  - capacity to maintain and critique realistic limits for agency service and client expectations
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***may*** include:
  - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
    - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
    - where face-to-face observation is not possible, video recordings may be provided
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
  - written questioning
  - relevant case studies and/or scenarios
  - role play
  - focused discussion

Related units:

This unit is recommended to be assessed in conjunction with related unit:

- CHCCSL501A Work within a structured counselling process

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Referral may include to specialist services/agencies such as:	• Medical • Psychiatric • Grief and Loss • Various compulsions (such as gambling) • Financial counselling
Client issues requiring referral may include, but are not limited to:	Indicators relating to potential: • Child protection issues • Suicide prevention/intervention • Domestic and family violence • Mental health issues • Alcohol and other drugs issues

Unit Sector(s)

Not Applicable

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CHCCSL508B Apply legal and ethical responsibilities in counselling practice

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCSL508A Apply legal and ethical responsibilities in counselling practice	CHCCSL508B Apply legal and ethical responsibilities in counselling practice	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required for delivery of an ethical and legal counselling service and to ensure client rights are protected

It addresses rights and responsibilities of client and counsellor as well as issues that may impact on the client-counsellor relationship

Application of the Unit

Application

This unit applies in relation to the specific legal and ethical context of the counselling work role, in which an ethical and legal framework is crucial to ensure that clear guidelines are available to counsellors and clients regarding their rights and responsibilities

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address client and counsellor rights and responsibilities within counselling practice	1.1 Identify, analyse and apply current industry standards of ethical and legal practice in counselling 1.2 Identify the *responsibilities of a counsellor* and apply to ensure delivery of legal and ethical counselling services 1.4 Formulate appropriate procedures to ensure rights are communicated to clients 1.4 Establish and communicate client rights in counselling practice and within the client-counsellor relationship in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Analyse issues involved in counselling practice and client-counsellor relationships	2.1 Identify and apply strategies to resolve situations of risk or potential risk 2.2 Analyse and apply strategies to resolve issues involved in working with individual difference 2.3 Analyse and apply strategies to resolve issues arising from 'high need' clients 2.4 Explore personal and professional issues that may impact on the counselling practice or the client-counsellor relationship 2.5 Formulate ways of minimising the impact of personal biases and value systems
3. Demonstrate ethical practice in client-counsellor relationships	3.1 Use work practices that apply the responsibilities of a counsellor, including the *rights of minors* 3.2 Where appropriate, ensure clients are informed of circumstances (legislative requirements) which may *override confidentiality* 3.3 Identify and apply strategies to minimise risk in client-counsellor relationships 3.4 Identify the potential for litigation associated with sexual relationships between client and counsellor 3.5 Formulate processes on national and state legislation regarding sexual behaviour towards clients as part of strategy to prevent risk 3.6 Identify and apply strategies to minimise the ethical dilemmas of dual relationships

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ELEMENT	PERFORMANCE CRITERIA
4. Formulate a plan for ongoing personal and professional development	4.1 Identify the role and function of a professional practice supervisor 4.2 Identify areas for growth and plan ongoing personal and professional development and supervision 4.3 Reflect upon challenges that may impact on the counselling process, including own motivations for choosing a helping profession 4.4 Undertake self evaluation in relation to identified potential challenges for counsellors
5. Formulate referral procedures	5.1 Identify appropriate steps towards referral 5.2 Communicate referral issues to client 5.3 Formulate documentation for referrals containing information required by relevant agency 5.4 Clarify appropriate duration of therapeutic engagement to ensure counselling work continues to address client's interests

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate underpinning knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Ethical behaviour
- Possible litigation
- Counsellor supervision
- Legal and statutory requirements, including:
  - Privacy Act
  - work health and safety (WHS) legislation
  - freedom of information
  - equal opportunities
- Code/s of conduct
- Duty of care
- Client rights
- Counsellor responsibilities

Essential skills:

Ability to:

It is essential that competence be demonstrated in application of ethical and legal responsibilities in counselling practice. The candidate must be able to:

- Demonstrate ethical and legal responsibilities in counselling practice
- Formulate referral procedures
- Formulate a plan for professional development and counselling supervision

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Minimise risk in relationships
- Interpret ethical guidelines

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REQUIRED SKILLS AND KNOWLEDGE

- Care for self
- Analyse dilemmas

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated work context and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
- Resources required for assessment include access to:
  - an appropriate workplace and/or simulation of realistic work environment where assessment can take place
  - relevant legislation and regulations, organisation policy, protocols and procedures

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***may*** include:
  - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
    - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
    - where face-to-face observation is not possible, video recordings may be provided
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
  - written questioning
  - relevant case studies and/or scenarios
  - role play
  - focused discussion

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Responsibilities of a counsellor must include:

- Anti-discriminatory service
- Basic rights
- Client safety
- Commitment to ongoing training and professional development
- Duty of care
- Informed consent
- Justice to clients
- Knowledge of counsellor's approach and its limitations
- Knowledge of relevant organisation processes
- Non-exploitative service
- Privacy
- Promotion of client well being
- Right to confidentiality
- Right to privacy
- Rights of clients
- Understanding of confidentiality and the limits of duty of care
- Undertake regular supervision

Rights of minors must include:

- Informed consent
- Understanding of confidentiality and the limits of duty of care
- Knowledge of counsellor's approach and its limitations
- Anti-discriminatory service
- Non-exploitative service

Circumstances which may override confidentiality must include:

- Client safety
- Risk of harm to client, counsellor or others
- Legal subpoena (unless, for example, privileged under Family Law Act)

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Unit Sector(s)

Not Applicable

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CHCCSL509A Reflect and improve upon counselling skills

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to evaluate own work and to undertake continuing self-development and effective supervision within an ethical code of practice

Application of the Unit

Application	The basic counselling skills described in this unit are intended for application in the context of delivering a range of community services Assessment may require additional knowledge specific to a particular community services or health sector

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of related units:

- CHCCSL501A Work within a structured counselling process
- CHCCSL503A Facilitate the counselling relationship
- CHCCSL507A Support clients in decision-making processes

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reflect upon own counselling skills and practice	1.1 Undertake *self-evaluation* in conjunction with supervisors and/or peers
	1.2 Give and receive open and evaluative feedback to and from co-workers
	1.3 Actively seek feedback and accept it non defensively

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ELEMENT	PERFORMANCE CRITERIA
2. Ensure continuing self-support and *supervision*	2.1 Seek *specialist supervision and advice* / *further training* where the need is identified 2.2 Observe agency guidelines in relation to professional development 2.3 Appraise current industry developments and apply to improve practice 2.4 Regularly participate in a review mechanism as evidence of commitment to upgrading skills and *knowledge* 2.5 Evaluate current and likely future needs and take action to keep abreast of evolving trends 2.6 Devise, implement and regularly review a self development plan that sets realistic goals and targets 2.7 Develop and maintain awareness of own needs and areas of vulnerability in counselling work and use appropriate means of self-protection
3. Operate within an agreed ethical code of practice/ethics	3.1 Assess own practice against identified objectives or code of ethics, using a range of valid evidence 3.2 Recognise and address the effect of values, beliefs and behaviour in work with clients 3.3 Establish realistic goals and targets for self development

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice
- Relevant legislation and agency guidelines and codes of ethics or practice standards
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a personal development plan
- The agency's policies, plans and procedures
- The types of work methods and practices which can improve personal performance
- The types of learning style/s and how they relate to the individual
- The personal development opportunities and options

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate ongoing reflection on and development of capability to meet professional standards, in particular to:
  - actively seek professional development opportunities
  - seek and reflect upon feedback
  - seek opportunities for supervision / mentoring
  - identify and participate in personal development
  - integrate learning into improved practice

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work with an awareness and sensitivity to conflict, culture and context
- Understand and implement relevant procedures
- Demonstrate application of skills in:
  - negotiation
  - communication
  - decision-making
  - functional literacy to interpret written and oral information about workplace requirements
  - communication, including receiving and analysing feedback and reporting
- Research information to develop personal development and work plans
- Elicit, analyse and interpret feedback
- Analyse culturally different viewpoints and take them into account in personal development and professional practice
- Monitor research trends related to roles and responsibilities
- Use information systems to assist establish work plans
- Assess the effectiveness of own skills development
- Develop and maintain professional networks
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

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EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***may*** include:
  - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
  - written questioning
  - relevant case studies and/or scenarios
  - role play
  - focused discussion

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively

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RANGE STATEMENT

Setting:	• Employees may work independently or within an agency setting
Self-evaluation includes:	• Journal documentation and structured discussion and supervision with others
Specialist supervision and advice / further training may include:	• Accessing on the job mentoring / professional supervision or through peer work or training
Supervision should include:	• Assessment of delivery of clinical services • Monitoring of counsellor's mental health • Professional and educational development • Maintenance of ethical and professional conduct and addressing of issues identified • Evaluation of compliance with administrative procedures and requirements of professional bodies • Where appropriate, development of business building skills

Unit Sector(s)

Not Applicable

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CHCCSL510A Work effectively with relationship issues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to analyse relationship function and dysfunction and to apply techniques for developing healthy relationships

Application of the Unit

Application	The skills and knowledge in this unit are to be applied in working with clients to address interpersonal relationship issues within a counselling context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish causes of relationship dysfunction	1.1 Observe, identify and document *behaviour patterns* and *roles* in relationships 1.2 Identify and document *communication patterns* in relationships 1.3 Identify chronic patterns of behaviour 1.4 Identify *crisis events* in the context of counselling practice
2. Address conflict resolution needs	2.1 Evaluate the effectiveness of different styles and techniques of communication 2.2 Apply therapeutic approaches to maximise conflict resolution

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ELEMENT	PERFORMANCE CRITERIA
3. Apply referral processes and procedures, as appropriate	3.1 Identify and document the range of support services available in the community 3.2 Identify and document appropriate referral opportunities to specific agencies or personnel as required 3.3 Develop referral documentation, including specific information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate underpinning knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Definitions of relationship
- Divorce settlement
- Restraining order
- Injunctions
- Abuse
- Violence
- Neglect
- Bankruptcy
- Criminal action
- Types of relationships
- Values and attitudes to relationships of specific groups
- Stages in intimate/sexual relationships
- Conflict of values in relationships
- Conflict of needs in relationship
- Loss and grief in relationships

Essential skills:

It is essential that competence be demonstrated in analysing relationship issues.

The candidate must be able to:

- Establish causes of relationship dysfunction
- Address conflict resolution needs
- Apply referral processes as required

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply communication and counselling skills
- Apply conflict resolution skills
- Analyse client information
- Refer appropriately

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated work context and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
- Resources required for assessment include access to:
  - an appropriate workplace and/or simulation of realistic work environment where assessment can take place
  - relevant legislation and regulations, organisation policy, protocols and procedures

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which may include:
  - continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and relevant aspects of the Range Statement of the unit
  - written questioning
  - relevant case studies and/or scenarios

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Roles may include:

- Power behaviours
- Obsessive behaviour
- Self-deceiving behaviours
- Controlling behaviour

Behaviour patterns include:

- Withdrawal
- Aggression
- Passivity
- Passive-aggression

Communication patterns include:

- Isolation
- Alienation
- Verbal abuse
- Blame

Crisis events may include:

- Loss of income, bankruptcy
- Pregnancy, abortion, adoption
- Separation, divorce, custody
- Death, illness, disability

Unit Sector(s)

Not Applicable

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CHCCSL511A Provide interventions to address family issues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to apply family therapy processes as part of counselling practice The application of family therapy processes is contrasted to other leading counselling approaches and differences between approaches is highlighted to enable adaptation of counselling work to suit family therapy

Application of the Unit

Application	The skills and knowledge in this unit are to be applied in working with clients to address family issues within a counselling context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish *issues* specific to family counselling	1.1 Identify communication transactions 1.2 Identify and document issues related to working in a family structure/hierarchy/organisation 1.3 Identify and document issues associated with using therapeutic tools
2. Analyse *views* of *leading exponents* of family therapy	2.1 Compare the views of four major exponents of family therapy 2.2 Summarise the *central features* of each exponent's therapeutic approach and identify advantages and constraints in their application 2.3 Demonstrate application of a range of these exponents' therapeutic approaches with families in counselling practice
3. Apply key approaches in family therapy	3.1 Explain three current *approaches to family therapy* and identify their earlier influences 3.2 Identify and demonstrate the application of each approach to address a range of family scenarios and associated issues

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ELEMENT	PERFORMANCE CRITERIA
4. Develop a therapeutic relationship with each individual within their family	4.1 Use appropriate verbal and non-verbal communication relevant to family member's age and stage of development and to family member's cultural background 4.2 Maintain a clear and ethical relationship with family members 4.3 Support each family member to identify their concerns and participate in the process of therapy 4.4 Maintain *neutrality* when balancing therapeutic engagement with each family member
5. Develop a conceptualisation of the presenting problem	5.1 In a therapeutic setting, identify factors relevant to the context of the family 5.2 Develop *hypotheses* to explain the presenting problem 5.3 Undertake ongoing review and refinement of hypotheses when working with families
6. Implement the components of family therapy sessions	6.1 When working therapeutically, use hypotheses to generate relevant questions 6.2 Use *case conceptualisations* to develop therapeutic options 6.3 Track a *sequence* within a family dynamic 6.4 Assess onset of presenting problems and explore relationship changes around it 6.5 Explore the *relationship web* using a variety of questions 6.6 Explore behaviours, meaning and relationships using a variety of questions 6.7 Develop a *systemic intervention*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate underpinning knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Counselling context, process and goals
- Counselling theories
- Human life stage development
- Child protection legislation
- Extra dyadic relationships
- Cultural difference
- Self-esteem needs of family members
- Social behaviours as control
- Family life cycles
- Family values
- Differentiation of self
- Problem saturated family narrative
- Family sculpting
- Bowenian triangulation
- Coalitions subsystems
- Circular causality
- Family conflicts
- Family rules
- Recurring patterns
- Family feedback
- Gay and lesbian families

Essential skills:

It is essential that competence be demonstrated in analysing family therapy processes

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REQUIRED SKILLS AND KNOWLEDGE

The candidate must be able to:

- Analyse issues specific to family counselling
- Analyse the contribution of leading exponents of family therapy
- Contrast the key approaches in family therapy
- Apply systemic hypothesising
- Use effective counselling practices, including
  - establishing and maintaining appropriate counselling relationship
  - contracting appropriate to context
  - applying first session format
  - conducting second and subsequent systemic therapy sessions
  - developing of empathy and rapport
  - well timed challenging
- Use highly effective communication in a counselling context, including:
  - questioning
  - active listening
  - respectful responding
  - circular questioning
- Manage own values so they do not impede effective work
- Manage the stress of the work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Construct genograms
- Implement plans
- Manage groups
- Formulate take-home activities

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated work context and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
- Resources required for assessment include access to:
  - an appropriate workplace and/or simulation of realistic work environment where assessment can take place
  - relevant legislation and regulations, organisation policy, protocols and procedures

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EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which may include:
  - continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and relevant aspects of the Range Statement of the unit
  - written questioning
  - relevant case studies and/or scenarios

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Issues include:

- Small group dynamics
- Different levels of participation
- Roles adopted by group members
- Conflict resolution principles and practice
- Impact of directive, active therapist
- Family mental health

Views include:

- The purpose of the therapy
- The role of the counsellor
- The family history - genograms
- The family structure, family of origin
- Stages, phases, crises points of family therapy

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RANGE STATEMENT

Central features relate to:

- Therapeutic focus
- Underpinning philosophy
- Primary intervention strategies

Leading exponents of family therapy may include but are not limited to:

- Haley
- Satir
- Bowen
- Paterson
- Brown
- Cecchin

Approaches to family therapy include but are not limited to:

- Systems theory
- Post-Milan
- Solution focused
- Narrative

Nature of counselling service may include:

- Family therapy
- Individual sessions with family members within the context of counselling the family
- Work with a variety of presenting problems including:
  - adolescent violence
  - child/young person at risk
  - family relationship problems
  - separation and divorce
  - grief and loss
  - family violence
  - behavioural issues
  - bullying and other school related issues
  - adolescent socialisation and individuation

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RANGE STATEMENT

Systemic therapeutic context refers to:

- Approaches to therapy that see the client as embedded in a pattern of relationships and interactions with all significant others including immediate family members and partners, past relationships including families of origin, the wider social and cultural context including the referral and other system (legal, educational, medical) and include the relationship to and interactions with the therapist and their context
- Using a systemic framework as a range of 'lenses' guided by hypotheses, to explore relationships and interactions that are most relevant to client's concerns and problems and must include a lens that considers the intra psychic
- Requirement for therapist to be aware of and when necessary explore their own relationship and interaction not only with the client but also the supervision in which they are included

Family life cycle refers to:

- Framework for understanding developmental stages which families move through (Carter and McGoldrick 1990)
- Stages in the family life cycle include:
  - leaving home: single young adults
  - joining of families through marriage: the couple
  - becoming parents: families with young children
  - the transformation of the family system in adolescence
  - families in midlife: launching children and moving on
  - the family in later life

Neutrality refers to:

- Ability of the therapist to not take the side of any one family member, but to remain curious to each individual's perspective

Hypotheses refers to:

- Description of relationship patterns which may provide a possible explanation for presenting problem

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RANGE STATEMENT

Case conceptualisations refer to:	• Emerging understanding of the client's information and context
Sequence refers to:	• Recurring behavioural events within a relationship/ family which form a circular pattern
Relationship web refers to:	• A map of existing relationships within a relationship system (e.g. a family), for which the therapist explores and measures change
Systemic intervention refers to:	• Feedback provided by the therapist at the end of an interview, which attempts to connect the presenting problem to the contradictions between meaning and behaviour demonstrated in the interview • The intervention should positively describe each family member's behaviour and how it fits together, reframe the presenting problem, and may include a suggested task or ritual for the family to attempt between sessions

Unit Sector(s)

Not Applicable

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CHCCSL512A Determine suitability of client for counselling services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes a detailed knowledge of indicators of client's mental health status required to clarify client's suitability for counselling services or need for referral in the context of community services work

Application of the Unit

Application	The application of knowledge and skills described in this unit of competency may relate to functions such as providing information to clients or reporting or referring issues outside scope of practice of individual worker Work at this level may require guidance and/or supervision from appropriately qualified personnel, especially where provision of direct client services are involved

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information about client's developmental and mental health status	1.1 Observe and/or question the client appropriately to obtain information about their developmental and/or mental health status 1.2 Review any available documented information about the client's developmental and/or mental health status 1.3 Take into account the range of factors that may have impacted on the appearance and behaviour of the client in relation to counselling services to be delivered

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ELEMENT	PERFORMANCE CRITERIA
2. Clarify client suitability for service to be provided	2.1 Identify *signs of developmental delay* or *mental health issues* using standard methods and protocols 2.2 Clarify suitability of community services being delivered in relation to client's developmental and/or mental health status 2.3 Consult appropriate person to clarify implications and significance of client's developmental and/or mental health status in the case of uncertainty or limits on own capability or authority 2.4 Where appropriate consult with the client's carer, family or significant other/s to gather relevant information
3. Check for and respond appropriately to risk	3.1 Identify factors associated with developmental and/or mental health issues which may have potential risk for client or worker 3.2 Recognise and refer potentially serious issues in line with organisation requirements 3.3 Document identified developmental and/or mental health issues in line with organisation policies and procedures 3.4 Check for any indications of *issues requiring notification of authorities* and report 3.5 Check for any indications of *other issues* that may impact the provision of services and/or require referral 3.6 Report and document as required by the organisation policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Detailed knowledge of aspects of development of the human being throughout the lifespan, including:
  - physical
  - psychological
  - cognitive
  - social
  - affective
- Behaviours and reported emotions that may indicate presence of a mental health issue, including:
  - suicidal ideation
  - hallucinations or delusions
  - excessive fears or suspiciousness (paranoia)
  - confused thinking
  - indicators or self-harm
- Knowledge of key factors that may impact on the individual at identified stages of human development and their potential effects
- Understanding of legal obligations, particularly in relation to child protection and elder abuse issues
- Appropriate range of referral sources and associated protocols
- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Indicators of significant issues including:
  - child abuse (including different types of child abuse)
  - child trafficking

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REQUIRED SKILLS AND KNOWLEDGE

- abuse, neglect or harm including self-harm
- domestic and family violence
- elder abuse
- Child protection policy of service
- State/territory requirements about responding to indications of abuse and reporting process
- Relevant organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and question clients appropriately in order to obtain information relating to developmental status and actual or potential issues related to community services to be delivered
- Identify variations from normal developmental or mental health status using standard methods and protocols and recognise and refer potentially serious issues in line with organisation requirements
- Identify potential factors responsible for significant variations from normal developmental status and determine an appropriate response in terms of:
  - appropriate referral and reporting in line with organisation requirements
  - provision of appropriate services
- Refer to or seek assistance from an appropriate person or authority in relation to variations from normal functioning
- Articulate scope of practice and boundaries in relation to response to client status
- Comply with mandatory reporting requirements where appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in conjunction with units involving application of knowledge in a work context
- Essential knowledge covered in this unit is to be assessed ***before*** application in a work context, especially where client safety issues are involved
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***may*** include:
  - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
  - written questioning
  - relevant case studies and/or scenarios
  - role play
  - focused discussion

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Life stages include:

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Old age

Signs of developmental delay may include but are not limited to:

Behavioural signs:

- Attention span or ability to focus is markedly less than others of same age
- Rare use of or avoidance of eye contact with others
- Violent behaviour
- Stares into space, rocks body or talks to self more often than others of same age
- Disinterest in seeking love or approval from a caregiver or parent

Gross motor signs:

- Has a markedly clumsy manner when compared with others of same age

Vision signs:

- Has difficulty following objects (or people) with eyes

Hearing signs:

- Fails to develop sounds or words that would be appropriate for their age

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RANGE STATEMENT

Signs of mental health issues may include but are not limited to:

Changes in cognition:

- Hallucinations or delusions
- Excessive fears or suspiciousness (paranoia)
- Confused thinking

Changes in mood:

- Loss of interest in once pleasurable activities
- Thinking or talking about suicide

Changes in behaviour:

- Bizarre behaviour (strange posturing, ritualistic behaviour)
- Intention harming or killing of animals (especially in children)
- Hyperactivity

Physical changes:

- Deterioration in hygiene or personal care
- Unexplained weight gain or loss
- Sleeping too much or being unable to sleep

Stages of development may relate to:

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development
- Psychosexual stages
- Stages of moral development
- Stages of ego development

Issues requiring notification of authorities include:

- Certain infectious diseases
- Suspected or known child or elder abuse
- Suspected or known child trafficking
- Issues deemed to be in the public's best interest

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RANGE STATEMENT

Other issues may include:

- Misuse of alcohol and other drugs
- A history of mental health issues
- Indicators of abuse, neglect or harm including self-harm
- Having no accommodation, employment or money
- Indications of domestic and family violence

Unit Sector(s)

Not Applicable

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CHCCSL513A Apply somatic distress reduction techniques

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to work effectively with clients using a range of somatic distress reduction techniques

Application of the Unit

Application	The skills and knowledge in this unit may be applied in working with clients in distress, such as those unable to calm down emotionally due to high levels of unpleasant body sensations or unable to work through issues with some degree of rationality due to strong residual body distress

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist client to provide a history of the problem	1.1 Provide a safe and welcoming environment for the client to begin to tell their story
	1.2 Assist client to provide pertinent details of their story causing them distress
	1.3 Assist client to identify predominant emotions linked to their story
	1.4 Assist client to identify thought processes linked with their story including negative self statements, spoken or thought
	1.5 Assist client to identify how they would prefer to feel, think and be (provide a positive target)
	1.6 Assist client identify earliest memories of present emotions and negative self statements associated with other events which may link with their present story

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ELEMENT	PERFORMANCE CRITERIA
2. Assist client to identify areas in the body that currently cause them distress	2.1 Work with client to identify areas in the body where there are *signs of tension or anxiety* 2.2 Assist client to identify times in the day when these unpleasant body sensations are worst 2.3 Help client identify times when somatic distress is lessened or when it is not noticed 2.4 Assist client to identify predominant thoughts and emotions linked with the somatic distress
3. Use scaling techniques to measure effectiveness of therapeutic intervention	3.1 Select scaling technique appropriate to address *diverse client needs* 3.2 Assist client to identify the level of distress through utilising the scaling technique 3.3 While working with the *somatic distress reduction technique* use scaling techniques to provide feedback 3.4 At the conclusion of working with the client use appropriate scaling technique to clarify for client the benefit or otherwise of the technique 3.5 Use this information to either encourage home use of the method for somatic distress reduction or to refer the client for further support
4. Use appropriate somatic distress reduction therapeutic application	4.1 Select appropriate somatic distress reduction technique to address *diverse client needs* 4.2 Assist client to understand how the selected technique works and its benefits and limitations 4.3 Provide clear instructions to client about appropriate use of the technique selected 4.4 Work with client appropriately to address their somatic distress, providing care and assurance 4.5 Conclude session, providing appropriate suggestions to calm and ease the client into the present environment again

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ELEMENT	PERFORMANCE CRITERIA
5. Assist client to become grounded and centred after the therapy	5.1 Assist client to move their body in a usual manner 5.2 Check with client for normality of body sensation, thought and emotion 5.3 Ask client about their plans for the rest of the day and provide appropriate support and guidance to assist client to maintain grounded and centred state 5.4 Plan with client continued sessions if required
6. Support client to utilise techniques safely in home environment to reduce stress or sadness	6.1 Assess benefits gained from using the somatic distress reduction technique for the client 6.2 Assess appropriateness of using the technique at home by the client when needed 6.3 Provide support and guidance for client using handouts or hand written notes for use in private 6.4 Provide contact opportunities for client to gain extra support at home if required
7. Provide *appropriate referral* for clients experiencing extremely high levels of somatic distress	7.1 Provide calming and caring presence to support clients experiencing distress after working with somatic distress reduction techniques 7.2 Successfully identify symptoms of high somatic distress in clients 7.3 Successfully identify symptoms of dissociation or unusual presentations requiring further support 7.4 Provide contact details of medical practitioners, psychologists, or hospital emergency centres and after hours counselling phone lines if required 7.5 Support client with access to safe places if they are identified as unable to adequately care for themselves

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate underpinning knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Benefits of somatic distress reduction techniques
- Appropriate application of the use of techniques
- A range of techniques for various ages and circumstances
- Suicidal ideation and somatic distress
- Services in the area for referral including medical practitioners, psychologists, hospital mental health admission procedures, after hours counselling phone lines or capacity to find this out for the client's particular location
- Signs and symptoms of dissociation or unusual presentations
- Cognitive/behavioural interventions
- Links between thought, emotion, body sensation and behaviour
- Knowledge of appropriate legislation, policy and guidelines

Essential skills:

Candidates must have had personal experience using somatic distress reduction techniques prior to using these techniques with others

It is critical that the candidate demonstrate the ability to:

- Provide a supportive environment to assist clients to identify their current somatic issues and history of the problem
- Select and explain to clients, appropriate somatic distress reduction techniques to address a diverse range of client needs
- Identify situations in which use of somatic distress reduction techniques would be inappropriate
- Demonstrate appropriate use of somatic distress reduction techniques with a range of clients
- Evaluate effectiveness of somatic distress reduction techniques for clients with a diverse

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REQUIRED SKILLS AND KNOWLEDGE

range of needs and issues

- Provide appropriate and effective follow up for clients after use of somatic distress reduction techniques

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use high level communication and interpersonal relationship skills
- Make appropriate referrals
- Support clients in distress

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
- Assessment requires access to a range of opportunities, including:
  - simulation of realistic workplace environment for assessment
  - assessment must take place on 3 or more occasions
  - a range of somatic distress reduction techniques must be assessed (3 or more)
  - materials to support home use by clients
  - legislation, regulations, policies and guidelines
  - definitions of diversity
  - current information on diversity issues
  - organisation's values and codes of conduct
  - organisation's procedures and protocols

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EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which ***may*** include:
  - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
  - written questioning
  - relevant case studies and/or scenarios
  - role play
  - focused discussion

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Somatic distress reduction techniques may include:

- Systematic muscle relaxation
- Breathing techniques
- Emotional freedom techniques
- Thought field therapy
- Be Set Free Fast - tapping therapies
- Be Set Free Fast - positive self statement scripts
- Miscellaneous power therapies
- Hakomi - mindfulness technique
- HAMR - Hand Actuated Mental Conditioning
- Laughter therapy
- Rhythm exercises
- Rhythm exercises combined with positive self statements
- Visualisations

Signs of tension or anxiety may include but is not limited to:

- Tingles
- Jitters
- Racing heart
- Heaviness
- Sweaty palms

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RANGE STATEMENT

Diverse client needs may relate to aspects such as:

- Age
- Cultural or ethnic diversity
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Gender
- Interests
- Interpersonal approach
- Language
- Learning styles
- Life experience
- Marital status
- Personality
- Physical capability
- Political orientation
- Religious belief
- Sexual orientation
- Sexual identity
- Socioeconomic background
- Thinking styles
- Work experience
- Working styles

Appropriate referral may include:

- Peers
- Supervisors
- Medical practitioners
- Community support groups
- After hours counselling phone lines
- Hospital emergency

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RANGE STATEMENT

Legislation, policy and guidelines may include:	• Racial Discrimination Act 1975 • Sex Discrimination Act 1984 • Disability Discrimination Act 1992 • Workplace Relations Act 1996 • Privacy Act 1988 • Human Rights and Equal Opportunity Commission Act 1984 • State/territory legislation addressing diversity issues • Public sector management acts • Workplace diversity guidelines • Codes of conduct/ethics • The organisation's plans strategies and policies relating to diversity • Community guidelines, policy and practices that may exist within specific cultural or ethnic communities

Unit Sector(s)

Not Applicable

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CHCCW301C Operate under a casework framework

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to optimise the effectiveness of interaction with client by using appropriate skills to implement a case plan

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Establish an appropriate working relationship* with clients	1.1 Routinely utilise effective communication strategies to ensure: • clients identify their needs • individual and cultural differences are accommodated 1.2 Define the rights and responsibilities of clients and workers and establish and maintain appropriate boundaries 1.3 Assist clients, where appropriate, to obtain counselling or communication skills training 1.4 Identify client's information needs and agree and implement actions to satisfy these as appropriate 1.5 Maximise interaction with clients by utilising appropriate communication, thoroughly exploring problems and possible solutions, and providing a supportive environment which encourages clients to take control of their lives

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ELEMENT	PERFORMANCE CRITERIA
2. Uphold the rights and responsibilities of clients	2.1 Define and agree the rights of clients and the range of options for addressing these 2.2 Discuss client responsibilities with each client to ensure common understanding 2.3 Recognise and explain individual and cultural differences relating to rights and responsibilities, and identify strategies to deal with these 2.4 Identify appropriate services required by the client and plan their delivery in consultation with the client and other relevant people

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Communication techniques and models
- Organisation policies, procedures and philosophies
- Legislative and statutory requirements
- Conventions on rights of children, young people, civil rights and basic human rights
- Service protocols, processes and models
- Basic counselling techniques
- Basic information collection techniques
- Client/worker relationship
- Range of available services
- Indicators of abuse and appropriate intervention strategies
- Family structures and dynamics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate communication of rights, responsibilities, limits and extents of roles and service provision
- Observe and collect feedback about behaviour, actions, progress with goals
- Identify limits of role and taking actions to contact appropriate people
- Present information within an informal and formal setting
- Apply knowledge related to organisation and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - communication and establishing rapport
  - client assessment and behaviour observation
  - determining and maintaining role boundaries
  - use of personal and professional authority and influence to support or confront
  - behaviour management
  - stress management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Establish an appropriate working relationship will include contexts such as:	• Contact with a service on a voluntary or involuntary basis • Request for general or specific information • Pre, during and post intervention
Establishing a relationship with clients will be carried out within requirements established by:	• Relevant international conventions on civil, human rights • Cultural protocols, taboos and systems • Organisation mission, philosophy and practices

Unit Sector(s)

Not Applicable

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CHCCW402C Implement a case work strategy

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to implement an effective working relationship with clients under a case management framework

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish an appropriate *working relationship* with clients	1.1 Routinely use effective strategies to ensure: • clients identify their needs and goals • individual and cultural differences are addressed • areas of resistance/conflict are identified and appropriately resolved • appropriate levels of consultation are implemented • the experience and life skills of the client are appropriately addressed • relevant information is collected 1.2 Implement processes to reach agreement on meeting procedures, consequences of actions and cooperative relationship 1.3 Clarify negotiable and non negotiable aspects of intervention 1.4 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities 1.5 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention

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ELEMENT	PERFORMANCE CRITERIA
2. Promote preventative strategies	2.1 Provide a full range of opportunities for clients to engage in identification of problems and solutions 2.2 Employ a range of strategies to assist clients to meet specific targets and to gain control over their lives 2.3 Identify, develop and initiate an appropriate range of opportunities in accordance with organisation policies and procedures and client needs 2.4 Encourage and monitor client progress and involvement in activities and take appropriate action to maximise individual skill development
3. Provide a specialist service to clients	3.1 Complete and maintain all appropriate documentation in accordance with organisation and statutory standards and requirements 3.2 Implement procedures to facilitate information sharing between key stakeholders 3.3 Ensure all dealings with the client/s reflect: • accepted organisation standards of behaviour • mutual respect • commitment to information sharing and dissemination • adherence to agreed plan • sensitivity to cultural, family and individual differences • ability to work with the client in the *context* of the family and broader community • application of the organisation's philosophy • compliance with statutory requirements and duty of care responsibilities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policy, procedures and legislation
- Cultural protocols and systems
- Statutory requirements
- Group processes
- Appropriate social work theories
- Client worker relationships
- Range of services - programs available

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate exploration of issues
- Establish role definitions
- Identify and work constructively with conflict and resistance
- Monitor own positions and reactions
- Clarify differences in perception
- Undertake problem exploration within a pro active framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Devise and develop tasks to help clients understanding and problem solving efforts
- Demonstrate application of skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- working with conflict, resistance and levels of risk
- empathy, engagement and rapport building
- effective listening
- goal clarification
- communicating interest, respect and concern
- articulating clearly boundaries of own role
- recognising signs and triggers for dependency
- constructive use of personal and professional authority and influence to support or confront
- interpersonal relationship

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts of working with clients include:	• Contact with a service on a voluntary or involuntary basis • Contact with a statutory activity e.g. Notification, first juvenile offence • Within an intervention • Within a support activity or service
Working relationship will be within requirements established by:	• Commonwealth and state legislation • International conventions relating to the rights of children and young persons • Organisation policy and procedures • Relevant program standards • Organisation codes of conduct, ethics

Unit Sector(s)

Not Applicable

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CHCCW503A Work intensively with clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to deliver targeted specialised client services based on individual case management and intervention

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide high quality case work	1.1 Make available to the client appropriate strategies and activities to facilitate achievement of agreed goals and to maximise outcomes within statutory, legislative and organisation requirements 1.2 Identify and effectively communicate the rights and responsibilities of clients to them 1.3 Employ appropriate processes to optimise outcomes when working with groups 1.4 Implement appropriate strategies to continually monitor the effectiveness of approaches in achieving agreed goals, enabling client access to relevant services and programs and meeting client and stakeholder needs 1.5 Negotiate any proposed changes with clients and other relevant parties 1.6 Respond appropriately to potential and actual difficulties and crises including: • identifying a range of relevant strategies • engaging behaviour consistent with organisation standards • accessing relevant emergency services as required • providing appropriate debriefing to relevant parties 1.7 Implement appropriate mechanisms to assess the need to change case plans and strategies 1.8 Where decisions are made to implement case closure, employ procedures consistent with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Enlist specialist services	2.1 Assess the need for specialist services, considering: • severity of client needs • agreed goals and planned outcomes • resources • the degree of community and family support • the workers skills and work capacity 2.2 Where referrals are made to specialist services, implement processes to ensure progress will be monitored
3. Establish transition processes	3.1 Negotiate with relevant people, the need for ongoing resources, services and support 3.2 Make arrangements with relevant parties for participation in programs and other support activities 3.3 Negotiate appropriate levels of ongoing contact with client and significant others to ensure needs continue to be met once intensive work is completed

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Professional service provision codes of conduct, ethical codes, referral protocols
- Group dynamics models/practices
- Range of services available
- Organisation procedures and program standards
- Indicators of pathology i.e. Substance use, mental health
- Cultural protocols, taboos and language systems
- Facilitation model/practices
- Statutory mandate and responsibilities
- Behaviour change models/practices
- Central ideas and frameworks for understanding love, sex and intimacy in relationships
- Different areas and levels of well being such as psychological, physiological, social, economic and spiritual.
- Theoretical developmental approaches to human development and understanding of life stages and physical, emotional, social, cognitive characteristics of human development
- Human lifespan and personality theory
- Major psychological approaches to human behaviour.
- Main approaches - psychoanalytic, behavioural, humanistic and cognitive relate approaches to social welfare work
- Links between personality theory and abnormal psychology including main definitions of health and well being
- Stress indicators
- Sociological understanding including:
  - culture and diversity
  - critique of socialisation theory
  - family, power

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work cooperatively with clients and significant others to achieve behavioural life skills changes
- Work with individuals in a range of settings to achieve maximum outcomes

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of high level communication skills, including
  - establishing a trusting relationship
  - information gathering
  - reflective listening, respectful responding, development of empathy and rapport
- Demonstrate application of skills in:
  - crisis intervention
  - demonstration of empathy
  - relationship building
  - communication
  - negotiation
  - assertion
  - conflict management

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment must include assessment of competence with a number of clients
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Working with clients will be carried out within requirements established by:	• Relevant legislation and statutory requirements • International conventions relating to the rights of individuals • Organisation policy and codes of conduct • Relevant program standards • Professional association codes of conduct and ethical and ethical positions

Unit Sector(s)

Not Applicable

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CHCCW604B Design and supervise family intervention strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to design and supervise a broad range of programs to meet the needs of families within a specific community

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Guide the assessment of need of families in the community	1.1 Guide others to assess a family's level of need from a broad social and cultural perspective 1.2 Ensure that family law framework is applied as an integrated part of family assessments 1.3 Provide approaches and systems to support the identification of families needs in the community 1.4 Develop networks across agencies to inform the assessment of family needs in the community
2. Facilitate the implementation of relevant policies and directions	2.1 Obtain and communicate research and policy directions on early family intervention and crises support 2.2 Develop and maintain sound knowledge of community demographics and community issues 2.3 Provide a responsive framework based on sound community information to inform policy direction

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ELEMENT	PERFORMANCE CRITERIA
3. Design the delivery of an inclusive service	3.1 Design programs and service delivery to support implementation of policy direction to address community needs 3.2 Design programs and service delivery to increase active and positive participation of families in the community 3.3 Design educational services to integrate education for parenting within an inclusive social perspective
4. Supervise the quality of service delivery	4.1 Guide the development of performance measures for service delivery 4.2 Coach staff to apply a holistic and systemic approach to measuring the effectiveness of family interventions 4.3 Identify areas for improvement of family intervention services through consultation with service providers and the community members 4.4 Guide the design and delivery of services to meet current and future needs of families within the community.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Communication techniques and models
- Organisation policies, procedures and philosophies
- Legislative and statutory requirements
- Conventions on rights of children, young people, civil rights and basic human rights
- Service protocols, processes and models
- Basic counselling techniques
- Basic information collection techniques
- Client/worker relationship
- Range of available services
- Indicators of abuse and appropriate intervention strategies
- Family structures and dynamics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate communication of rights, responsibilities, limits and extents of roles and service provision
- Observe and collect feedback about behaviour, actions, progress with goals
- Identify limits of role and taking actions to contact appropriate people
- Present information within an informal and formal setting
- Apply knowledge related to organisation and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - communication and establishing rapport
  - client assessment and behaviour observation
  - determining and maintaining role boundaries
  - use of personal and professional authority and influence to support or confront
  - behaviour management
  - stress management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for working with families include:	• Contact with a service on a voluntary or involuntary basis • Request for general or specific information • Pre, during and post intervention
Work with clients will be carried out within requirements established by:	• Relevant international conventions on civil, human rights • Cultural protocols, taboos and systems • Organisation mission, philosophy and practices

Unit Sector(s)

Not Applicable

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CHCDFV301A Recognise and respond appropriately to domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify and respond to domestic violence during professional contact with clients

It requires a knowledge and understanding of domestic and family violence and an awareness of its effects together with an ability to promote confidence whilst responding appropriately, including providing relevant and timely information and referral

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a domestic violence framework	1.1 Plan *work* practices to ensure maximum consideration is given to *client* and worker safety
	1.2 Ensure work undertaken demonstrates consideration and understanding of the *underpinning values and philosophies* of domestic violence work and the nature of domestic violence, including its effects, its *social, historical, political and economic context* and its place in the criminal justice system
	1.3 Participate in *support processes* to obtain professional feedback and to monitor occupational health and stress
	1.4 Demonstrate in all work, understanding of the *rights and responsibilities* of the individual, the family, the community and society to minimise or prevent domestic violence

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ELEMENT	PERFORMANCE CRITERIA
2. Promote confidence with clients affected by domestic violence	2.1 Use appropriate *interpersonal skills* that develop rapport and promote confidence, allowing accurate and relevant exchange of information 2.2 In all work, demonstrate sensitivity to client's *specific needs* and any cultural, family and individual differences 2.3 Conduct *interviews and interactions* with clients in a safe environment and in a manner which allows the client to explore their issues/options 2.4 Explain *rights and responsibilities* of client and worker and promote throughout client contact as appropriate 2.5 In all work apply *organisation standards and procedures* and comply with *legislative and statutory requirements*
3. Identify client needs	3.1 Appropriate interpersonal skills are employed to ensure that the client's safety needs and other needs are accurately identified 3.2 *Mechanisms* are employed to ensure that all relevant client information is collected 3.3 Information is assessed for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified 3.4 Any indications of nature of *risk* or threats to safety are analysed and responded to 3.5 Worker's and workplace's limitations in addressing and assessing *client needs* are identified and assistance is sought from *appropriate persons* to best meet the needs of the client and their family

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ELEMENT	PERFORMANCE CRITERIA
4. Respond to client needs	4.1 In responding to client needs, prioritise the physical and emotional safety of clients, their family and workers 4.2 Provide client with information about available *services* for meeting their needs 4.3 Seek support and make appropriate referrals to cater for clients needs according to organisation standards and procedures 4.4 In all work demonstrate sensitivity to client's specific needs and any cultural, family and individual differences 4.5 Provide advice on *client services* in accordance with organisation standards and procedures 4.6 Undertake record-keeping and reporting in accordance with organisation standards and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct,

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REQUIRED SKILLS AND KNOWLEDGE

confidentiality, use of resources, programmed intervention and duty of care requirements

- Understanding of legal obligations, particularly in relation to child protection issues
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and general knowledge to identify and respond in an appropriate manner to domestic violence, in particular to:
  - maintain confidentiality and manage subtleties of confidentiality whilst following policy and procedures in all aspects of responding to domestic violence
  - establish confidence with clients through appropriate interpersonal styles and methods
  - identify and assess client needs including consideration of the physical and emotional safety of clients and their family
  - assist clients to select appropriate services from a range provided by the organisation and other agencies which match client needs
  - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres Strait Islander issues, mental health, non-English speaking background)
  - interpret accurately and comply with legal and procedural requirements
  - understand limitations of their own work role and responsibilities in relation to service delivery
  - refer clients to other relevant agencies in a professional manner giving enough relevant information to maximise the possibility of the client taking up the referral

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- response, for example, responding sensitively and appropriately to disclosure, responding sensitively to cultural issues, and maintaining confidentiality for people who have experienced domestic violence.
- questioning and active listening to establish client confidence and facilitate disclosure
- problem solving for a defined range of predictable problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and providers
- collaboration between worker, client, client's family and co-workers and with other service providers
- validation of client's experience of violence
- literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
  This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in identifying and responding to domestic violence
  - where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to identifying and responding to domestic violence

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work may relate to:

- Specific groups, issues or communities e.g. Health issues of young people from particular cultural, religious, sub-cultural backgrounds and/or geographical areas
- Monitoring, evaluation and research activities
- Policy development
- Assessment
- Individual casework
- Community development
- Referrals
- Child protection work
- Provision of information/materials
- Project development and implementation

Client may include:

- Individuals (inclusive of children, youth, adults and the aged)
- Those referred or self-referred
- Voluntary and involuntary
- People with specific needs seeking access to services
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their families

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RANGE STATEMENT

Underpinning values and philosophies in responding to domestic and family violence include:

- The safety and well being of those subjected to domestic violence must be the first priority of any response
- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- A commitment to meeting the needs and upholding the rights of clients
- A commitment to empowering those affected by domestic violence
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families
- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community

Social, historical, political and economic context:

- Statutory framework within which work takes place
- Historical context of work e.g. changing attitudes to domestic violence; changing approaches to working with people affected by domestic violence
- Changing social context of work e.g. previous, current and changing government and societal views of domestic violence and approaches to working with clients
- Political context e.g. government policies and initiatives affecting domestic violence work
- Economic context e.g. current economic situation as it relates to and affects domestic violence and the subsequent impact on client needs and the effects of economic deprivation and control on clients attempting to escape domestic violence

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RANGE STATEMENT

Support processes will need to include at least one of the following:	• Performance feedback • Debriefing • Training and development • Supervision
Rights and responsibilities may include:	• Rights of safety • Rights under common law • Rights outlined under relevant standards/principles and charters (e.g. UN declaration on rights of the child) • Rights under the Constitution • Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation) • Guidelines relating to parameters of confidentiality/ client consent • Worker's code of ethics • Rights of victim to crime compensation

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RANGE STATEMENT

Interpersonal skills may include:

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- Recognition of client/worker power differences
- Maintaining confidentiality
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
- Active listening

Specific needs relating to clients may include, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or main language is not English
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Who are of a particular gender
- With a dual diagnosis
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- Who have mental health issues
- Who come from an aboriginal background
- Who come from a Torres Strait Islander background

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RANGE STATEMENT

Interviews and interactions with clients can be either informal or formal and include:

- Scheduled or impromptu
- Via telephone or in person
- Separate interviews
- Through a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
- Other specialist assistance
- Those conducted in a safe environment which encourages disclosure when appropriate

Organisation standards and procedures may include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to confidentiality/client consent
- Occupational health and safety
- Debriefing and supervision
- Industry standards

Legislative and statutory requirements may include:

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation

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RANGE STATEMENT

Client needs and associated services and or strategies may include, but are not limited to:

- Safety, physical and emotional security
- Assistance to gain economic support
- Protection from financial exploitation
- Immediate and appropriate responses which aim to ensure/maintain safety
- Legal or medical information and support
- Accommodation/transportation
- Access to services/information
- Counselling (individual, family or group focused)
- Referrals to specialist services
- Referrals to community support and/or education groups
- Establishment of community networks
- Domestic violence awareness raising programs
- Provision of assistance to address issues, gather information and locate other resources
- Advocacy

Mechanisms that could be used to collect information could include:

- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Classification tools
- Client consent (verbal or written)
- Information from professionals including medical reports
- Information from service providers
- Previous file records

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RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Client being denied access to funds, resources or medications
- Existing or previous orders relating to domestic violence (e.g. Apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

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RANGE STATEMENT

Appropriate persons may include:

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence issue specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
- Government representatives and service providers
- Police
- Family members, friends, care-givers
- Specialist support services for people with specific needs
- Behaviour change groups, such as users of violence groups, drug and alcohol groups
- Support groups such as survivors/victims of violence groups, community houses, women's networks and refuges, professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

Unit Sector(s)

Not Applicable

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CHCDFV402C Manage own professional development in responding to domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for individuals to manage their own performance and take responsibility for their professional development in relation to domestic and family violence

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a domestic violence framework	1.1 Plan *work* practices to ensure maximum consideration is given to *client* and worker safety
	1.2 Ensure all work undertaken accords with prevention *strategies* and accepted models of intervention and demonstrates consideration and understanding of the *underpinning values and philosophies* of domestic violence work and the nature of domestic violence, including its effects, its *social, historical, political and economic context* and its place in the criminal justice system
	1.3 In all work demonstrate commitment to assist clients to deal with their issues through enhancing skills, accessing appropriate support and working with others in the *community* who share client's issues and concerns
	1.4 In all work demonstrate understanding of the *rights and responsibilities* of the individual, the family, the community, and society and the worker's limitations, strengths and professional boundaries
	1.5 In all work demonstrate consideration of the *interrelationship of issues* affecting clients in a domestic violence context

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ELEMENT	PERFORMANCE CRITERIA
2. Model high standards of performance	2.1 Use own performance as a positive role model for others within the occupational group and the community as a whole 2.2 Acknowledge personal and professional values and attitudes regarding domestic violence and how they impact/conflict in practice, when planning and implementing work activities 2.3 In all work demonstrate respect and understanding of individual differences and work processes are adapted as appropriate to meet the cultural, linguistic and any specific needs of the client 2.4 Use *organisation* and *professional standards*, *procedures* and values in providing services to clients affected by domestic violence and reflect community needs 2.5 Recognise and report breaches of organisation codes of ethics/and or practices in accordance with *professional and organisation standards and procedures*

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ELEMENT	PERFORMANCE CRITERIA
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills in the domestic violence area against occupational *units of competency* and other relevant standards to determine development needs and priorities 3.2 Regularly use *self assessment and reflection* on practice to monitor *own performance* against established *personal performance standards* and to identify strengths and weaknesses 3.3 Use feedback from clients, their family and colleagues to identify and develop ways to improve competence in responding to domestic violence 3.4 Identify *personal development strategies* to recognise and respond effectively to domestic violence, and plan and implement to maintain currency of professional competency 3.5 Identify, acquire and apply new developments and trends in responding to domestic violence, and the associated skills and knowledge 3.6 Participate in *support processes* to obtain professional feedback and to monitor occupational health and stress 3.7 Use networking to identify and build relationships with associated and relevant individuals and organisations 3.8 *Participate in professional networks and associations* to obtain and maintain personal knowledge and *networks*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, its effects, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- An understanding of current organisation and professional procedures, practices, and social, ethical and business standards
- Knowledge of relevant debriefing and support processes
- An understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- An understanding of how to develop and maintain professional networks
- Knowledge of the principles and techniques of goal setting, measuring performance and time management
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Knowledge of respectful strategies that will assist in client self-determination to ensure safety of client and family
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- An understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Manage own performance and take responsibility for professional development in relation to domestic violence, in particular to:
  - consider the physical and emotional safety of clients, their family, worker and colleagues
  - display a positive role model to others
  - adapt work processes to meet the specific needs of the community, client or colleagues as required
  - monitor own performance and identify any personal development needs
  - identify ways to improve performance through seeking feedback from clients and colleagues
  - acknowledge personal values when responding to domestic violence
  - access learning opportunities to extend own personal work competencies to improve service delivery in domestic violence
  - develop and expand professional networks and participate in positive relationship building to further enhance skills and knowledge
  - interpret accurately and comply with legal and procedural requirements
  - understand their own work role and responsibilities in relation to domestic violence issues
  - select and use available technology appropriate to the task

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - networking to enable positive participation in professional associations and networks to enhance knowledge within a domestic violence framework
  - questioning and active listening to establish confidence and facilitate accurate and relevant exchange of information
  - liaison, for example, ability to liaise with people from a range of social, cultural, sub-cultural, religious and ethnic backgrounds in individual or group contexts
  - planning and organising for determining goals and strategies
  - researching and evaluating to acquire and assess information, for example-to prepare personal plans and establish priorities
  - collaboration between worker and client, between worker and colleagues and between services and other providers
  - problem solving for a defined range of predictable problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services

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REQUIRED SKILLS AND KNOWLEDGE

and workers in other occupational groups

- literacy and communication in relation to analysis and evaluation of feedback, and presentation of information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment to manage professional development in responding to domestic violence
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to identifying and responding to domestic violence

Related units:

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit:

- CHCDFV301A Recognise and respond to domestic and family violence

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work may relate to:

- Specific groups, issues or communities e.g. Health issues of young people from particular cultural, religious, sub-cultural backgrounds and/or geographical areas
- Monitoring, evaluation and research activities
- Policy development
- Primary intervention and assessment
- Advocacy
- Individual casework
- Community development
- Referrals
- Child protection work
- Provision of information/materials
- Service development towards systems change
- Project development and implementation

Client may include:

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients
- People with specific needs seeking access to services
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their family
- Other organisations/service providers
- Communities

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RANGE STATEMENT

Underpinning values and philosophies in responding to domestic and family violence include:

- The safety and well being of those subjected to domestic violence must be the first priority of any response
- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- A commitment to meeting the needs and upholding the rights of clients
- A commitment to empowering those affected by domestic violence
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families
- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
- Domestic violence is an abuse of power perpetrated mainly (but not only) by men against women both in a relationship and after separation

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RANGE STATEMENT

Social, historical, political and economic context:	• Statutory framework within which work takes place • Historical context of work e.g. changing attitudes to domestic violence; changing approaches to working with people affected by domestic violence • Changing social context of work e.g. previous, current and changing government and societal views of domestic violence and approaches to working with clients • Political context e.g. government policies and initiatives affecting domestic violence work • Economic context e.g. the current economic situation as it relates to and affects domestic violence and the subsequent impact on client needs and the effects of economic deprivation and control on clients attempting to escape domestic violence
Community may relate to a specific location, language/ cultural or social structure and include:	• Individuals and groups defined by the organisation's programs and services • Other agencies providing services to individuals and groups • People with specific needs and interests • Organisation management, colleagues, supervisor, team members • Survivors/victims of domestic violence, their families and friends • Funding bodies • Professional networks and associations • Government representatives and service providers • Policy and decision-makers in the specific community • Groups representing cultural, sub-cultural, religious, social, ethnic, sexual, gender, and age issues in the community

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RANGE STATEMENT

Rights and responsibilities may include:	• Rights of safety • Rights under common law • Rights outlined under relevant standards/principles and charters (e.g. UN Declaration on Rights of the Child) • Rights under the Constitution • Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation) • Guidelines relating to parameters of confidentiality/client consent • Worker's code of ethics
Interrelationship of issues when responding to domestic violence may relate to clients with specific needs such as:	• Disability issues • Cultural diversity issues • Language issues, such as when English is not the first language • Issues for the aged or young • Isolation issues, such as those from remote or rural locations • Sexual identity issues • Gender issues • When religious beliefs, practices or values need to be considered • Addiction or dependency issues • Mental health issues • Criminal history • Literacy issues • Those at risk of self-harm • Economic/transport or accommodation issues

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RANGE STATEMENT

Own performance may be monitored against established personal and organisation performance requirements and may include processes such as:

- Formal/informal organisation initiated performance appraisals
- Obtaining feedback from supervisors, subordinates and colleagues
- Obtaining feedback from clients, human resource development personnel, family and other relevant community members etc.
- Monitoring of supervised staff, colleagues and/or team staff morale
- Personal reflective behaviour strategies/ methodologies
- Other strategies which facilitate the identification of personal strengths/weaknesses/issues to be addressed
- Routine organisation methods for monitoring service delivery

Organisation and professional standards and procedures may include those relating to:

- Client and worker safety
- Organisation mission statement and/or philosophy
- Routine organisation methods for monitoring service delivery
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Industry standards
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Debriefing and supervision
- Industry standards
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety

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RANGE STATEMENT

Units of competency are standards which measure:	• All those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function
Self assessment and reflection requires practitioners to regularly review their own performance against required and established professional performance requirements *Such performance requirements may be documented through*:	• Professional bodies' competencies and codes of practice/ethics • Organisation HRD policies and procedures • Occupational or functional roles/units of competency • Professional accreditation and re-accreditation requirements
Personal development strategies may include development/ implementation of a personal/ professional improvement program, either internal or external to the organisation including such things as:	• Development of improved interpersonal/technical skills • Updating stress management abilities • Adapting work rotation to facilitate changing personal/work priorities • Formal/informal learning programs • Utilisation of existing strengths to focus future career development • Cultural, sub-cultural awareness/sensitivity • Involvement in community activities • Coaching, mentoring and/or supervision • Counselling • Updating/maintaining knowledge base on domestic/family violence issues and current context for work/professional practice • Establishment of new career paths
Support processes will need to include at least one of the following:	• Counselling • Performance feedback • Debriefing • Training and development • Supervision

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RANGE STATEMENT

Networks may be formal or informal and include:	• Regional, specialist and peak associations • Professional/occupation associations • Trainers, teachers and academics • Contacts in policy and funding bodies • Local inter-agency networks • Interest and support groups • Other workers
Participate in professional networks and associations may include purposes such as:	• Learning about the role, services and resources of other organisations • Learning about the roles and resources of other workers • Providing advice and information about own service and organisations • Peer support and review • Professional development • Maintaining coordination among organisations and workers • Supporting joint programs or activities • Providing information for policy development • Supporting the interests of specific groups within the community
Personal performance standards relates to:	• The practitioner's level of competency • Professional ethics • Integrity and behaviour • Regulations • Code of ethics/practice • Organisation/agency procedures • Community standards

Unit Sector(s)

Not Applicable

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CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide domestic violence crisis intervention and support This standard distinguishes between responses to clients in crisis and responses to clients and their families requiring long to medium term support

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify immediate *risks* and needs	1.1 Use appropriate *interpersonal skills* to promote confidence and rapport, allowing accurate and relevant exchange of information
	1.2 Use *methods* to ensure that all relevant *client* information is collected with client consent
	1.3 Assess information for complexity, urgency and eligibility so *immediate needs* can be accurately identified
	1.4 Analyse and respond to any indications of risk or threats to safety according to the degree and nature of the risk for client and/or worker
	1.5 Identify own limitations in addressing and assessing *client needs* and where appropriate, seek assistance from *appropriate persons*
	1.6 Ensure all dealings with clients reflect organisation standards and procedures and comply with *legislative and statutory requirements*

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ELEMENT	PERFORMANCE CRITERIA
2. Explore interventions	2.1 Explain and promote *rights and responsibilities* of client and worker in accordance with *organisation standards and procedures* 2.2 Immediately respond to incidents affecting safety according to organisation standards and procedures and in a manner designed to protect the safety and welfare of the client and the worker 2.3 Employ relevant *interpersonal skills* to assist clients to explore issues and identify realistic intervention options 2.4 Use relevant *strategies* to help empower and enable the client to maintain their own safety and welfare 2.5 Provide client with information about available *services* that may meet their needs and assist client to identify their preferred option 2.6 In all *work*, prioritise the physical and emotional safety of clients and workers 2.7 In all work demonstrate sensitivity to client's *specific needs* and any cultural, family and individual differences
3. Develop and implement support plans	3.1 Negotiate and agree *strategies* for intervention with the client before commencing work 3.2 Identify and discuss alternative *strategies* which may deal with contingencies that may arise 3.3 Identify, negotiate and implement *strategies* which address client's *immediate* and other *needs* and provide appropriate support and referrals 3.4 Undertake record-keeping and reporting in accordance with *organisation standards and procedures*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social, political, historical, and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society in regard to domestic violence, and their affects on individual's rights to safety and autonomy
- Understanding of domestic violence indicators and procedures for undertaking assessment of client needs
- Understanding the differences between responding to clients in a crisis situation and those requiring long term support
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Knowledge of applying community development principles and strategies
- Knowledge of effective crisis intervention strategies and their applicability to various scenarios
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and general knowledge to recognise and respond to domestic violence in an appropriate manner, in particular, to:
  - respond to incidents in a manner which promotes the client's physical and emotional safety
  - establish confidence with clients through using appropriate interpersonal styles and methods
  - identify accurately the immediate needs of clients whilst considering the degree of complexity and urgency
  - select and negotiate appropriate intervention strategies and resources which match client needs
  - interpret accurately and comply with legal and procedural requirements
  - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres Strait Islander people, mental health)
  - understand own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened
- Demonstrate application of skills in:
  - response, for example, from responding sensitively to disclosures through to maintaining confidentiality in relation to people affected by domestic violence
  - assessment for a broad range of unpredictable problems involving analysis, assessment, and evaluation - for example, identifying domestic violence during professional contact with clients
  - questioning and active listening that establishes client confidence and facilitates disclosure
  - problem solving for a defined range of problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and workers in other occupational groups
  - collaboration between worker and client, and between services and other providers
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and

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REQUIRED SKILLS AND KNOWLEDGE

service delivery issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
  This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in identifying and responding to domestic violence
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to identifying and responding to domestic violence

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Interpersonal skills may include:

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where english is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening

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RANGE STATEMENT

Methods to collect information may for instance include:	• Interviews with clients, family, significant others and carers • Questionnaires • Applications and other forms • Case documentation • Using specialist communicators • Classification tools • Information from professionals including medical reports • Information from service providers • Previous file records • Client consent (verbal and written)
Client may include:	• Individuals (inclusive of children, youth, adults and the aged) • Referred or self-referred clients • Voluntary and involuntary clients • People with specific needs seeking access to services • Survivors/victims of domestic violence, their families and friends
Immediate needs to be assessed include:	• Safety and physical and emotional security • Safety plans • Legal or medical information and support • Accommodation/transportation • Safety and welfare of any children whether with client or not

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RANGE STATEMENT

Other client needs/services and/or strategies could include, but are not limited to:

- Economic support
- Protection from financial exploitation
- Access to services/information
- Ongoing assessment
- Referrals to specialist services
- Referrals to community support and/or education groups
- Establishment of community networks
- Counselling (individual, family or group focused)
- Domestic violence awareness raising programs
- Legal or medical information and support
- Provision of assistance to address issues, gather information, locate other resources
- Advocacy

Rights and responsibilities may include:

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. UN declaration on rights of the child)
- Rights under the constitution
- Rights and responsibilities under legislation (e.g. Freedom of information legislation, child protection act)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics
- Rights of victim to access crime compensation

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RANGE STATEMENT

Organisation standards and procedures may include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and
- Rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Grievance procedures
- Industry standards
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety

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RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Existing or previous orders relating to domestic violence (e.g. Apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Being denied access to funds, resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

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RANGE STATEMENT

Appropriate persons include:

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groups within the community
- Government representatives and service providers
- Family members, friends, care-givers
- Specialist support services for people with specific needs
- Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses, women's networks and refuges, church groups, professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

Specific needs relating to clients, may include, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or main language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who have mental health issues
- Who are in same-sex relationships
- With a dual diagnosis
- Who are of a particular gender
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- Who come from an aboriginal background
- Who come from a Torres Strait Islander background

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RANGE STATEMENT

Legislative and statutory requirements include:	• Relevant State/territory/Commonwealth legislation (e.g. Domestic Violence, Guardianship, Disability Services, Immigration, Anti-Discrimination, Child Protection, Legal Practice legislation) • International conventions relating to the rights of children and young people • Relevant international conventions on civil and human rights • Freedom of Information legislation

Unit Sector(s)

Not Applicable

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CHCDFV404C Promote community awareness of domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to identify gaps in existing information, services and resources and to promote community awareness of domestic and family violence issues which will enable the community to work towards the prevention of domestic and family violence

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify information, resource and service requirements	1.1 Employ appropriate *evaluation methods* to evaluate domestic violence *information, resources and services* available in the *community*
	1.2 Review relevance of existing *community activities* and materials based on changing community needs and organisation philosophy
	1.3 Accurately identify gaps and inadequacies in existing information, resources and services in accordance with *organisation standards and procedures*
	1.4 Undertake research to ensure that information reflects the *underpinning values and philosophies* of domestic violence including a domestic violence prevention focus

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ELEMENT	PERFORMANCE CRITERIA
2. Support community participation	2.1 Support community participation in line with organisation standards and procedures 2.2 Use appropriate *interpersonal and networking skills* to enlist support from *key people and groups* influencing community values 2.3 Provide opportunities for key people and groups to participate in designing and evaluating programs, *policies and strategies* to address the changing needs of the community 2.4 Undertake cooperative planning to develop appropriate policies and strategies which address the identified *community service education needs*
3. Promote domestic violence awareness	3.1 Identify and utilise relevant opportunities to formally and informally communicate and promote awareness of domestic violence in line with community needs 3.2 Promote service delivery and activities in a way that facilitates understanding and gains support 3.3 Implement strategies to address identified gaps and inadequacies in information, resources and services in accordance with organisation standards and procedures 3.4 Identify opportunities for *community education programs* and/or resources/services, and clarify and evaluate with key people and groups 3.5 Evaluate and discuss community activities with key people and groups to determine future directions

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the general principles and practices of community development, education and consciousness raising
- Knowledge of the cultural and language groups represented within the local/regional community, and a respect for their values and beliefs
- An understanding of the key people and groups within the community who are able to influence community values
- Understanding of current theory and research knowledge in the domestic violence area
- Knowledge of the processes used to formally and informally communicate the domestic violence prevention needs of the community
- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse, and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society relating to domestic violence and their impact
- Knowledge of the organisation's current domestic violence activities, programs and services
- Understanding of current organisation procedures, protocols and practice for promotion of services
- Knowledge of the impacts of cultural, sub-cultural, social, sexual identity, religious, gender, age, disability, language issues etc on attitudes towards domestic violence
- Knowledge of community development principles and strategies and their application and particularly the Ottawa Charter, partnership and community consultation approaches to community development
- Understanding specific limitations of work role, responsibility and professional abilities

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Promote community awareness of domestic violence, in particular, to:
  - research and identify strategies to address inadequacies in existing community information and resources
  - develop working relationships with key people within the organisation and other services, including the community to encourage their cooperation and participation in the promotion of domestic violence issues
  - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims of domestic violence, users of violence, Aboriginal and Torres Strait Islander communities, mental health etc)
  - effectively communicate and promote awareness of domestic violence (including services and activities) using methods which are appropriate to the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research involving analysis and evaluation for identifying domestic violence information and resource requirements of the community
  - networking in relation to establishing and maintaining relationships with key people and groups in the community
  - facilitation and presentation in relation to transferring and collecting information and gaining agreement on concepts, for example presenting to community groups
  - facilitation relating to providing guidance to achieve outcomes and gain agreement on concepts and for enlisting support from key people and groups within the community
  - report writing requiring analysis and evaluation of information in a defined range of areas, for example when bringing together results of research for recommending policies and strategies to address community needs
  - problem solving for a broad range of problems involving analysis, assessment and evaluation for the development of new ways of addressing domestic violence issues which address changing community needs and attitudes and help to raise community awareness
  - project planning in relation to scope, time, cost, quality, and communication requirements when planning new community education activities

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
  This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment to promote community awareness of domestic violence and the promotion of prevention of domestic violence
  - where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to needs analysis and/or community development service delivery evaluation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit/s:

- CHCCD514C Implement a community development strategy
- CHCCD402C Provide education programs

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods to collect information may for instance include:

- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Classification tools
- Information from professionals including medical reports
- Information from service providers
- Previous file records
- Client consent (verbal and written)

Evaluate methods to evaluate information, resources and services available may include:

- Qualitative and quantitative
- Consultative and participatory
- Diagnostic or summative
- Any combination of the above
- Sampling techniques such as:
- Observation of work activities
- Workshops and meetings
- Questionnaires
- Surveys

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RANGE STATEMENT

Information, resources and services may include:	• Culturally appropriate literature and media that is relevant to specific needs groups e.g. Visually impaired • Skills/administrative support • Facilities, educational materials, equipment • Funding • Developmental training • Staff development programs, community development programs
Services include but are not limited to:	• Government agencies/departments • Non-government organisations • Charity/voluntary organisations • Church groups • Service organisations • Political parties • Committees
Community may relate to a specific location, language/ cultural or social structure and include:	• Individuals and groups defined by the organisation's programs and services • Other agencies providing services to individuals and groups • People with specific needs and interests • People using the organisation's services/programs • Groups, such as those representing cultural, sub-cultural, gender, religious, age and sexual identity

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RANGE STATEMENT

Community activities are those which raise awareness of domestic violence issues and could include:

- Seminars and workshops
- Victim support groups/networks
- Public forums
- Community safety plans
- Focus groups on relevant issues
- Health promotion activities
- Users of violence behaviour change groups
- Community awareness programs
- Community education programs
- Community support programs

Organisation standards and procedures may include those relating to:

- Collection and storage of information
- Code of conduct/code of ethics
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Organisation mission statement and/or philosophy
- Minimum practice standards
- Assessment for eligibility to access particular services
- Legal frameworks
- Use of interpreter or interpreter services
- Financial plan
- Community development models

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RANGE STATEMENT

Underpinning values and philosophies relating to domestic violence include:	• All individuals have the right to be free from violence • The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence • All forms of domestic violence are unacceptable in any group, culture or creed • Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family • Domestic violence is widespread and complex • Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families • Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
Interpersonal and networking skills may include:	• Means for communicating with people with disabilities or where English is not the first language • Methods of communicating with different age, gender and sexual identity groups • Cultural and sub-cultural awareness/sensitivity • Using appropriate body language • Demonstrating empathy • Liaison with regional and specialist associations • Liaison with other service providers and key stakeholders • Liaison with key community contacts

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RANGE STATEMENT

Key people and groups within the community may include but are not limited to:	• Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groups within the community • Policy and decision-makers in the specific community • Funding bodies • Service providers • Individuals, groups or communities most likely to be affected by strategies or action plans • Organisation management, colleagues, supervisor, team members
Policies and strategies that could be developed to meet the changing needs of the community may include:	• Strategies to increase access to facilities, services or decision-making • Providing direction, advice and information • Development of community facilities • Development of community education programs • Development of advocacy groups • Development of support networks/groups • Development of users of violence behaviour change groups • Improved community liaison and networking • Education programs to improve workers' skills and knowledge • Simple informal communication regarding the service's activities, through internal and external networks • Lobbying relevant persons and agencies • Public communication, such as public speaking opportunities, local media interviews/press releases etc • Specific materials such as flyers, brochures, 'advertisement' type articles in local newspapers • Use of existing own or other organisation/agency information channels such as notice boards/bulletin boards, newsletters, pamphlets, etc • Use of community meetings and meetings with community leaders, both formal and informal • Use of audio-visual materials and web-sites • Any combination of the above and others

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RANGE STATEMENT

Community education programs may be of varying scope and scale and could include:	• Single events, such as information stalls in shopping centres • Complex series of activities that involves coordinated elements, such as education campaigns involving mass media information • Multi session education and skill development programs • Peer education and mentoring programs • Ongoing involvement with local community events (e.g. Sporting, cultural, religious events) • Programs that promote ownership of domestic violence issues by the community/group and its leaders
Community service education needs could include but are not limited to:	• Skills development • Preventive, pro-active strategies • Community consciousness raising exercises • Opportunities to reflect on attitudes and beliefs • Knowledge building

Unit Sector(s)

Not Applicable

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CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills, attitudes and values required to provide support to people from Aboriginal or Torres Strait Islander communities who have been affected by domestic and family violence It requires sensitivity and an understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain relationship with community	1.1 Establish and maintain relationships with *key people within a community* to promote services and to develop respect, acceptance, confidence and credibility between the *community* and the service
	1.2 Identify and respect *restrictions and protocols* regarding communicating and relating with the community and its members
	1.3 *Support* developed *community* programs which meet the needs identified by *clients*
	1.4 Collect *local information* to identify the requirements of the community in relation to domestic and family violence issues
	1.5 Provide feedback to the community and individuals in relation to information collected
	1.6 Respect and encourage the value of community, elders and kinship system as a social support mechanism and use when appropriate and with client consent

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ELEMENT	PERFORMANCE CRITERIA
2. Work within cultural requirements	2.1 Ensure information provided is linguistically, visually and culturally acceptable to the community 2.2 Identify and recognise different views of the community and consider in planning any support activities 2.3 Adapt *work* processes as appropriate to meet requirements of the community and *specific needs* of individuals 2.4 Utilise values, issues and structures within the community to maximise outcomes for clients 2.5 Where relevant, work with the whole family including perpetrators, siblings, extended family and community members 2.6 Ensure work within the community and with individual clients is consistent with *organisation standards and procedures* and current *legislative and statutory requirements*, and gives consideration to the practices of the community
3. Support client	3.1 In all work with clients, prioritise their physical and emotional safety and the safety of their family 3.2 Use appropriate interpersonal skills to allow accurate and relevant exchange of information and to make sure individual stories are heard, accepted, understood and validated 3.3 Provide the individual with feedback to ensure accuracy and appropriate interpretation of their stories 3.4 Identify, assess and respond to any indications of risk or harm according to the degree and nature of the risk and the client's wishes and circumstances 3.5 Explain and promote client and worker rights and responsibilities throughout client contact 3.6 Undertake all appropriate record-keeping and reporting in accordance with organisation standards and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of effective ways to gain community acceptance
- Knowledge of the cultural and language groups represented within the local/regional community, and a respect of their values, beliefs and traditions
- Understanding of the key people and groups within the community and relevant protocols and restrictions for consultation and decision-making
- Understanding of how to communicate with the community (adaptation of language, verbal and non-verbal, local language)
- Knowledge of the impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc on attitudes towards domestic and family violence
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- Understanding of domestic and family violence indicators and procedures for undertaking assessment of client needs
- Knowledge of community development principles and strategies and their application
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, liaison, code of conduct, confidentiality, use of resources, programmed intervention, duty of care requirements, and community involvement and development
- Knowledge of structural barriers and their impact e.g. institutional racism and their effects on Aboriginal and Torres Strait Islander People accessing services
- Knowledge and understanding of kinship system
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use interpersonal skills and knowledge to provide domestic and family violence support in Aboriginal and Torres Strait Islander communities, in particular, to:
  - develop and maintain working relationships with key people within the community to promote domestic and family violence services and develop the confidence and support of the community and key people
  - identify the information needs of the community relating to domestic and family violence using appropriate research and evaluation techniques
  - provide services from an understanding of the Aboriginal and the Torres Strait Islander concepts of domestic and family violence
  - adapt work processes as appropriate depending on specific cultural and linguistic needs that do not compromise the safety of clients and workers
  - facilitate resolution of issues by using interpersonal methods appropriate to the community and the individuals' specific circumstances
  - depending on the work program or services provided apply specific knowledge of particular groups or issues e.g. alcohol and other drugs, same-sex relationships, religious, survivors/victims, perpetrators, ATSI, mental health etc
  - accurately interpret and comply with legal and procedural requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research involving analysis and evaluation for identifying domestic and family violence information and resource requirements of the community
  - facilitation relating to the provision of guidance to achieve outcomes and gain agreement on concepts which are required to enlist support from key people and groups within the community
  - problem solving for a broad range of unpredictable problems involving analysis, assessment, evaluation and the development of new ways of delivering domestic and family violence services which address the specific cultural needs of the community
  - basic counselling such as questioning and active listening (paraphrasing, clarifying, summarising, story telling) techniques, including non-judgemental and empathic approaches to provide a first point of contact
  - literacy and communication in relation to presentation of information in a manner appropriate to the culturally and linguistically diverse needs of the community
  - response ranging from responding sensitively to disclosures to maintaining confidentiality in relation to people affected by domestic and family violence

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REQUIRED SKILLS AND KNOWLEDGE

- interpreting regarding social, historic, spiritual and environmental factors which have an impact on the lives of the community and which are reflected in community relationships and practices
- community development and mediation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in providing domestic and family violence support to Aboriginal and Torres Strait Islander communities
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to providing domestic and family violence support to Aboriginal and Torres Strait Islander communities

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EVIDENCE GUIDE

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence
- CHCDFV404C Promote community awareness of domestic and family violence
- CHCAD401D Advocate for clients
- CHCCS412D Deliver and develop client service
- CHCCM402D Establish and monitor a case plan

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Key people within a community include:	• Community elders • Members and staff of community councils • Local interpreters/spokesperson • Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses, women's networks and refuges, professional associations • Government representatives and service providers • Acknowledged domestic violence specialists and other specialists • Acknowledged language experts/translators and interpreters • Family members, friends, care-givers • Community members • Authorities/people responsible for provision of community and justice administration services, e.g. local councils, and State and Commonwealth agencies
Community may relate to a specific location, language/ cultural or social structure and include:	• Traditional • Rural, remote or metropolitan • People with specified needs • Individuals or groups within a community • Groups defined by organisation programs and services • People/groups living in 'town camps' and outstations/homelands

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RANGE STATEMENT

Restrictions and protocols may relate to, but are not limited to:

- Kinship systems
- Worker's role in the community
- Land Council or Community Council permits for approval to enter Aboriginal or Torres Strait Islander Land
- Community leaders
- Ceremonial times and ceremonies e.g. sorry business, men's business, women's business
- Areas of coverage regarding service provision, such as local government boundaries, state/territory borders, Aboriginal and/or Torres Strait Islander lands
- Accommodation and supplies
- Working relationships between agencies/services
- Weather conditions, physical access and transport
- Protocols between culture and language groups

Clients may include:

- Individuals including of children, youth, adults and the aged
- Referred or self-referred
- People with specific needs
- Family members and significant others
- Voluntary or involuntary
- Community groups

Specific needs relating to clients may include, but are not limited to those:

- Who have a disability
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Who are of a particular gender
- With a dual diagnosis
- Who have addiction or dependency issues
- Who have mental health issues

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RANGE STATEMENT

Local information may relate to:

- Community structures and meetings
- Education levels of the community
- Types of work in the community
- Mobility/transience of community
- The role and impact of native title in the community
- Family interactions in the community
- Income levels
- Age groupings
- Types of dwellings
- Holistic health status of the community
- Environmental issues
- Meetings/storytelling
- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Reports by other people
- Classification tools
- Information from professionals including medical reports
- Information from various service providers

Support may be provided through internal or external services and could include, but is not limited to:

- Safety and physical and emotional security
- Assistance to gain economic support
- Legal or medical information and/or assistance
- Accommodation/transportation
- Access to services/information
- Ongoing assessment
- Educational materials
- Referrals to specialist services
- Community awareness programs/education
- Provision of assistance to address issues, gather information and locate other resources
- Support from community, extended family members, friends and elders
- Advocacy

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RANGE STATEMENT

Work may relate to:

- Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographical areas
- Research activities
- Policy development
- Individual casework
- Community development
- Child protection work
- Referrals
- Project development and implementation
- Organisation standards
- Provision of information/materials

Organisation standards and procedures may include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Personnel procedures
- Use of interpreter and interpreter services
- Organisation mission and/or philosophy
- Inter-agency practice and protocols
- Assessment for eligibility to access particular services
- Completion of forms and applications
- Guidelines relating to parameters of confidentiality/client consent
- Principles of client and community self-determination

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RANGE STATEMENT

Legislative and statutory requirements may include:

- Relevant state/territory/commonwealth legislation e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, racial discrimination, child protection, legal practice legislation
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation
- Legislation and practices which include identification of boundaries and how to deal with them in specific communities

Interpersonal skills may include:

- Cultural awareness/sensitivity
- Methods of communicating with people of different age and gender, religious and sexual preference - ensuring community/individual protocols and restrictions are followed in communication
- Means for communicating with people with disabilities or where English is not the first or main language
- Methods for establishing an emotionally safe and empathic environment
- Non-judgemental communication techniques
- Using strategies that empower clients
- Demonstrating empathy
- Using appropriate body language
- Using conflict management skills if appropriate
- Reflecting and summarising
- Asking open-ended questions
- Ability to ask direct questions about violence in a sensitive and appropriate way
- Active listening
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client and/or client's family
- Recognition of client/worker power differences
- Maintaining confidentiality

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RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client/others by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol or illegal or legal drug/substance abuse i.e. petrol, glue
- Intimidation and harassment
- Existing or previous orders relating to domestic violence e.g. apprehended violence order, or breach of orders
- Avoidance of discussion regarding possible abuse
- Client being denied access to funds, resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental levels
- Perceived or actual threats to harm the worker
- Frequent hospital visits/admissions
- Current or previous separation
- Homelessness
- Family court and/or relationship history

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RANGE STATEMENT

Rights and responsibilities include those relating to:	• Rights of safety • Rights under common law • Rights outlined under relevant standards/principles and charters e.g. UN declaration on rights of the child • Rights under the Constitution • Rights and responsibilities • Under legislation e.g. freedom of information, child protection • Guidelines relating to parameters of confidentiality/client consent • Worker's code of ethics • Rights of victim to crime compensation

Unit Sector(s)

Not Applicable

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CHCDFV407C Provide domestic and family violence support in non-English speaking background communities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide support to people from non-English speaking backgrounds who have been affected by domestic violence It requires sensitivity and an understanding of cultural protocols, including appropriate interpersonal and networking skills

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish relationship with community	1.1 Establish and maintain relationships with *key people within a community* to promote the service and to develop respect, confidence and credibility
	1.2 Gather information from reliable sources about some of the important cultural beliefs, values and customs of the key groups in the *community*
	1.3 Use *methods* to identify the information requirements of the community in relation to domestic violence issues
	1.4 *Support* develop community programs which meet the needs of *clients*
	1.5 Identify and respect *restrictions and protocols* of communicating and relating with different members of the community
	1.6 Respect and encourage the value of community, elders and extended family members as a social support mechanism, and utilise when appropriate and with client consent

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ELEMENT	PERFORMANCE CRITERIA
2. Work within cultural requirements	2.1 Provide information which is culturally sensitive and appropriate about the services available in relevant languages and in mediums accessible to people from culturally and linguistically diverse backgrounds 2.2 Develop links with people from various cultural groups to make sure that the services available are responsive to their needs 2.3 Utilise values, issues and structures within the community to maximise outcomes for clients 2.4 Ensure *work* within the community and with individual clients is consistent with *organisation standards and procedures* and current *legislative and statutory requirements*, and considers community practices 2.5 Adapt *work* processes as appropriate to meet any *specific client needs* 2.6 Utilise appropriate *interpersonal skills* which are consistent with community practices and standards
3. Support client	3.1 Prioritise clients' physical and emotional safety in all dealings with them 3.2 Employ appropriate interpersonal skills to allow accurate relevant exchange of information and to ensure individual stories are heard, accepted, understood and validated 3.3 Analyse and respond to any indications of *risk* or harm according to the degree and nature of the risk and the client's circumstances 3.4 Explain and promote client and worker *rights and responsibilities* throughout client contact 3.5 In all *work* demonstrate commitment to empower individuals to resolve their issues through enhancing skills and self-esteem, accessing appropriate support and through working with others in the community 3.6 Undertake all appropriate record-keeping and reporting in accordance with organisation standards and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social, historical, political and economic context of domestic violence, including myths, unhelpful beliefs, attitudes and practices, power and control, gender, child abuse and criminal issues relating to domestic violence, and their affects on individual's right to safety and autonomy
- Understanding domestic violence indicators and procedures for undertaking assessment of client needs
- Knowledge of the impacts of cultural, sub-cultural, social, gender, age, religious, sexual identity, disability, language issues etc on attitudes towards domestic violence
- Knowledge of the cultural and language groups represented within the local/regional community, and an understanding of their values and beliefs
- Understanding of how to communicate with the community (adaptation of language and dialects, verbal and non-verbal, spoken languages, use of interpreters)
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing and liaison, code of conduct, community development and involvement, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of domestic violence and community services and ethno-specific services available and more generalist nesb services within the local/regional area
- Understanding of the key people and groups within the community and relevant protocols for consultation and decision-making
- Knowledge of structural barriers and their impact (e.g. Institutional racism) and their effects on people from non-English speaking backgrounds accessing services
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on clients
- Knowledge of applying community development principles and strategies

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use skills and knowledge to provide domestic violence support in NESB communities, in particular, to:
  - develop and maintain working relationships with key people within the community to promote domestic violence services and engender their confidence and support
  - identify the information needs of the community relating to domestic violence using appropriate research and evaluation techniques
  - adapt work processes as appropriate depending on specific cultural and linguistic needs that does not compromise the safety of workers and client's
  - facilitate resolution of issues by using appropriate interpersonal methods which are appropriate to the community and the individual's specific circumstances
  - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, mental health etc.)
  - identify indicators of domestic violence and their likely impacts on the person affected by domestic violence
  - accurately interpret and comply with legal and procedural requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research involving analysis and evaluation for identifying domestic violence information and resource requirements of the community
  - leadership relating to providing guidance to help achieve outcomes and gain agreement on concepts which are required to enlist support from key people and groups within the community
  - problem solving for a broad range of unpredictable problems involving analysis, assessment, evaluation and the development of new ways of delivering domestic violence services which address the specific cultural needs of the community
  - assessment, such as to assess the need to use an interpreter/interpreting services and identify qualified and appropriate interpreters/interpreter services
  - basic counselling, such as questioning and active listening (paraphrasing, clarifying, summarising, story telling) techniques, including non-judgemental and empathic approaches to provide a first point of contact
  - literacy and communication in relation to presentation of information in a manner

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REQUIRED SKILLS AND KNOWLEDGE

appropriate to the culturally and linguistically diverse needs of the community

- understanding and applying knowledge of cultural issues without stereotyping or homogenising the client/client group
- responding sensitively to disclosures and ability to maintain confidentiality when working with people affected by domestic violence

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in working with NESB communities to provide domestic violence support
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to working with NESB communities to provide domestic violence support

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EVIDENCE GUIDE

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence
- CHCAD401D Advocate for clients
- CHCCS412D Deliver and develop client service
- CHCCM402D Establish and monitor a case plan

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Key people within a community include:	• Community elders • Community councils • Various community groups representing cultural, sub-cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community • Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses, women's networks and refuges, professional associations • Government representatives and service providers • Family members, friends, care-givers • Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies • Acknowledged domestic violence specialists and other specialists • Acknowledged language experts/translators/ interpreters
Community may relate to a specific location, language/cultural or social structure and include:	• Traditional • Rural, regional, or metropolitan • People with specific needs • Groups defined by organisation programs and services
Methods used to collect information could include:	• Interviews with clients, family, significant others and carers • Questionnaires • Applications and other forms • Case documentation • Using specialist communicators • Reports by other people • Classification tools • Information from professionals including medical reports • Information from various service providers

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RANGE STATEMENT

Support may be provided through internal or external services and could include, but is not limited to:

- Safety and physical and emotional security
- Economic support
- Protection from financial exploitation
- Legal or medical information and support
- Accommodation/transportation
- Access to services/information
- Ongoing assessment
- Specialist services
- Educational materials
- Referrals to specialist services
- Community awareness programs/education
- Qualified and appropriate interpreters
- Provision of assistance to address issues, gather information and locate other resources
- Support from community, extended family members, friends and elders
- Advocacy

Clients may be:

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred
- People with specific needs
- Voluntary or involuntary
- Family members and significant others
- Community groups

Restrictions and protocols may relate to, but are not limited to:

- Family relationships and structure
- Cross-gender communication
- Worker's role in the community
- Working with people whose primary language is a language other than English

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RANGE STATEMENT

Work may relate to:

- Specific groups, issues, or communities e.g. Health issues of young people from particular cultural backgrounds and/or geographical areas, disability issues, mental health issues etc
- Research activities
- Policy development
- Individual casework
- Community development
- Child protection work
- Referrals
- Provision of information/materials
- Project development and implementation
- Organisation standard

Specific clients needs may include, but are not limited to those:

- Who have a disability
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Who are of a particular gender
- With a dual diagnosis
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- Who have mental health issues

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RANGE STATEMENT

Interpersonal skills may include:

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client and/or client's family
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening

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RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Client being denied access to funds, resources or medications
- Existing or previous orders relating to domestic violence (e.g. Apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

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RANGE STATEMENT

Rights and responsibilities may include:

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. Un declaration on rights of the child)
- Rights under the constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of confidentiality/ client consent
- Worker's code of ethics
- Rights of victim to crime compensation

Organisation standards and procedures may include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Organisation mission statement and/or philosophy
- Inter-agency practice and protocols
- Assessment for eligibility to access particular services
- Completion of forms and applications
- Use of interpreter and interpreter services
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety

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RANGE STATEMENT

Legislative and statutory requirements may include:	• Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, racial discrimination and anti-vilification legislation, child protection, legal practice legislation) • International conventions relating to the rights of children and young people • Relevant international conventions on civil and human rights • Freedom of information legislation

Unit Sector(s)

Not Applicable

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CHCDFV408C Provide support to children affected by domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide support and information to children and young people living in a home where domestic and family violence occurs

It requires an awareness of the potential effects of domestic and family violence on behaviour and development and an ability to engender confidence

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish confidence and rapport with children	1.1 Use appropriate *interpersonal skills* to establish rapport and develop a trusting relationship with the child/young person and to encourage children and young people to communicate their feelings, experiences and fear 1.2 In all dealings with children, demonstrate sensitivity to cultural, family, individual differences and any *specific needs* 1.3 Conduct interactions with children/young people in a *welcoming environment and atmosphere* that could be considered safe by children/young people 1.4 Make children and/or young people aware of their *rights* including service and support options (as appropriate to their age and developmental level) 1.5 In all dealings with children/young people, apply *organisation standards and procedures* and comply with *legislative and statutory requirements*

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ELEMENT	PERFORMANCE CRITERIA
2. Explore issues and develop plans	2.1 Employ appropriate interpersonal skills to ensure the *needs of children/young people* are accurately identified 2.2 Analyse and immediately respond to any indications of *risk* or threats to safety according to organisation standards and procedures and legislative and statutory requirements 2.3 Identify own limitations in assessing and addressing the child/young person's needs and, where appropriate, seek assistance from *appropriate persons* 2.4 Ensure all relevant information is collected and assessed for complexity, urgency and safety, to identify priorities for service delivery 2.5 Carry out appropriate assessments to ensure the child/young person is provided with the best range of age-appropriate services and/or referrals 2.6 Provide care-givers with culturally and linguistically appropriate information on domestic violence and parenting

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ELEMENT	PERFORMANCE CRITERIA
3. Provide support, advocacy and information	3.1 Ensure strategies for addressing the child/young person's needs account for their age and developmental level and their physical and emotional safety 3.2 Provide services and referrals to support key relationships for the child/young person and put in place mechanisms to ensure that appropriate parenting is supported 3.3 Provide support services and information to the family to address issues of domestic violence and the effect it has on children/young people where appropriate 3.4 Develop support plans with each child/young person which take into account their needs or wishes, and, where appropriate, the wishes of their care-giver 3.5 Provide short term *follow up* to the child/young person to help maintain their safety and to address any further needs 3.6 Where appropriate, advocate for the child/young person's needs and rights to safety in interactions with the care-giver 3.7 Undertake record-keeping and reporting in accordance with organisation standards and procedures and legislative and statutory requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the effects of witnessing/experiencing domestic violence on children and young people including the effects on their overall development
- Understanding of recognising the links between domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
- Understanding of legal obligations, and legislative requirements particularly in relation to child protection
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of services available for children/young people and their families that they can access within the community
- Understanding of the factors related to domestic violence victimisation which impact upon the care-giver's ability to parent effectively
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of provisions relevant to area of service delivery and delegated responsibility
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on children/young people
- Knowledge of age and developmentally appropriate resources and strategies
- Knowledge of age, development and language levels of children

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge to provide support to children affected by domestic violence to obtain relevant client information and respond appropriately, in particular, to:
  - establish trust and confidence with children/young people through age and developmentally appropriate interpersonal styles and methods
  - provide a welcoming and safe environment for children/young people using age and developmentally appropriate resources
  - assist children/young people and their care-givers to make informed choices by providing them with age and developmentally appropriate information
  - identify and assess children/young people's needs and develop strategies to address them considering their physical and emotional safety and the wishes of their care-giver/parent, if appropriate
  - access and utilise age and developmentally appropriate communication resources (e.g. toys, puppets, drawings)
  - ensure that any further needs of children/young people are met by providing appropriate follow up actions
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - responding sensitively to disclosures/ability to maintain confidentiality within parameters of legislation and organisation's procedures when working with children/young people affected by domestic violence
  - assessment for a broad range of unpredictable problems involving analysis, assessment and evaluation - for example, identifying varying levels of risk to a child/young person's safety
  - problem solving for a defined range of predictable problems, for example when child/young person's needs are identified as lying outside a worker's particular professional role the worker should be able to provide current information about appropriate services
  - collaboration between worker and child/young person, and between services and workers across occupational groups
  - basic age and developmentally appropriate facilitation, such as questioning and active listening (paraphrasing, clarifying, summarising, story telling) techniques, including

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REQUIRED SKILLS AND KNOWLEDGE

non-judgemental and empathic approaches

- age and developmentally appropriate literacy and communication for presentation of information to children/young people

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace, unless child specific resources are not available
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in supporting children and young people affected by domestic violence
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to supporting children and young people affected by domestic violence

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EVIDENCE GUIDE

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCCHILD404A Support the rights and safety of children and young people
- CHCAD401D Advocate for clients
- CHCCS412D Deliver and develop client service
- CHCCM402D Establish and monitor a case plan

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Interpersonal skills may include:

- Age and developmentally appropriate communication techniques
- Storytelling
- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower the client/young person
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Validating child or young persons emotions
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- Maintaining confidentiality
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Active listening

Specific needs relating to children/young people, may include, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Where English is not their preferred or main language
- Who live in a remote or rural location
- Whose parents are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who are in substitute care, including alternative care and residential care
- Children with special needs (e.g. who have been abused, who have learning difficulties etc.)

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RANGE STATEMENT

A welcoming environment and atmosphere would include:	• Appropriate space - child friendly • Toys, puppets, books and resources appropriate to various ages and which are culturally appropriate • Resources for care-giver and other family members where relevant • Where worker is able to 'control' the environment - a separate child specific and friendly space
Rights of a child or young person may include:	• Rights as described in the United Nations Declaration on the Rights of the Child • Rights under common law • Rights under the Constitution • Rights under legislation (e.g. freedom of information legislation) • Guidelines relating to parameters of confidentiality/ client consent
Organisation standards and procedures may include those relating to:	• Child protection protocols and procedures • Child/young person and worker safety • Collection and storage of information • Interview protocols and procedures • Code of conduct/code of ethics • Principles and implementation of duty of care and rights of child/young person to self determination • Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities • Inter-agency practice and protocols • Use of interpreter and interpreter services • Organisation mission statement and/or philosophy • Eligibility criteria for accessing particular services • Completion of forms and applications • Guidelines relating to confidentiality/client consent • Occupational health and safety • Debriefing and supervision

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RANGE STATEMENT

Legislative and statutory requirements may include:	• Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation, other legislation specific to children and young people) • International conventions relating to the rights of children and young people • Relevant international conventions on civil and human rights • Freedom of information legislation
Needs of children/young people should be distinguishable to those of other family members and may include:	• Safety and physical and emotional security • Accommodation • Access to services/information • Counselling • Ongoing assessment • Referrals to specialist services • Referrals to community support and/or education groups • Information provided to care-givers, such as parenting information • Safety plans including protective behaviour techniques

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RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of care-givers current ability to protect child/young person from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Child/young person being denied access to required medications
- Existing or previous orders relating to domestic violence (e.g. apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Being denied access to resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

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RANGE STATEMENT

Appropriate persons include:

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
- Government representatives and service providers
- Specialist support services
- Family members, friends, care-givers
- Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses, women's networks and refuges, professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies
- Child protection workers, children's service workers or any worker specialising in working with children

Methods to collect information may include for instance:

- Interviews with child/young person, their family, significant others and carers
- Applications and other forms such as questionnaires
- Case documentation
- Using specialist communicators
- Classification tools
- Information from professionals including medical reports and psychological and developmental assessment
- Information from service providers including child protection authorities
- Use of specific child appropriate tools, e.g. puppets, sand-play, toys, drawing, and storytelling

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RANGE STATEMENT

Follow up of children and/or young people should be conducted in their environment and may include a range of the following:	• Checks with referred agencies to ensure that they appropriately met child/young person's needs • Contacts the child/young person via telephone, face-to-face interview • With a qualified and appropriate interpreter if needed, or other specialist assistance
Legislative and statutory requirements may include:	• Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, racial discrimination act, and anti-vilification legislation, child protection, legal practice legislation) • International conventions relating to the rights of children and young people • Relevant international conventions on civil and human rights • Freedom of Information legislation

Unit Sector(s)

Not Applicable

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CHCDFV505C Counsel clients affected by domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to use appropriate counselling and facilitation skills to thoroughly explore client issues and identify possible options by providing a safe and supportive environment which encourages clients to be actively involved in seeking their own solutions

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish confidence	1.1 Use appropriate *interpersonal skills* to establish a professional relationship with *clients* based on confidence and support
	1.2 Conduct *interviews and interactions* with clients in a safe environment and in a participatory and confidential manner
	1.3 In all interactions with clients demonstrate sensitivity to cultural, family and individual differences and any *specific needs*
	1.4 Explain and promote *rights and responsibilities* of client, their family and worker throughout client contact
	1.5 Mutually determine appropriate structures, timeframes and protocols
	1.6 In all work with clients, apply *organisation standards and procedures* and comply with *legislative and statutory requirements*

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ELEMENT	PERFORMANCE CRITERIA
2. Explore issues	2.1 Use appropriate *questioning* to encourage clients to explore and acknowledge their fears, concerns and personal capabilities
	2.2 Encourage those who use violence to take personal responsibility for their actions
	2.3 Use facilitation skills to encourage exploration of emotions and experiences that will assist in reflection of issues
	2.4 Analyse and respond to any indications of *risk* or threats to safety according to the degree and nature of the risk to client, their family and/or worker
	2.5 Explore appropriate range of services and resources to meet needs of client and their family in accordance with organisation standards and procedures
	2.6 Provide accurate and relevant information designed to develop awareness and understanding of domestic violence
	2.7 Encourage client self determination through using opportunities which assist clients to identify issues, set personal *goals* and make informed choices to enhance the safety of the client and their family
	2.8 Encourage clients to recognise decisions and changes needed to assist them to achieve their goals
	2.9 Acknowledge progress and encourage and support self management of issues

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ELEMENT	PERFORMANCE CRITERIA
3. Identify possible future directions	3.1 Identify future *services and support* required by the client and plan their delivery in consultation with client, their family and other *appropriate people* 3.2 Jointly identify client information needs and agreed and implement actions to satisfy these as appropriate 3.3 Provide opportunities for client and their family to obtain information and develop skills in accordance with organisation standards and procedures 3.4 Use appropriate questioning and reflection to assist the client to make positive choices and changes as necessary 3.5 Maintain records of participation and progress according to organisation standards and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Detailed knowledge of appropriate counselling techniques that will explore client issues and encourage client's self determination to enhance client and client's family's safety
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Understanding of domestic violence indicators and procedures for undertaking assessment of needs of client and client's family
- Knowledge of respectful strategies that will assist in client self-determination which enhances client and their family's safety
- Knowledge of the various groups represented within the local community (e.g. Cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse, and associated criminal issues
- Specific knowledge of the appropriate range of referral sources and associated protocols
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society in regard to domestic violence, and their effects on individuals' rights to safety and autonomy
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework
- Manage own values so they do not impede effective work and manage the stress of the work - key indicators of competency
- Use interpersonal and general counselling skills and knowledge to obtain relevant client information and respond appropriately, in particular to:
  - establish confidence with clients through appropriate interpersonal styles and methods
  - use a range of questioning and interviewing techniques to facilitate exploration of client issues
  - identify and assess needs of client and client's family including consideration of the physical and emotional safety of clients and their family
  - encourage users of violence to take responsibility and be accountable for their use of violence
  - facilitate client's self determination by using appropriate interpersonal skills to encourage clients to set their own personal goals which enhance safety
  - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres Strait Islander issues, mental health etc)
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship such as questioning and active listening (paraphrasing, clarifying, summarising) techniques, including non-judgemental and empathic approaches
  - response ranging from responding sensitively to disclosures to maintaining confidentiality in relation to people affected by domestic violence
  - assessment for a broad range of unpredictable problems involving analysis, assessment, and evaluation-for example, identifying domestic violence during professional contact with clients and their family
  - problem solving for a defined range of predictable problems, for example when the needs of client and/or client's family are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and workers in other occupational groups
  - collaboration between worker, client and client's family, and between services and

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REQUIRED SKILLS AND KNOWLEDGE

other providers

- counselling which challenges violence and abuse and support the change process
- literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in counselling clients affected by domestic violence
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to client needs analysis and counselling clients in relation to domestic violence

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit:

- CHCCS607D Coordinate the assessment and delivery of services to clients with particular needs

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Interpersonal skills may include:

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client and/or client's family
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening
- Techniques to challenge client's behaviour and attitudes where appropriate

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RANGE STATEMENT

Clients may include:

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- People with specific needs seeking access to services
- Voluntary and involuntary clients
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their family

Interviews and interactions with clients may be either informal or formal and include:

- Scheduled or impromptu
- Via telephone or in person
- Separate interviews
- Other specialist assistance
- Through a qualified interpreter whose involvement will not jeopardise the safety of the client or their family
- Those conducted in a safe environment which encourages disclosure when appropriate

Specific needs relating to clients may include, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or first language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- With a dual diagnosis
- Who are of a particular gender
- Who come from an aboriginal background
- Who come from a torres strait islander background
- Who have mental health issues

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RANGE STATEMENT

Rights and responsibilities include those relating to:

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. Un declaration on rights of the child)
- Rights under the constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics
- Rights of victim to access crime compensation

Organisation standards and procedures include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Personnel procedures
- Organisation mission statement and/or philosophy
- Assessment for eligibility to access particular services
- Completion of forms and applications
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety
- Industry standards

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RANGE STATEMENT

Legislative and statutory requirements may include	• Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation) • International conventions relating to the rights of children and young people • Relevant international conventions on civil and human rights • Freedom of Information legislation
Questioning and other communication techniques may be adjusted as appropriate according to:	• Whether client has experienced domestic violence or was a user of violence • Client's needs • Cultural diversity • Religious beliefs/practices • Disabilities • Language • Communication methods/styles • Appropriate interpersonal styles

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RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Existing or previous orders relating to domestic violence (e.g. apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Client being denied access to funds, resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

Goals should be realistic and attainable and may be:

- Those set out in a case plan
- Those set out by the individual
- Related to compliance with directions/orders
- Immediate, short term, long term
- Or any combination of the above

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RANGE STATEMENT

Services and support may be internally or externally provided and could include, but are not limited to:

- Safety, physical and emotional security
- Assistance to gain economic support
- Protection from financial exploitation
- Immediate and appropriate responses which aim to ensure/maintain safety
- Legal or medical information and support
- Accommodation/transportation
- Access to services/information
- Counselling (individual, family or group focused)
- Referrals to specialist services
- Referrals to community support and/or education groups
- Establishment of community networks
- Domestic violence awareness raising programs
- Provision of assistance to address issues, gather information and locate other resources
- Advocacy

Appropriate people include:

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
- Government representatives and service providers
- Behaviour change groups, such as user of violence groups, drug and alcohol groups
- Family members, friends, care-givers
- Support groups such as survivors/victims of violence groups, community houses, women's networks, church groups, refuges, and professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

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Unit Sector(s)

Not Applicable

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CHCDFV509D Work with users of violence to effect change

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDFV509C Work with users of violence to effect change	CHCDFV509D Work with users of violence to effect change	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with and engage users of violence in assisting them to take responsibility for their violence and to work towards changing their behaviour and enhancing the safety of their family

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain professional relationship	1.1 Use appropriate *interpersonal skills* to develop an open, trusting and professional relationship and to allow accurate and relevant exchange of information
	1.2 Establish and maintain contact with partner and/or family of *users of violence* to identify and analyse their needs
	1.3 Explain and promote client and worker *rights and responsibilities* throughout client contact
	1.4 Mutually agree and adhere to appropriate structures, timeframes and protocols
	1.5 In all dealings with users of violence and their family, comply with *organisation standards and procedures* and with *legislative and statutory requirements*

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ELEMENT	PERFORMANCE CRITERIA
2. Assess capacity for change	2.1 Assess motivation and commitment of users of violence to change *attitudes, beliefs and behaviour* and encourage positive elements and aspects 2.2 Respectfully challenge and constructively address violent behaviour and attitudes condoning violence in an environment that promotes positive client participation 2.3 Identify and assess related issues and factors that impact directly on the user of violence, their partner and family members 2.4 Identify own limitations and strengths in addressing and assessing needs, and respond to them within a supervision framework
3. Encourage personal responsibility	3.1 Challenge users of violence and encourage them to identify their violence and its known and potential affect upon partner and family members 3.2 Encourage users of violence to take responsibility for their actions, to recognise their choices to develop *skills and/or knowledge* and to develop non-violent and respectful relationships 3.3 Assist users of violence to use personal exploration to identify and address opportunities and obstacles to change their *attitudes, beliefs and behaviour* 3.4 Assist users of violence to establish realistic *goals* and strategies to enhance the safety of their partner and family members 3.5 Identify and negotiate the need for specialised services or referral with users of violence and *relevant people* 3.6 Ensure all dealings with users of domestic violence are respectful and sensitive to cultural and family issues and to any *individual differences*

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor and review progress	4.1 Monitor progress of the user of violence through self reflection, partner and family member feedback and critical assessment by the worker and if appropriate, the criminal justice system
	4.2 Identify and challenge lack of progress in taking responsibility and any re-use of violence, and develop modified strategies to enhance the safety of the partner and family members of users of violence
	4.3 Encourage users of violence to establish and maintain networks of support to assist in the development of responsible *behaviour*
	4.4 Identify and allocate additional *services and/or support needed* for further progress according to availability and organisation standards and procedures
	4.5 Complete and maintain all appropriate documentation in accordance with organisation standards and procedures and in compliance with legislative and statutory requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social context of domestic violence, including power and control, motivation for change, gender, child abuse and criminal issues
- Knowledge of behaviour and socialisation theories including those which emphasise that thinking patterns can be changed to give people acceptable and constructive alternatives to harmful behaviour
- Knowledge of the cultural, age and language groups represented within the local community, and an understanding of cultural issues that arise when working with those groups
- Understanding of the prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- Knowledge of internally and externally provided services particularly in the domestic violence field
- Knowledge of respectful strategies that will assist clients in changing their attitudes, beliefs and behaviours
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Knowledge which incorporates theories and concepts of planning and control procedures, resource management and risk management
- A knowledge of techniques for dealing with potentially volatile clients and group situations
- Awareness of own values and attitudes and their potential impact on clients
- Knowledge of potential obstacles and opportunities for clients that may impact on changes in attitudes, beliefs and behaviours

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use interpersonal skills and knowledge to work effectively with users of violence to effect change and to provide appropriate support to family members, in particular, to:

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REQUIRED SKILLS AND KNOWLEDGE

- accurately identify the safety needs of partners and family members of users of domestic violence
- establish clear agreements with users of violence about goals, strategies and outcomes to effect change
- comply with the organisations security and work health and safety (WHS) policies and operating procedures relating to contact with users of violence
- demonstrate challenging and supportive feedback techniques to maintain a focus on personal responsibility with users of violence
- refer to relevant programs which meet the needs of the users of violence, their partner and family
- accurately interpret and comply with legal and procedural requirements
- understand own work role and responsibilities in relation to service delivery
- manage own practice within a supervisory framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - facilitation in relation to providing guidance for behavioural change and the achievement of specified goals
  - response, which include maintaining separate confidentiality strategies when working with users of violence, their partner and family members
  - questioning and active listening (paraphrasing, clarifying, summarising, relationship building and engaging) techniques to develop a trusting relationship and facilitate accurate and relevant exchange of information
  - goal setting and strategy development for ensuring safety
  - self management within a supervision framework
  - assessment to identify needs and related issues which impact on user of violence, partner and family members
  - counselling which challenge violence and support the change process
  - problem solving for a broad range of unpredictable problems involving analysis, assessment, evaluation and the ability to adjust plans and acquire additional resources to assist users of violence, their partner, and/or family
  - collaboration between worker and use of violence, partner and family, and between worker and services and workers across occupational groups
  - dealing with volatile and potentially volatile clients and group situations
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
  This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to users of violence to effect change
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to work done with users of violence to effect change

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCCM402E Establish and monitor a case plan
- CHCCS607E Coordinate the assessment and delivery of services to clients with particular needs

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Interpersonal skills may include:

- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Assessment for motivation and capacity to change violent and abusive behaviour
- Techniques to challenge client's behaviour and attitudes where appropriate
- Cultural, sub-cultural awareness/sensitivity
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family

Users of violence may be:

- Individuals who have committed domestic violence
- Referred or self-referred
- People with specific needs
- Voluntary or involuntary clients

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RANGE STATEMENT

Rights and responsibilities may include:	• Rights of safety • Rights under common law • Rights outlined under relevant standards/principles and charters (e.g. UN declaration on rights of the child) • Rights under the constitution • Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation) • Guidelines relating to parameters of confidentiality/client consent • Worker's code of ethics
User/s of violence demonstrate a range of attitudes, beliefs and behaviours which may include:	• Verbal and/or physical, or sexual abuse • Threats or intimidation • Economic abuse • Social abuse • Emotional, psychological and spiritual abuse • Discrimination • Gender privilege • Committing offences • Drug/alcohol usage or abuse • Antisocial behaviour • Breach of an order or condition • Not complying with reasonable directions

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RANGE STATEMENT

Services and/or support needed for users of violence, their partner and family members which enhance safety may include, but are not limited to:	• Crisis intervention services • Legal or medical information and support • Access to services/information • Ongoing assessment • Educational materials and assistance with literacy • Living skills and problem solving programs • Individual and group programs for users of violence, their partner and family • Referrals to specialist services • Referrals to community support and/or education groups • Counselling (one-to-one, family or group orientated) • Provision of assistance to address issues, gather information and locate other resources
Goals should aim for the cessation of violence and/or abuse and be:	• Realistic and attainable • Open to review
These goals may be:	• Those set out in a case plan • Those set out by the individual, partner and/or family • Compliance with directions/orders • Immediate • Short term • Long term • Or a combination of the above

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RANGE STATEMENT

Relevant people may refer to:

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence issue experts (including, specialised practitioners from human/community service sectors etc)
- Various community groups representing cultural, religious, social, ethnic, gender, and age groups within the community
- Government representatives and service providers
- Family members, friends, care-givers
- Behaviour change groups, such as users of violence groups, drug and alcohol groups
- Support groups such as users of violence support groups, community houses, church groups, professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, state and commonwealth agencies
- Probation and parole officers

Skills and/or knowledge and behaviours to be developed may include but are not limited to:

- Communication skills
- Life-skills
- Self management skills
- Stress-management skills
- Personal development/self-esteem skills
- Development of constructive alternatives to current abusive behaviour
- The development of an awareness of the effects of violence and abuse
- Development of a sense of responsibility for their actions
- Insight/personal assessment

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RANGE STATEMENT

Individual differences may, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or first language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who are of a particular gender
- With a dual diagnosis
- Who have addiction or dependency issues
- Who come from an aboriginal background
- Who come from a Torres Strait Islander background
- Who have mental health issues

Organisation standards and procedures may include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to confidentiality/client consent
- WHS
- Debriefing and supervision
- Industry standards

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RANGE STATEMENT

Legislative and statutory requirements may include:

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, family violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation)
- International conventions relating to the rights of women, children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation

Unit Sector(s)

Not Applicable

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CHCDFV510D Facilitate workplace debriefing and support processes

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDFV510C Facilitate workplace debriefing and support processes	CHCDFV510D Facilitate workplace debriefing and support processes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to manage colleagues' occupational health and welfare

This will involve participating in and facilitating debriefing and various support processes for self or colleagues who are providing various services to people affected by domestic and family violence

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor occupational health and welfare	1.1 Monitor occupational health and welfare, and where issues arise, take appropriate action in accordance with *organisation standards and procedures*
	1.2 Employ appropriate *feedback techniques* to accurately identify workplace needs of *colleagues*
	1.3 Readily identify required professional and *personal performance standards* and use to monitor occupational health and welfare
	1.4 Regularly use self assessment and *reflective behaviour* strategies to monitor performance
	1.5 Regularly or constructively seek formal or informal performance feedback and act upon it as appropriate
	1.6 Plan appropriately to identify areas of need and develop proposals to support these areas

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ELEMENT	PERFORMANCE CRITERIA
2. Conduct debriefings	2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures
	2.2 Schedule debriefing as soon as possible following the incident
	2.3 Conduct debriefing in a safe environment and in a manner that facilitates open communication
	2.4 Use appropriate *debriefing techniques* to encourage further exploration of emotions and experiences to assist in reflection on issues
	2.5 Use appropriate questioning to encourage colleagues to explore and acknowledge their concerns
	2.6 Analyse and respond to any *indications of risk* or threat to safety according to the degree and nature of the risk to self or colleagues
	2.7 Where required, report and record results of debriefings in accordance with organisation standards and procedures
3. Assist and support colleagues	3.1 Promptly deal with any issues relating to the well being of colleagues according to organisation standards and procedures
	3.2 Routinely identify and implement effective ways of working to sustain ongoing health and morale
	3.3 Provide encouragement, support, regular feedback and advice to colleagues as required
	3.4 Clearly communicate to appropriate colleagues any additional support requirements to improve performance
	3.5 Encourage and support colleagues to attend training appropriate for both professional and *personal development*
	3.6 Hold regular meetings with colleagues to review and adjust *support strategies* and priorities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of legislative requirements and knowledge of best practice approach to occupational health and welfare
- Understanding of rights and obligations of employees and employers regarding occupational health and welfare
- Knowledge of debriefing techniques and processes
- Knowledge of appropriate feedback techniques to ensure the various workplace occupational health and welfare needs are accurately identified
- Understanding of techniques for effective workplace communication and team management
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Understanding of role in debriefing process as a peer, supervisor or 'professional debriefer'
- Understanding of specific debriefing techniques and a colleagues' need to debrief specifically in relation to domestic and family violence including dealing with violence, rage, intimidation, threats, transference, counter-transference and interaction with users of violence and those affected by users of violence

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Manage own and colleagues' occupational health and welfare by participating in and facilitating workplace debriefing and support processes, in particular, to:
  - work in accordance with the organisation's occupational health and welfare policies and procedures
  - make appropriate use of feedback and self assessment techniques to accurately identify occupational health and welfare issues
  - use appropriate debriefing techniques in accordance with organisation standards and procedures
  - accurately identify risk and issues that will affect the well being of self or colleagues
  - provide advice, encouragement and support to colleagues to ensure that the workplace occupational health and welfare needs are met
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to workplace work health and safety (WHS)

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship, such as questioning and active listening (paraphrasing, clarifying, summarising) techniques, including non-judgemental and empathic approaches
  - performance planning and feedback that will provide regular and constructive feedback to colleagues
  - response ranging from responding sensitively and appropriately, to providing constructive feedback on performance
  - assessment for a broad range of unpredictable problems involving analysis, assessment and evaluation, for example, identifying levels of risk that will affect occupational health and welfare of self and/or colleagues
  - problem solving for a defined range of unpredictable problems that may affect levels of occupational health and welfare
  - collaboration between worker and client, and between services and other providers
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to WHS and welfare issues
  - collaboration between worker, clients and colleagues and between services and other providers

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
  This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in facilitating workplace debriefing and support processes and managing own and colleagues occupational health and welfare
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to identifying and responding to domestic violence

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation standards and procedures may include those relating to:

- Whether debriefing is a voluntary or compulsory component of workplace practice
- Client and worker safety
- Employment conditions (e.g. industrial agreements, employee/employer requirements)
- Training and development practices
- Administrative processes
- WHS
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to parameters of confidentiality/client consent
- Accountability procedures
- Timeframes for reflective practice and supervision

Feedback techniques may include:

- Team briefing and planning meetings
- Performance planning and feedback systems
- Questionnaires
- Counselling
- Oral or written

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RANGE STATEMENT

Colleagues may include:	• Other staff • Unpaid workers • Students on placements • Resources workers • Ancillary staff • Staff from other related organisations/agencies • Co-facilitators in group work
Personal performance standards relates to:	• The practitioner's level of competency • Professional ethics • Integrity and behaviour • Regulations • Code of ethics/practice • Organisation/agency procedures • Community standards • Occupational accountabilities
Reflective behaviour requires practitioners to regularly review their own performance against required and established professional performance requirements *Such performance requirements may be documented through*:	• Professional bodies' competencies and codes of practice/ethics • Organisation HR development policies and procedures • Occupational or functional roles/units of competency
Debriefing techniques may include:	• Demonstrating empathy • Using appropriate body language • Reflecting, summarising and paraphrasing • Asking open-ended questions • Active listening

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RANGE STATEMENT

Indications of risk could include:

- Client contact outside service boundaries
- Poor performance
- Feelings of depression, anger, low self-esteem
- Medical problems such as overuse of tranquillisers, or alcohol, rug or substance abuse
- Emotional distress
- Transference and counter-transference of client issues on to worker and vice-versa
- Demonstration of stress related problems
- Indicators of stress could include the following:
- Inability to concentrate
- Health problems
- Changes of behaviour
- Continued focus on and re-visiting of an event
- Frequent absences
- Negative attitudes
- Unaware of own stress levels

Personal development strategies may include development/ implementation of a personal/ professional improvement program, either internal or external to the organisation including such things as:

- Development of improved interpersonal/technical skills
- Updating stress management abilities
- Adapting work rotation to facilitate changing personal/work priorities
- Formal/informal learning programs
- Utilisation of existing strengths to focus future career development
- Cultural and sub-cultural awareness/sensitivity
- Seeking coaching
- Mentoring
- Counselling from appropriate personnel to overcome identified limitations
- Development/improvement of conflict management skills
- Establishment of new career paths within or external to the organisation

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RANGE STATEMENT

Support strategies may include:

- Formal, personal and organisation debriefing and professional supervision
- Informal exploration of incidents with team members and supporters
- Counselling
- Review of practice and resources
- Conscious use of personal recreational activities
- Performance appraisal
- Training and development activities

Unit Sector(s)

Not Applicable

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CHCDFV811C Respond to domestic and family violence in family work

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDFV811B Respond to domestic and family violence in family work	CHCDFV811C Respond to domestic and family violence in family work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to respond to domestic and family violence within the context of working with families

Application of the Unit

Application

This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the impact of domestic and family violence on family work	1.1 Identify and respond to the *dynamics of domestic and family violence* 1.2 Identify and respond to gender and power as significant dynamics in domestic and family violence 1.3 Assess and respond to the safety concerns of family members subject to violence 1.4 Recognise and respond to the impact of violent, controlling, intimidating and belittling behaviour on family members 1.5 Identify and respond to the behaviours and tactics of family members who use violence 1.6 Identify *accountability frameworks and practices* 1.7 Identify impact of family domestic work on family workers

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ELEMENT	PERFORMANCE CRITERIA
2. Work within the legal context of domestic and family violence	2.1 Recognise the *legal frameworks* that relate to domestic and family violence 2.2 Ensure staff are familiar with relevant legal responses and programs 2.3 Build relationships with the relevant police, legal services or allied program staff 2.4 Share *information* about the law and relevant programs in relation to domestic and family violence with clients
3. Implement organisation procedures that support family members to cease violent, controlling, intimidating and belittling behaviour	3.1 Identify accountability frameworks and practices that are relevant to the specific clients 3.2 Establish appropriate *referral practices* 3.3 Make information available about the impact of violence on partners, family members and children 3.4 Establish a climate in the organisation such that interactions with family members who use violence are characterised by respect, honesty and concern for safety of others
4. Implement organisation procedures to promote safety for family members who are subjected to violence	4.1 Make information available about incidence and prevalence of domestic and family violence 4.2 Make available information about the personal impact of domestic and family violence on individuals 4.3 Make available information about the impact of violence on children 4.4 Make available process for the creation of *safety plans* 4.5 Build networks with relevant service providers 4.6 Establish a climate in the organisation for appropriate disclosure

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ELEMENT	PERFORMANCE CRITERIA
5. Align service interventions to specific clients	5.1 Analyse relevant family work models that are suitable for domestic and family violence. 5.2 Analyse gender and power relations in family work models 5.3 Utilise appropriate family work models for different client experiences and issues 5.4 Regularly review impact of interventions on specific clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social context of domestic violence, including power and control, gender, child abuse, motivation for change, and criminal issues
- Knowledge of theoretical perspectives that inform domestic and family violence work with people affected by violence
- Knowledge of theoretical perspectives informing behaviour change programs which emphasise accountability, responsibility, people's capacity for behaviour change and moves towards acceptable and constructive alternatives to harmful behaviour
- Knowledge of the cultural, age and language groups represented within the local community, and an understanding of cultural issues that arise when working with those groups
- Understanding of the prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- Knowledge of prevalence of domestic and family violence
- Knowledge of respectful strategies that will assist clients in changing their attitudes, beliefs and behaviours
- Knowledge of legislative requirements and provisions relevant to area of service delivery
- Knowledge which incorporates theories and concepts of planning and control procedures, resource management and risk management
- A knowledge of techniques for dealing with potentially volatile clients and group situations
- Awareness of own values and attitudes and their potential impact on clients
- Knowledge of potential obstacles and opportunities for clients that may impact on changes in attitudes, beliefs and behaviours

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply response skills which include maintaining separate confidentiality strategies when working with users of violence, their partner and family members

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REQUIRED SKILLS AND KNOWLEDGE

- Apply questioning and active listening (paraphrasing, clarifying, summarising, relationship building and engaging) techniques to develop a trusting relationship and facilitate accurate and relevant exchange of information
- Use goal setting and strategy development skills for ensuring safety
- Apply self management skills within a supervision framework
- Use assessment skills to identify needs and related issues which impact on user of violence, partner and family members
- Use counselling skills which challenge violence and support the change process
- Apply problem solving skills for a broad range of unpredictable problems involving analysis, assessment, evaluation and the ability to adjust plans and acquire additional resources to assist users of violence, their partner, and/or family
- Collaborate with user of violence, partner and family, and with services and workers across occupational groups
- Deal with volatile and potentially volatile clients and group situations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- Assessment must confirm sufficient ability to analyse the dynamics of domestic and family violence
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
- In particular, assessment must confirm the ability to:
  - accurately identify the safety needs of people subject to domestic and family violence
  - appropriately identify the relevant accountability frameworks for working with domestic and family violence and family work.
  - build networks with and refer to relevant programs which meet the needs of a wide variety of clients
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to service delivery

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - skills involving direct client contact are to be assessed *initially* on two occasions in a simulated setting.
    if successful, further assessment is required during 10 hours actual practice under direct observation
  - demonstration of competency within the working environment in delivering services to clients living with and affected by domestic and family violence
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Dynamics of domestic and family violence refer to:	• Power relations and controlling behaviour • Impact of gender on domestic and family violence • Behaviours may include: • Physical abuse • Sexual abuse • Social and financial abuse • Controlling behaviour • Emotional abuse including intimidation and harassment • The blame for abuse and violence is generally attributed to the person who is subject to the violence leaving them feeling responsible • The use of abuse and violence is often explained and/or excused by external circumstances, such as alcohol, unemployment
Accountability frameworks and practices refer to but are not limited to:	• Accountability for violence behaviour is located with the user of violence • Transparent review of the person who uses violent behaviour in relation to the experiences of people who are subject this violence. • Transparent review of the worker's actions in relation to the experiences of people who are subject to violence • Transparent review of actions in relation to the statutory and legal obligations • Transparent review of actions in relation to funding obligations
Safety plans may refer to but are not limited to:	• Specific documents that record and document safety strategies • Procedures that support clients who are subject to violence to attend services safely • Organisation arrangements that allow clients who have been subject to violence to participate free from violence and intimidation

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RANGE STATEMENT

Referral practices may include:

- Hot (going with client), warm (setting up appointments and direct links) or cold (information for clients to make own contact) referrals
- Referrals to:
  - crisis intervention services
  - legal or medical services
  - family domestic services
  - child support services
  - culturally specific services
  - accommodation services
  - access to services/information
  - financial services
  - child support agency
  - mediation and counselling services
  - living skills and problem solving programs
  - educational programs
  - specialist services

Legal frameworks refer to:

- Family law legislation and associated court orders
- State family and domestic violence legislation and associated programs
- Criminal assault legislation
- Child protection legislation
- Mandatory reporting
- Work health and safety (WHS) legislation
- Discrimination and equal opportunities legislation
- Any other relevant state/territory/ commonwealth legislation (e.g. guardianship, disability services, immigration, anti-discrimination, legal practice legislation)
- International conventions relating to the rights of women, children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation

Information may refer to but not be limited to:

- Verbal, written, electronic or visual materials

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Unit Sector(s)

Not Applicable

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CHCDFV812B Assist users of domestic and family violence to accept responsibility for their behaviour

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit focuses on the knowledge, skills and attributes which are used to ensure that the worker adopts a stance where the established basis for the intervention is the safety of people experiencing domestic and family violence with the recognition that users of family domestic violence are solely responsible for their behaviour and that they can choose to relate respectfully to partners and children The worker's primary role is assisting users of family domestic violence to accept their responsibility to cease all forms of violence and abuse, accept the consequences of their behaviour and understand the impact of this behaviour on those experiencing their abuse and themselves

Application of the Unit

Application	This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the users of family domestic violence motivation for change	1.1 Explore thoroughly with the user of family domestic violence their *understanding and history* of how they came to be currently involved in contact with the worker/service/agency
	1.2 Engage the user of family domestic violence to explore their current dominant *internal and external motivations* for change
	1.3 Use questions to explore blame, minimisation and denial in order to analyse the user of family domestic violence level of ownership of responsibility for use of violence and abuse
	1.4 Examine steps that may have been taken and/or future plans to determine the extent to which they support the users of family domestic violence choice to act in respectful ways
	1.5 Examine intensively and thoroughly the user of family domestic violence commitment to partner and children's safety and their willingness to comply with court orders

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ELEMENT	PERFORMANCE CRITERIA
2. Assist the user of family domestic violence to develop awareness of the choices they can make concerning 'their behaviour	2.1 Contrast the users of family domestic violence understandings of the impact of violence and abuse with their goals for change 2.2 Assist the user of family domestic violence to understand the impact of their violence and abuse on children and partners 2.3 Explore the user of family domestic violence's beliefs, thoughts and decisions to assist them to develop an understanding of how they contribute to their behaviour 2.4 Assist user of family domestic violence to recognise a range of choices and outcomes that are non-oppressive and non-violent 2.5 Demonstrate respect for potential for change of users of family domestic violence and reflect this in all interactions
3. Monitor and evaluate the users of family domestic violence's change	3.1 Establish a contract with the user of family domestic violence to employ choices and strategies that are non-oppressive and non-violent 3.2 Assess change in user of family domestic violence by their self-reporting, others' experience of their behaviour and worker observation 3.3 Evaluate change in the user of family domestic violence using procedures that are consistent with the goals of intervention 3.4 Intensively analyse information from a range of *stakeholders* to assess and monitor progress against goals

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ELEMENT	PERFORMANCE CRITERIA
4. Critically reflect on own interactions and behaviour within the intervention	4.1 Regularly undertake supervision including peer observation and review of work practices to obtain *feedback on performance* 4.2 Monitor and assess risk to own safety throughout the intervention and report any threats to personal safety according to agency/organisation policies and procedures 4.3 Identify and act upon any practices that may diminish the users of family domestic violence's attempts to take full responsibility for violence and abuse. 4.4 Participate in on going activities to maintain competence including evidence-based, good practice approaches to working with users of family domestic violence

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theory relating to domestic violence
- Social justice theory relating to domestic violence
- Criminal justice system
- Masculinities and dominant cultures
- Human and social development
- Integrated violence intervention models

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Apply counselling skills/intervention models
- Demonstrate skills in documentation including report writing
- Conduct liaison and consultation with women's domestic violence workers
- Undertake group work facilitation
- Demonstrate cross-cultural skills
- Undertake contemporary research

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

This unit requires a demonstrated ability to work with users of family domestic violence to assist them to individually acknowledge their responsibility for their violent and abusive behaviour

In particular, evidence must be obtained on the ability to:

- Critically assess a user of family domestic's motivation for change
- Promote the user's sole responsibility for their violence and abuse and an awareness of the impact of this behaviour on children and partners
- Facilitate processes that enable the user of family domestic violence to make choices about changing thinking and behaviour
- Monitor and critically evaluate changes in the light of information from a variety of sources
- Evaluate and critically self reflect on the impact of the worker's actions throughout the intervention process
- Maintain an evidence-based, good practice basis for working with users of violence and abuse

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Resources may include:

- Literature and information relating to the theory and practice of providing integrated domestic violence services and interventions for users of violence and abuse
- Internet resources
- Agency/organisation policies and procedures
- Literature and information relating to the legislative and criminal justice system in relation to domestic violence
- Access to interventions for users of family domestic violence and abuse

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients living with and affected by family domestic violence
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be
  - authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Understanding and history of user of family domestic violence may include, but not be limited to, a range of issues to be explored including:

- The user blaming, minimisation and denial of their actions
- The user attributions of responsibility for their behaviour
- The user ideas in relation to provocation
- The location of the user's violence as a choice, not psychological limitations, illness, stress, a life crisis or substance abuse
- The user's minimisation and inconsistencies with other accounts about their use of violence and abuse (e.g. reports pushing partner when police or partner report criminal assault)
- The user's minimisation of the history, existence, seriousness and frequency of violent actions
- The user's minimisation of the impact of their violence/abusive behaviour

Internal and external motivations can include:

Internal:

- feelings of shame, guilt, remorse, regret, frustration, sadness, etc
- manipulative and coercive behaviour for resumption of relationship with partner, and/or children
- preference for non-violent and respectful relating with others
- desire to break historical patterns in family of origin
- desire for personal change and development

External:

- pressures/coercion from statutory authorities (e.g. prison)
- loss of relationship
- community/family/cultural/religious pressures/status (e.g. employment, social standing)

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RANGE STATEMENT

Stakeholders may include:

- Woman/child's domestic violence caseworker
- Police officers
- Correctional service workers
- Police prosecutors and prosecutors
- Family law court personnel
- Other family members
- Health workers/medical practitioners
- School teachers

Feedback on performance may include:

- Impact of this work on workers
- Practice of power, control and levels of respectful practice between workers and clients
- Levels of respect shown to issues of individual and cultural diversity
- Gendered patterns of relating between workers and clients
- Evidence of participation in accountability processes

Unit Sector(s)

Not Applicable

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CHCDFV813B Promote accountability of users of domestic and family violence and abuse

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit focuses on the knowledge and skills needed to work with people within a framework that acknowledges the broader socio-cultural context of the use of violence and abuse in relationships, including the criminal nature of some of the forms of abuse

Application of the Unit

Application	This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the *accountability frameworks* within which the intervention takes place	1.1 Use questioning to explore understanding of the users of domestic and family violence of how and to whom they are accountable for behaviour 1.2 Discuss with the user of domestic and family violence the *public context* and potential criminal consequences of behaviour 1.3 Establish a clear understanding with the user of domestic and family violence which promotes recognition of their accountability for behaviour

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ELEMENT	PERFORMANCE CRITERIA
2. Address issues relating to *child protection*	2.1 Explore issues relating to the safety of children in contact with the user of domestic and family violence 2.2 Invite the user of domestic and family violence to identify and assess the impact of their actions on children in order to encourage a commitment to child safety 2.3 Clearly explain and emphasise to the user of domestic and family violence the need to comply with agency/interagency policy/protocols and laws relevant to the safety of children in issues relating to *limited confidentiality* 2.4 Establish on-going and effective linkages with relevant agencies/service providers to initiate and/or support *child protection actions and strategies* 2.5 Act upon reports and disclosures of violence and abuse to children in accordance with agency/ organisation policies and statutory requirements
3. Monitor the users of domestic and family violence engagement in the intervention process	3.1 Continually assess the willingness of users of domestic and family violence to acknowledge and accept the consequences of their behaviour 3.2 Assess the attendance and participation of user of domestic and family violence for indicators of their accountability for behaviour 3.3 Monitor compliance with any *legal orders* and/or current legal proceedings relating to others and act according to agency/organisation guidelines or statutory requirements 3.4 Monitor the capacity of the user of domestic and family violence to self-evaluate, self-direct and initiate disclosure and discussion with less reliance on the worker over the period of the intervention 3.5 Seek relevant information from *other sources* to contribute to overall monitoring of the engagement in the intervention of the user of domestic and family violence

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ELEMENT	PERFORMANCE CRITERIA
4. Establish processes with the *criminal justice system* that demonstrate and promote accountability of the user of domestic and family violence for their violent and abusive behaviour	4.1 Communicate with police, prosecutors, courts and correctional services officers in accordance with the contract established with the user of domestic and family violence and agency/organisation guidelines 4.2 Identify incidents which require reporting and act upon them to ensure they are dealt with effectively 4.3 Regularly review processes to enhance accountability and safety partners and children particularly in relation to issues of non-compliance with court orders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Gendered analysis of domestic violence and abuse
- Effects of domestic violence
- Child protection and domestic violence/family violence and family court legislation/protocols
- Court report requirements
- Dynamics of power and control in relationships
- Risk assessment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use group processes which recognise and act in relation to personal responsibility and challenge key aspects of behaviour (e.g. denial, minimisation, justification, blame, collusion)
- Write court reports
- Recognise suspected child abuse and neglect
- Know when and how to notify of child abuse and neglect
- Analyse and evaluate own values
- Apply group process skills which focus on utilising group dynamics, challenging/ confrontation and facilitation techniques
- Use counselling skills which focus on engaging the user of domestic and family violence around issues of violence, abuse, coercive behaviours, abuse of power and controlling behaviours
- Challenge the users of domestic and family violence beliefs and attitudes about the women that support their use of violence
- Challenge users of domestic and family violence re their beliefs and attitudes about the

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REQUIRED SKILLS AND KNOWLEDGE

use of violence

- Refrain from adversarial challenging
- Maintain position of respect in relation to the user of domestic and family violence
- Recognise and deal with/challenge accountability and resistance to accountability for abusive behaviour
- Articulate any apply defined framework of frameworks of accountability in interventions with men
- Address issues in relation to child protection that are encountered during the course of the intervention

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess risks
- Critically analyse and evaluate the users of domestic and family violence re their engagement in the intervention process and take action to deal with any non-compliance in relation to legal orders and other established agreed contracts
- Work effectively with the criminal justice system in ways that promote and ensure accountability by the user of domestic and family violence for their actions

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

This unit requires a demonstrated ability to work with user of domestic and family violence to assist them to individually acknowledge their responsibility for their violent and abusive behaviour

In particular, evidence must be obtained on the ability to:

- Critically assess a users of domestic and family violence motivation for change
- Promote the users of domestic and family violence sole responsibility for their violence and abuse and an awareness of the impact of this behaviour on other people
- Facilitate processes that enable the user of domestic and family violence to make choices about changing thinking and behaviour
- Monitor and critically evaluate changes in the light of information from a variety of sources
- Evaluate and critically self reflect on the impact of the worker's actions throughout the intervention process
- Maintain an evidence-based, good practice basis for working with users of violence and abuse

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Resources may include:

- Literature and information relating to the theory and practice of providing integrated domestic violence services and interventions for users of violence and abuse
- Internet resources
- Agency/organisation policies and procedures
- Literature and information relating to the legislative and criminal justice system in relation to domestic violence
- Access to interventions for users of violence and abuse

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients living with and affected by domestic and family violence
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Accountability frameworks refer to processes that facilitate open and transparent review of actions of users of domestic and family violence that can be subject to review by legitimated others and are directed to:

- People's experience of domestic violence
- Current knowledge about the experience of domestic violence on all persons in the community who have been abused or are vulnerable to violence and abuse
- Agencies/organisations and services that represent and assist people who experience domestic and family violence and abuse
- Statutory agencies/organisations that address domestic violence including the criminal justice system
- Funding agencies/organisations that support intervention programs

Public context of the behaviour of users of domestic and family violence may include:

- Rights to the safety of children and partners
- Criminality of some violent and abusive behaviour
- Domestic and family violence legislation including restraint orders
- Stalking legislation
- Child protection legislation
- Community attitudes to use of domestic and family violence

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RANGE STATEMENT

Child protection in the context of the work includes:	• All existing child protection legislative requirements including mandatory reporting of suspected child abuse and neglect • Agency/organisation policies and procedures for the protection of children
Child protection actions and strategies include:	• Interventions usually by statutory agency including legally required reporting to prioritise the safety of children • Formal arrangements by agreement or law for interagency cooperation for child protection
Legal orders include:	• Apprehended violence orders (AVO) domestic violence orders (DVO) violence restraint orders (VRO) • Probation and parole orders • Interstate orders (ISO) • Child protection orders • Family court orders
Other sources of relevant information may include:	• Police officers • Correctional service workers • Police prosecutors and prosecutors • Family law court personnel • Alcohol and drug court personnel • Other family members • Health workers/medical practitioners • School teachers
The criminal justice system includes:	• Any law enforcement body or agency including police, prosecutors and courts, and community corrections/probation and parole/commonwealth justice officers

Unit Sector(s)

Not Applicable

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CHCDFV814B Establish change promoting relationship with users of domestic and family violence and abuse

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit focuses on the quality and nature of the relationship that the worker establishes with the user of domestic and family violence This relationship creates the context for the intervention The relationship needs to be constructed within a framework that promotes the users of domestic and family violence responsibility, accountability, self-agency and direction towards change while maintaining a focus on the safety of others

Application of the Unit

Application	This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the users of domestic and family violence willingness to address their violent and abusive behaviour	1.1 Utilise questioning to explore how the user of domestic and family violence understands and locates the responsibility for their violence and abuse 1.2 Encourage the user of domestic and family violence to recognise the advantages of behaving in ways that are non-violent and non-abusive 1.3 Explore the users of domestic and family violence aspirations for future relationships in order to examine how their violence undermines fulfilment of those aspirations 1.4 Characterise all interactions with the user of domestic and family violence with respect, honesty and a concern for children and partner safety and in accordance with agency/organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Establish a clear focus on the users of domestic and family violence behaviour and their responsibility for change and the parameters and conditions under which the intervention will take place	2.1 Acknowledge and challenge as the priority/focus for change the users of domestic and family violence understanding of the problems their violent and abusive behaviour cause 2.2 Establish a written contract for the intervention which clearly focuses on the users of domestic and family violence responsibility for their use of violent and abusive behaviours, the potential for change and the priority of the safety of children and partners 2.3 Clarify and agree on expectations for mutually respectful behaviours and use of language, including challenging by the worker
3. Engage in reflective practice to minimise potential for collusion	3.1 Enact and maintain accountability *processes* throughout the intervention process 3.2 Recognise, resist and challenge instances provided by the user of domestic and family violence for collusion 3.3 Examine own practices with the user of domestic and family violence for their potential to replicate dominant behaviours 3.4 Examine own values and attitudes towards constructions of gender to determine the potential for collusion with the users of domestic and family violence account of their use of violence and abuse 3.5 Maintain processes that ensure gender accountability between workers

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ELEMENT	PERFORMANCE CRITERIA
4. Establish practices which are sensitive to and respectful of diversity in the users of domestic and family violence experience without compromising the safety of children and partners	4.1 Establish and maintain practices and strategies that are sensitive to the users of domestic and family violence experiences in relation to membership of a minority culture or experiences of injustice 4.2 Acknowledge respectfully the users of domestic and family violence experiences of injustice, victimisations, prejudice or discrimination while also ensuring that any attribution of causality or responsibility for abusive practices to these experiences is challenged 4.3 Assist the user of domestic and family violence to seek and acknowledge evidence of respectful, just and equitable values and practices in their culture
5. Provide opportunities for the user of domestic and family violence to plan, initiate and monitor changes	5.1 Encourage the user of domestic and family violence to make and implement realistic plans to cease all forms of violent and abusive behaviour 5.2 Provide opportunities fro the user of domestic and family violence to demonstrate their *responsible and respectful behaviour* 5.3 Encourage the user of domestic and family violence to establish and maintain active involvement in ongoing networks of support for responsible and respectful behaviour

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include knowledge of:

- Understanding contemporary practices and theories of domestic violence
- Gender analysis of domestic violence
- Tactics and politics of abuse
- Restrictive constructions of masculinity
- Theories of change
- Relevant legislation
- Agency policies/protocols
- Supervision and debriefing models
- Worker self knowledge including own biases

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate awareness of potential for collusion with the client group
- Demonstrate respectful practices
- Undertake mixed gender co-facilitation
- Challenge the user of domestic and family violence
- Engage the user of domestic and family violence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake risk assessment
- Use effective group facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

This unit requires a demonstrated ability to work with user of domestic and family violence to assist them to individually acknowledge their responsibility for their violent and abusive behaviour. In particular, evidence must be obtained on the ability to:

- Critically assess a users of domestic and family violence motivation for change
- Promote the users of domestic and family violence sole responsibility for their violence and abuse and an awareness of the impact of this behaviour on other people
- Facilitate processes that enable the user of domestic and family violence to make choices about changing thinking and behaviour
- Monitor and critically evaluate changes in the light of information from a variety of sources
- Evaluate and critically self reflect on the impact of the worker's actions throughout the intervention process
- Maintain an evidence-based, good practice basis for working with users of violence and abuse

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Resources may include:

- Literature and information relating to the theory and practice of providing integrated domestic violence services and interventions for users of violence and abuse
- Internet resources
- Agency/organisation policies and procedures
- Literature and information relating to the legislative and criminal justice system in relation to domestic violence
- Access to interventions for users of violence and abuse

Method of assessment

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients living with and affected by domestic and family violence
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Instances provided by the user of domestic and family violence may include:	• Minimisation of their violence and abuse • Justification for their use of violence and abuse • Beliefs and attitudes about gender and the use of violence and abuse
Accountability processes refers to processes that facilitate open and transparent review of a user of domestic and family violence actions and the intervention that can be subject to review by legitimated others and are directed to:	• Partners and children's experience of domestic violence • Current knowledge about the experience of domestic violence on all persons in the community who have been abused or are vulnerable to violence and abuse • Agencies/organisations that represent and assist people subject to violence and abuse • Statutory agencies/organisations that address domestic violence including the criminal justice system • Funding agencies/organisations that support intervention programs
Responsible and respectful behaviour by the user of domestic and family violence may include, but is not limited to:	• Self responsibility • Self reliance • Self confrontation • Separateness/independence from partner

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Unit Sector(s)

Not Applicable

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CHCDFV815B Establish and maintain the safety of people who have experienced domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit focuses on the primary goal of working with the perpetrator to promote the safety of others who may have experienced violence and abuse It includes work-related to establishing linkages between referring agencies, services providers, and statutory agencies including the criminal justice system, in order that the safety of others is given priority

Application of the Unit

Application	This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain the safety of other people as the primary focus of the intervention	1.1 Explain clearly to the user of domestic and family violence the *key principles* which place the safety of other people as the primary focus of the *intervention* and that these reinforced as needed over the period of the intervention 1.2 Share *information relevant to the safety of other people* with agencies and workers throughout the intervention 1.3 Assess all interventions with the user of domestic and family violence for their impact on the safety of other people 1.4 Document and prepare *case notes* for the user of domestic and family violence that makes specific reference to issues affecting the safety of others

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ELEMENT	PERFORMANCE CRITERIA
2. Undertake and record an assessment of responsibility with the user of domestic and family violence	2.1 Explain the rationale for assessment to the user of domestic and family violence in terms of its contribution to enhancing the safety of other people 2.2 Evaluate the user of domestic and family violence's acceptance of responsibility for their actions 2.3 Explore issues of blame, minimisation and denial with the user of domestic and family violence in order to analyse ownership of responsibility for the violence and abuse 2.4 Identify, encourage and strengthen indicators which demonstrate *acceptance of responsibility* with the user of domestic and family violence 2.5 Identify in case notes areas where responsibility has been demonstrated, details of the user of domestic and family violence's goals for behaviour change and the agreed processes for change
3. Undertake ongoing *risk assessment* with the user of domestic and family violence	3.1 Assess *risk to safety* of other people during every contact with the user of domestic and family violence 3.2 Engage and explore with the user of domestic and family violence to whom or what they attribute responsibility for use of violence and abuse 3.3 Reappraise over the period of the intervention current and previous behaviours and levels of *risk as indicators of future risk* 3.4 Record and act upon, in accordance with policy, discrepancies between the user of domestic and family violence's account of their potential for violence and abuse and the account of *risks* to others safety and other workers 3.5 Assess behaviour for evidence of recognition of responsibility and actions in minimising *risk* to the other people

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ELEMENT	PERFORMANCE CRITERIA
4. Develop processes to support limited confidentiality	4.1 Provide to relevant stakeholders, a clear and comprehensive written explanation of the limits to confidentiality 4.2 Obtain written acceptance of the parameters and need for *limited confidentiality* from the user of domestic and family violence 4.3 Take action in response to risk in accordance with documented protocols relating to safety of others 4.4 Maintain, over the period of the intervention, *processes to respond to threats* to the safety of other people
5. Establish processes to ensure that the intervention is informed by partners and children experiencing the domestic and family violence and abuse	5.1 Monitor work practices to ensure that they are consistent with statutory processes and services that promote safety of all people 5.2 Make reasonable efforts to contact the partner and children experiencing the domestic and family violence and abuse and offer *information and support* 5.3 Offer those that have experienced the violence and abuse opportunities to provide *information* to inform the intervention 5.4 Explain to those people who have experienced the violence and abuse that contact does not place them under any obligation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

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REQUIRED SKILLS AND KNOWLEDGE

manage contingencies in the context of the identified work role

These include knowledge of:

- Principles for working with user of domestic and family violence who behave violently and abusively
- Tactics and dynamics of violence and abuse
- Principles of good practice in relation to providing integrated services for working with users of domestic and family violence and abuse
- Intervention practices
- Intervention models
- Limited confidentiality rationale and processes
- Domestic violence theories
- Legal and criminal issues relating to domestic violence
- Statutory requirements
- Gender and power issues/politics of abuse
- Inter and intra agency protocols and policies
- Assessment and intervention instruments
- Risk assessment
- Professional codes of ethics
- Current research relating to domestic violence

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake risk and responsibility assessments
- Provide group working and facilitation skills including conflict management, mixed gender co-facilitation
- Utilise and apply counselling skills
- Provide crisis intervention skills
- Complete casework, case planning tasks
- Liaise and collaborate with other services
- Effectively apply challenging and confrontation skills when working with users of domestic and family violence and abuse
- Use a range of instruments and processes for assessment and intervention
- Communicate sensitively with diverse groups of people
- Apply critical /analytical thinking to work practices

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- Demonstrated ability to apply the key principles and good practice approaches to ensuring that the safety of people who have experienced domestic and family violence is established as the primary focus of the training program
- In particular, evidence must be obtained on the ability to:
  - articulate the principles of safety of all people and to monitor and enact these principles over the period of the intervention
  - identify any actual or potential risk to people and to act on these appropriately and within stated protocols, guidelines and legal considerations
  - monitor risk to people over the period of the intervention
  - document the processes and practices used to monitor the safety of people
  - undertake and record a responsibility assessment with the user of domestic and family violence
  - apply the principles of limited confidentiality to work with user of domestic and family violence who have used violence and abuse
  - interact with workers concerned with the safety of people
- Evidence of competency will also require demonstration of knowledge related to current accepted good practice in relation to working with people who have used violence and abuse

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

Resources may include:

- Literature and information relating to the theory and practice of providing integrated domestic violence services and interventions for users of violence and abuse
- Internet resources
- Agency/organisation policies and procedures
- Literature and information relating to the legislative and criminal justice system in relation to domestic violence
- Access to interventions for users of violence and abuse

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients living with and affected by domestic and family violence
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be
  - authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Key principles, within the context of the intervention, may include:

- The safety of the partner and children who have experienced violence is paramount
- Accountability to partner and children's experience of violence and abuse is central to the intervention process
- The user of domestic and family violence must be held responsible for their own actions, violence and abuse
- All interventions need to be respectful to other people
- A person's experiences of violence and abuse is central to and informs the intervention process

An intervention may consist of a number of processes including:

- Initial intake and assessment
- Responsibility assessment
- Risk assessments
- One on one counselling
- Group work, exit assessment
- Intervention outcome reports
- Contact with partner/previous partner
- Reporting and documentation provided to women/men and/or their advocate, women's services, courts, police, on safety matters

Information relevant to the safety of other people may relate to:

- Incidents of criminal assault
- Threats to harm another person
- Breaches of domestic violence orders
- Sentencing and other court outcomes that may impact on safety
- Child protection issues
- Concerns a worker may have about the user of domestic and family violence's behaviour or attitudes that could impact on the safety of partner and children

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RANGE STATEMENT

Other agencies may include:

- Women's domestic violence services
- Men's support services
- Prosecuting Authorities
- Police
- Courts
- Child protection agencies

Acceptance of responsibility by the user of domestic and family violence may include:

- The user of domestic and family violence acknowledging their violent and abusive behaviour
- The user of domestic and family violence being able to describe all forms of their violent and abusive behaviour including coercive and controlling behaviours
- The user of domestic and family violence acknowledging their choice to behave in violent and abusive ways
- The user of domestic and family violence's demonstration of understanding the significance and impact of their behaviour
- The user of domestic and family violence's ability to demonstrate respectful thinking and relating and how they are able to interrupt own unhelpful patterns of thinking
- The user of domestic and family violence's compliance with and acceptance of any domestic violence orders
- The user of domestic and family violence's ability to demonstrate their choices for violence free relating and the development and actioning of realistic and achievable goals
- The user of domestic and family violence's ability to demonstrate their changes and own the changes
- The user of domestic and family violence abstains from attributing blame and causality for their behaviour on others
- The user of domestic and family violence's preparedness to make their past violence and abuse public knowledge

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RANGE STATEMENT

Case notes may include details of:

- Attendance
- Telephone contact
- Initial assessment
- Domestic violence orders and the conditions of any statutory requirements
- Assessment of responsibility
- Signed contract to engage in the intervention including limited confidentiality agreement
- Ongoing assessment
- Risk assessments - self, partner, children and workers
- The user of domestic and family violence's strategies to promote the safety of others
- The workers actions to promote the safety of others
- Group work notes relating to participation
- The user of domestic and family violence's goals for change and implementation plans
- Summary of the efficacy of the intervention process and outcome

Risk assessment includes consideration of the following factors:

- History of criminal charges
- Changes in situational factors (e.g. separation, court orders, contact with children)
- Disclosures by the user of domestic and family violence of suicidal/self-harm thoughts or plans
- Compliance/non-compliance with orders in relation to others
- The perceptions and judgements of others in assessing any risk to safety
- Specific behaviours reported by the user of domestic and family violence which are indicative of violence and abuse (physical, financial, sexual, social, emotional, spiritual)
- Any threat to the life or person of a party
- Alleged commission of a serious crime against a person
- Possessions of firearms
- History of violence and abuse
- Substance abuse

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RANGE STATEMENT

Processes to respond to threats may include:	• Memorandums of understanding between agencies/organisations • Agreements for report/information sharing expectations between agencies/workers • Statutory obligations (intervention orders, mandatory reporting) • Policy and procedure guidelines/requirements or agencies/organisations
Information and support may be provided to the other person in order to:	• Inform the person about limited confidentiality and the priority give to them safety • Inform the person of processes to warn of threats to own and others safety throughout the user of domestic and family violence's participation in the intervention • Inform the person of the principles of accountability and responsibility • Inform the person of the intent of the intervention • Give information to the person regarding services that will prioritise safety
Information provided by others (*affected by the family and domestic violence*) *to inform the intervention may include*:	• Information from others about their perceptions and judgements of any risk to own and others safety • Information from others of preferences for contact with the workers • Feedback from others on the appropriateness of the program • Information from others of preferences for a process to inform of any further threats to their safety

Unit Sector(s)

Not Applicable

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CHCDFV816B Undertake safety planning with people who have been subjected to domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to assess for, implement and review effective safety plans with clients subjected to domestic and family violence

Application of the Unit

Application	This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the ways in which vulnerabilities of people subjected to violence can affect safety	1.1 Recognise the difficulties of *disclosure* and planning within the *dynamics of domestic and family violence* 1.2 Identify the impact of *diversity* and *community obligations* on the client's ability to make *safety plans* 1.3 Recognise the complexity of *multiple vulnerabilities* in the context of domestic and family violence 1.4 Identify the role of domestic and family violence in creating vulnerabilities
2. Implement safety planning procedures	2.1 Recognise the impact of dynamics of domestic and family violence on the safety planning process 2.2 Clarify the specific safety concerns of the client 2.3 Identify safety concerns for children and child protection issues that need to be addressed 2.4 Create safety plans for specific clients that address their safety concerns 2.5 Make appropriate *referrals*

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ELEMENT	PERFORMANCE CRITERIA
3. Review safety planning procedures	3.1 Analyse the *variables* within safety plans 3.2 Obtain feedback from clients about the effectiveness of safety plans 3.3 Obtain feedback from staff about the effectiveness of safety plans 3.4 Modify safety planning processes in response to feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social context of domestic violence, including power and control, motivation for change, gender, child abuse and criminal issues
- Knowledge of theoretical perspectives informing domestic and family violence work with people affected by violence
- Knowledge of theoretical perspective informing behaviour change programs which emphasise accountability, responsibility, people's capacity for behaviour change and moves towards acceptable and constructive alternatives to harmful behaviour
- Knowledge of the cultural, age and language groups represented within the local community, and an understanding of cultural issues that arise when working with those groups
- Understanding of the prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- Knowledge of prevalence of domestic and family violence
- Knowledge of respectful strategies that will assist clients to take steps toward safety
- Knowledge of legislative requirements and provisions relevant to area of service delivery Knowledge which incorporates theories and concepts of planning and control

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REQUIRED SKILLS AND KNOWLEDGE

procedures, resource management and risk management

- A knowledge of techniques for dealing with stressed and traumatised clients
- Awareness of own values and attitudes and their potential impact on clients
- Knowledge of potential obstacles and opportunities for clients that may impact on safety planning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Response skills that support clients to engage with safety plans
- Questioning and active listening (paraphrasing, clarifying, summarising, relationship building and engaging) techniques to develop a trusting relationship and facilitate accurate and relevant exchange of information
- Goal setting and strategy development skills for ensuring safety
- Self management skills within a supervision framework
- Assessment skills to identify needs and related issues which impact on people subject to violence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Counselling skills which promote respect and support for safety
- Problem solving skills for a broad range of unpredictable problems involving analysis, assessment, evaluation and the ability to adjust plans and acquire additional resources to assist people who are subject to violence
- Literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- Assessment must confirm sufficient ability analyse the dynamics of domestic and family violence and develop relevant safety plans.
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the work environment
- In particular, assessment must confirm the ability to:
  - accurately identify the safety needs of people subject of domestic and family violence
  - accurately identify the vulnerabilities of people who are subject to violence and take these into consideration in safety planning
  - demonstrate capacity to work with clients to develop safety plans that meet their needs
  - recognise that safety planning can be an ongoing process
  - build networks with and refer to relevant programs which meet the needs of a wide variety of clients
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to service delivery

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients living with and affected by domestic and family violence
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Dynamics of domestic and family violence refer to:

- Power relations and controlling behaviour
- Analysis of the impact of gender in domestic and family violence
- Behaviours may include:
  - physical abuse
  - sexual abuse
  - social and financial abuse
  - controlling behaviour
  - emotional abuse including intimidation and harassment
- The blame for abuse and violence is generally attributed to the person who is subject to the violence leaving them feeling responsible
- The use of abuse and violence is often explained and/or excused by external circumstances such as alcohol, unemployment etc

Disclosure may refer to:

- Giving explicit information about experiences of domestic and family violence
- Providing evidence of civil orders, e.g. DVOs or other legal or medical indicators of violence
- Indicating fear for personal safety
- Refusal to give residential address or other indicators of the need for safety

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RANGE STATEMENT

Safety plans may refer to but are not limited to:

- Specific documents that record and document safety strategies
- Procedures that support clients who are subject to violence to attend services safely
- Organisation arrangements that allow clients who have been subject to violence to participate free from violence and intimidation

Variables may refer to but are not limited to:

- Separate locations/times of service
- Separate waiting rooms
- Staggered arrivals/staggered departures
- Involvement of informal support people
- Use of domestic and family violence services
- Use of medical services
- Involvement of police or other services
- How and when to offer support to the person who is subject to violence in the presence of person who uses violence
- Involvement of child protection services

Referrals may include:

- Hot (going with client), warm (setting up appointments and direct links) or cold (information for clients to make own contact) referrals
- Referrals to:
  - crisis intervention services
  - legal or medical services
  - domestic and family services
  - child support services
  - culturally specific services
  - accommodation services
  - access to services/information
  - financial services
  - child support agency
  - mediation and counselling services
  - living skills and problem solving programs
  - educational programs
  - specialist services

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RANGE STATEMENT

Diversity refers to but is not limited to:

- People who:
  - have a disability
  - come from diverse cultural and sub-cultural backgrounds
  - have a preferred or first language that is not English
  - are aged or a young
  - reside in a remote or rural location
  - have same-sex relationships
  - have different religious beliefs or practices
  - have a dual diagnosis
  - have addiction or dependency issues
  - are of an Aboriginal background or Torres Strait Islander background
  - have mental health issues

Community obligations refers to but is not limited to:

- Cultural commitments to people within and beyond their family
- Parenting responsibilities
- Employment commitments
- Social and cultural responsibilities

Multiple vulnerabilities may refer to but is not limited to:

- Any combination of the following:
  - mental health difficulties
  - disabilities
  - poverty
  - limited literacy
  - alcohol and other drug issues
  - parenting difficulties
  - social isolation
  - lack of care for self
  - limited sense of future

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Unit Sector(s)

Not Applicable

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CHCDFV817B Manage domestic and family violence and abuse screening and risk assessment processes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to establish, monitor and review screening and risk assessment processes in relation to domestic and family violence

Application of the Unit

Application	This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish screening and risk assessment procedures	1.1 Identify and assess *risk* for clients in relation to domestic and family violence. 1.2 Analyse work practices that contribute to risk for clients 1.3 Analyse the impact of gender and culture on screening and risk assessment procedures 1.4 Determine *screening* and *risk assessment* procedures appropriate for the organisation 1.5 Determine staff roles appropriate to conduct either screening and/or risk assessment 1.6 Select or develop appropriate screening and/or *risk assessment tools*
2. Apply screening and risk assessment procedures	2.1 Develop organisation consistency for the implementation of screening and risk assessment procedures 2.2 Ensure staff are familiar with screening and risk assessment procedures 2.3 Ensure staff are familiar with use of specific screening and risk assessment tools

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ELEMENT	PERFORMANCE CRITERIA
3. Review screening and risk assessment practices	3.1 Discuss and review decisions in relation to risk assessment 3.2 Analyse impact of screening and risk assessment for clients 3.3 Analyse impact of screening and risk assessment for staff 3.4 Analyse and discuss impact of screening and risk assessment with *external partnerships* and *stakeholders*
4. Modify work practices and procedures to promote client safety.	4.1 Ensure administrative practices support client safety 4.2 Ensure service interventions promote client safety 4.3 Ensure *referral systems* are in place to support client safety

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social context of domestic violence, including power and control, gender, child abuse, motivation for change and criminal issues
- Knowledge of theoretical perspectives that inform domestic and family violence work with people affected by violence
- Knowledge of theoretical perspectives informing behaviour change programs which emphasise accountability, responsibility, people's capacity for behaviour change and moves towards acceptable and constructive alternatives to harmful behaviour
- Knowledge of the cultural, age and language groups represented within the local community, and an understanding of cultural issues that arise when working with those groups
- Understanding of the prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- Knowledge of prevalence of domestic and family violence
- Knowledge of respectful strategies that will assist clients to take steps toward safety
- Knowledge of legislative requirements and provisions relevant to area of service delivery Knowledge which incorporates theories and concepts of planning and control procedures, resource management and risk management
- A knowledge of techniques for dealing with stressed and traumatised clients
- Awareness of own values and attitudes and their potential impact on clients
- Knowledge of potential obstacles and opportunities for clients that may impact on safety planning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate response skills that support clients to engage with safety plans

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REQUIRED SKILLS AND KNOWLEDGE

- Use questioning and active listening (paraphrasing, clarifying, summarising, relationship building and engaging) techniques to develop a trusting relationship and facilitate accurate and relevant exchange of information
- Demonstrate goal setting and strategy development skills for ensuring safety
- Apply self management skills within a supervision framework
- Use assessment skills to identify needs and related issues which impact on people subject to violence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate counselling skills which promote respect and support for safety
- Use problem solving skills for a broad range of unpredictable problems involving analysis, assessment, evaluation and the ability to adjust plans and acquire additional resources to assist people who are subject to violence
- Use literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to analyse the dynamics of domestic and family violence and ensure appropriate screening and risk assessment is conducted
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable to the work environment
- In particular, assessment must confirm the ability to:
  - accurately identify the safety needs of people subject of domestic and family violence through the appropriate use of screening and risk assessment processes
  - accurately review screening and risk assessment procedures of the organisation
  - build networks with and refer to relevant programs which meet the needs of a wide variety of clients
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to service delivery

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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EVIDENCE GUIDE

Method of assessment

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients living with and affected by domestic and family violence
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Risk may refer to but not limited to:

- Being physically hurt, intimidated, bullied, harassed or controlled
- Threatened with physical harm, intimidation, bullying or harassment
- Harm or threat of harm to children
- Harm or threat of harm to pets and loved ones
- Harm or threat of harm to property
- Inability or reduced ability to effectively participate in significant events such as compulsory family dispute resolution
- Inability or reduced ability to negotiate free and fair arrangements whether by reason of a history of domestic violence or otherwise
- Having residential address known by a person who uses violence against you

Screening may refer to:

- Processes for proactively enquiring about the presence of domestic and family violence with the intention of preventing further violence or harm

Risk assessment refers to:

- Processes for evaluating the nature of specific risks to safety for individual clients using tools and structured clinical judgement
- The content of risk may relate to:
  - exposure to further violence
  - mental health issues
  - children's and parenting issues

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RANGE STATEMENT

Risk assessment tools refers to:

- Documented questionnaires and procedures for gathering information in relation to risk
- Scripts and preambles
- Defined questions
- Measures and rating scales of risk

External partnerships and stakeholders may refer to:

- Other agencies and service providers
- Clients
- Funding bodies

Referral systems may include:

- Hot (going with client), warm (setting up appointments and direct links) or cold (information for clients to make own contact) referrals
- Referrals to:
  - crisis intervention services
  - legal or medical services
  - family domestic services
  - child support services
  - culturally specific services
  - accommodation services
  - access to services/information
  - financial services
  - child support agency
  - mediation and counselling services
  - living skills and problem solving programs
  - educational programs
  - specialist services

Unit Sector(s)

Not Applicable

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CHCDFV818C Provide programs for people who have been subject to domestic and family violence

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCDFV818B Provide programs for people who have been subject to domestic and family violence	CHCDFV818C Provide programs for people who have been subject to domestic and family violence	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide effective interventions for people affected by domestic and family violence

Application of the Unit

Application

This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Engage person in a supportive process	1.1 Establish an appropriate physical space that conveys safety and privacy 1.2 Establish trust including explanation of the process 1.3 Use *engagement and questioning techniques* that invite the person to share their perspectives and concerns 1.4 Maintain an *ethical relationship* with the person. 1.5 Attend to an appropriate cultural context for the client
2. Recognise the seriousness of domestic and family violence on individual well being	2.1 Convey messages that acknowledge the traumatic impact of domestic and family violence 2.2 Listen for the specific *safety concerns* of the individual involved 2.3 *Interrupt self-blame* 2.4 Recognise the *dynamics of domestic and family violence* on the individual's ability to *make decisions and plan* 2.5 Recognise the impact of domestic and family violence on the *health status* of individuals

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ELEMENT	PERFORMANCE CRITERIA
3. Prioritise safe interventions	3.1 Clarify the *current situation and circumstances* of the individual and her/his *dependents* 3.2 Clarify the client's perception of *safety* 3.3 Manage dynamics of power in worker client relationship 3.4 Prepare a relevant *safety plan* with the client 3.5 Provide *legal information* if relevant 3.6 Make relevant *referrals*
4. Identify and explore *presenting problems*	4.1 Encourage individuals to describe the presenting problems and explore their understanding of their concerns 4.2 Encourage the person to notice and discuss their concerns in relation to associated behaviours or situations 4.3 Elicit the individuals understandings of attempts to previously manage their concerns in the past 4.4 Encourage the person to describe actions she/he has taken to resist, minimise and avoid violence 4.5 Encourage the person to describe relationships of respect and trust he or she have experienced 4.6 Elicit the individual's understanding of ways to build respectful and trusting relationships
5. Attend to *practical concerns*	5.1 Explore safe accommodation options for the client. 5.2 Explore financial concerns and limitations that may impact on the clients situation 5.3 Explore client support networks 5.4 Explore legal issues with the client 5.5 Explore impact of DFV on work relationships 5.6 Make relevant referrals according to organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
6. Promote realistic and achievable actions that support safety.	6.1 Recognise the impact of *diversity* and *cultural obligations* on the client's ability to change her/his circumstances 6.2 Recognise the significance of the client's perception and assessment of safety 6.3 Recognise the client's ability to take appropriate actions in the timing most appropriate for the individual involved 6.4 Support and encourage actions that promote the individual's *control of her/his situation*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches
- Recognise strengths, limitations, and contraindications of specific therapy models, including risks of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit
- Personal awareness of values, family of origin work, in depth analysis
- Understand the development of theories of intervention
- Working knowledge of the following counselling models, solution focused, narrative, image, CBT, systemic
- Working knowledge of group work models
- Advocacy, community work and community development models
- Distinguish between content and process issues
- Issues affecting family relationships, including: domestic and family violence, all abuse types, mental health, disability, post traumatic stress disorder, socioeconomics, inter generational issues
- Interpretation of legislation relevant to job role including: family law, child protection, domestic violence, child support agency, work health and safety (WHS)
- Knowledge and application of ethical behaviour and legal frameworks for the therapeutic relationship
- Support groups available to people who have lived with family violence
- Self Awareness to facilitate a supportive intervention process in a range of settings
- Boundaries and limitations to therapeutic interventions
- Difference between supportive and interventionist counselling
- Understanding a wide range of client groups and cultural diversity including same sex couples
- Organisation policy and procedures

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REQUIRED SKILLS AND KNOWLEDGE

- Understand dynamics of intimate relationships
- Timing and appropriate termination counselling
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, abuse and conflict

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Manage stress and complex intervention environments
- Respond to trauma
- Undertake suicide prevention
- Screen for survivors of domestic and family violence and child abuse
- Undertake safety planning for domestic and family violence
- Undertake case planning
- Demonstrate effective report writing
- Undertake specialist communication
- Undertake risk assessment and referral
- Work in multidisciplinary team
- Use interactive skills, congruence, non-judgemental
- Seek out clinical supervision and professional development opportunities to ensure best practice and to meet duty of care requirements
- Maintain a solid theoretical base
- Provide transparent service and be accountable for actions
- Apply ethical standards
- Apply systemic conceptualisation
- Formulate hypotheses about presenting client problems
- Work with voluntary and involuntary clients
- Match intervention modalities and techniques to clients needs, goals, and values
- Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, family of origin, larger systems issues of the client)
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Articulate rationales for interventions related to treatment goals, plans, assessment, information, and systemic understanding of clients context and dynamics

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to analyse the dynamics of domestic and family violence and ensure appropriate screening and risk assessment is conducted
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients living with and affected by domestic and family violence
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be
  - authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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EVIDENCE GUIDE

Related units:

This unit of competency should be assessed in conjunction with either of the following related units:

- CHCFDV816B Safety planning with people who have been subjected to domestic and family violence

or

- CHCFDV817B Manage domestic and family violence screening and risk assessment processes

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Engagement and questioning techniques may include:

- Conversation - non problem focused
- Discuss role as worker
- Display respect and non-judgemental attitude
- Use open questioning in a non threatening manner
- Empathy and rapport

Questioning technique may include but is not limited to:

- Questioning to scan relationship web
- Reflexive questioning
- Relational questioning
- Circular questioning

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RANGE STATEMENT

Presenting problems may include but are not limited to:

- Parenting issues
- Self respect and self blame
- Trauma
- Mental health issues including depression and self harming
- Alcohol and other drugs
- Social isolation
- Suicide ideation

Dynamics of domestic and family violence refer to:

- Power relations and controlling behaviour
- Behaviours may include:
  - physical abuse
  - economic abuse
  - sexual abuse
  - controlling behaviour
  - intimidation and harassment
- The blame for abuse and violence is generally attributed to the person who is subject to the violence
- The use of abuse and violence is often explained and/or excused by external circumstances such as alcohol, unemployment etc
- The person/s subject to violence often take responsibility for the violence

Safety plan may refer to but is not limited to:

- Specific documents that record and document safety strategies identified by the client
- Procedures that support clients who are subject to violence to attend services safely
- Organisation arrangements that allow clients who have been subject to violence to participate free from violence and intimidation

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RANGE STATEMENT

Interrupt self-blame may involve but not be limited to:

- Sharing information and research about the tendency for people subjected to violence to take responsibility for violence
- Outlining the way legal interpretations of domestic and family violence set community standard for non-violent behaviour
- Stating organisation principals
- Describing an accountability framework

Dependants may include but not be limited to:

- Children
- Aged parents or family members
- Grown children or siblings with a disability
- Family members who do not speak English
- Pets

Practical concerns my include but are not limited to:

- Accommodation
- Finances
- Legal situation
- Child protection and parenting arrangements
- Social obligations and explanations of circumstances

Referral may include:

- Crisis intervention services
- Legal or medical services
- Family domestic services
- Child support services
- Culturally specific services
- Accommodation services
- Access to services/information
- Financial services
- Child support agency
- Mediation and counselling services
- Living skills and problem solving programs
- Educational programs
- Specialist services

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RANGE STATEMENT

Diversity refers to but is not limited to:

- People who:
  - have a disability
  - come from diverse cultural and sub-cultural backgrounds
  - have a preferred or first language that is not English
  - are aged or a young
  - reside in a remote or rural location
  - have same-sex relationships
  - have different religious beliefs or practices
  - have a dual diagnosis
  - have addiction or dependency issues
  - are of an aboriginal background or Torres Strait Islander background
  - have mental health issues

Cultural obligations may refer to but is not limited to:

- Cultural commitments to people within and beyond their family
- Parenting responsibilities
- Employment commitments
- Social and cultural responsibilities

Multiple vulnerabilities may refer to but is not limited to:

- Any combination of the following:
  - mental health problems
  - mental health difficulties
  - disabilities
  - poverty
  - limited literacy
  - alcohol and other drug issues
  - parenting difficulties
  - social isolation
  - lack of care for self
  - limited sense of future

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Unit Sector(s)

Not Applicable

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CHCDHA401B Work effectively in the development and-or humanitarian assistance sector

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCDHA401A Work effectively in the development and/or humanitarian assistance sector	CHCDHA401B Work effectively in the development and/or humanitarian assistance sector	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to work ethically and give appropriate regard to the social, cultural, political and religious contexts in which a development or humanitarian assistance initiative is operating in the field

Application of the Unit

Application

This unit may be applied in a range of development and/or humanitarian assistance contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work effectively in a development and/or humanitarian assistance context	1.1 Identify and apply ***concepts and principles of aid effectiveness and community development*** in relation to specific work being undertaken 1.2 Apply correct understanding of the goals and objectives of the organisation and/or development and/or assistance program 1.3 Address relevant organisation and/or program requirements in all development and/or humanitarian assistance work undertaken 1.4 Assess own standards and values continually and critically to ensure that they are consistent with those of the organisation being represented or program being implemented 1.5 Identify and comply with relevant duty of care and legal responsibilities in all work undertaken 1.6 Develop and maintain networks and work relationships in a manner that supports the goals and objectives of relevant organisation and/or program 1.7 Work in a professional manner and ensure own actions support and do not undermine local staff, community and partners 1.8 Recognise and work within scope of own work role and respond effectively to constraints and need to refer appropriately

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate effectively in a development and/or humanitarian assistance context	2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements 2.2 Exercise caution and sensitivity in communicating personal information by oral and written means to address privacy and confidentiality requirements 2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received 2.4 Recognise individual and cultural differences of stakeholders including differences related to disadvantage and/or disability and take these into account in communication 2.5 Make any adjustments in communication needed to facilitate the achievement of identified outcomes and maintain an open and inclusive approach 2.6 Conduct interpersonal communication in a manner that enhances a community-centred approach consistent with development and/or humanitarian assistance work role requirements 2.7 Take appropriate measures to resolve conflict and interpersonal differences 2.8 Exercise caution in using body language which might not be appropriate to local culture and customs 2.9 Ensure behaviour outside business environment reflects and supports the profile and objectives of the organisation and/or program as required to avoid misinterpretation from local community 2.10 Provide constructive feedback to others who demonstrate inappropriate cultural behaviour

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ELEMENT	PERFORMANCE CRITERIA
3. Apply ethical standards and cultural sensitivity in a field environment	3.1 Identify the range of ***ethical*** and ***culturally sensitive concepts relevant to field environments***
	3.2 Identify and adhere to ***relevant international code of conduct***
	3.3 Identify and apply relevant ***international standards and conventions*** on ethical and ***culturally sensitive issues*** in a field environment
	3.4 Identify ethical and culturally sensitive issues in specific field environment
	3.5 Follow ethical guidelines in decision making in all work undertaken with an awareness of potential ethical complexity in own work role
	3.6 Maintain awareness of the ***implications*** of ethical and culturally sensitive issues and model ethical values and cultural sensitivity in interactions with ***external parties***
4. Address ethical and culturally sensitive issues in programs and projects	4.1 Address ethical issues appropriately within the context of a particular program or project in the field
	4.2 Contribute to and/or review program design in line with own role to ensure ethical and culturally sensitive issues are appropriately addressed
	4.3 Address culturally sensitive issues appropriately within the context of a particular program or project in the field, within the operational constraints imposed by the field environment
	4.4 ***Monitor and review program or project*** to ensure ethical and culturally sensitive issues are appropriately addressed
	4.5 Ensure key stakeholders are made aware of the implications of ethical issues and ***culturally insensitive behaviour***

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ELEMENT	PERFORMANCE CRITERIA
5. Function effectively under stressful conditions	5.1 Be calm and steady in the face of stressful and unfamiliar situations 5.2 Accept and respond objectively to constraints, frustrations and negative behaviour from others 5.3 Adjust to rush situations and multiple conflicting priorities by synthesising information quickly and turning it into actions 5.4 Maintain self-discipline under stress and remain focussed on ensuring the most important tasks are done 5.5 Maintain clarity of thinking under pressure to analyse situations and find solutions for problems, disaggregating complicated problems into components to resolve one at a time 5.6 Use effective decision making processes under pressure, demonstrating appropriate flexibility to address changing situations 5.7 Keep track of and communicate decisions under pressure and keep commitments on agreed actions 5.8 Keep written documentation as required to support decision making in the field 5.9 Make effective connections with people and ensure understanding of concepts, giving feedback constructively as actions proceed

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ELEMENT	PERFORMANCE CRITERIA
6. Undertake operational decision making in a field environment	6.1 Explore the facts of each situation and determine possible options within the available timeframe 6.2 Make operational decisions in line with situational requirements and own work function 6.3 Consult with community representatives to ensure decision making reflects community participation 6.4 Make discretionary decisions in new situations where specific guidelines, policy and accepted practices do not dictate specific action 6.5 Make appropriate choices in relation to difficult decisions, with awareness of the broader implications of these decisions for the community and other stakeholders 6.6 Consciously follow through on a course of action to implement decisions within a reasonable timeframe 6.7 Ensure decisions are clearly communicated to relevant people within an appropriate timeframe

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ELEMENT	PERFORMANCE CRITERIA
7. Reflect on own work practice in a field environment	7.1 Monitor and prioritise personal work goals in accordance with organisation and/or program requirements and personal capabilities
	7.2 Undertake self-evaluation in conjunction with supervisors and/or peers
	7.3 Develop awareness of own values, motivation and emotional triggers, especially in relation to the impact of work being undertaken
	7.4 Provide and receive open and evaluative constructive feedback to and from co-workers
	7.5 Actively seek constructive feedback relevant to work role and accept it non-defensively
	7.6 Evaluate and amend own work practices as appropriate to reflect performance feedback and continuous improvement initiatives
	7.7 Actively continue to strengthen own knowledge and skills to optimise work performance
	7.8 Actively address personal behaviour that may compromise the safety of team members or jeopardise the mission/program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Values, principles and ethics underpinning work in the sector, including the Paris Declaration and Accra Principles
- International conventions and legal obligations and responsibilities arising from them
- Core values and standards of behaviour expected of workers in the development and humanitarian work context
- Legal and ethical responsibilities, including work health and safety (WHS) and environmental regulations, equal employment and anti-discrimination requirements as well as responsibilities in the field context
- Principles of 'Do No Harm'
- Cultural and country context of specific field projects and some knowledge of local language/s
- Awareness of a range of cultures and peoples and of cultural and political insensitivity as an issue for communities and programs
- Donor priorities and requirements in relation to worker behaviour
- Partner country's national development strategies, institutions and procedures
- Basic understanding of the country's politic and power structure
- Broad knowledge of theoretical thinking and topical issues related to humanitarian relief and development
- Broad knowledge of the general project cycle, including situation analysis, design, implementation, monitoring, evaluation and reflection
- Relief to development transition issues
- Relevant policies and procedures relating to issues such as:
  - ACFID's Code of Conduct and Effectiveness Framework
  - Australian Agency for International Development (AusAID) Development for All (Disability) Strategy and Child Protection Policy
  - access and equity in commodities distribution, project interventions and in recruiting

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REQUIRED SKILLS AND KNOWLEDGE

and employment
- cash management
- design, monitoring and evaluation standards
- document storage and security
- environmental management
- ethical behaviour
- financial standards, cash management and donor relations
- handling stakeholder complaints

continued ...

Essential knowledge (*contd*):

- Relevant policies and procedures relating to issues such as (contd):
  - issues of gender and for stakeholders with special needs and disadvantages, such as refugees, internally displaced people, children, the elderly, widowed and people with disabilities
  - personal security and safety
  - positive discrimination
  - reporting standards
  - representing an organisation and using specific protocols, templates and software
  - service standards
- Awareness of agency guidelines, such as:
  - AusAID
  - U.S. Agency for International Development Field Operational Guide (USAID FOG) and United Nations High Commissioner for Refugees (UNHCR)
  - other relevant agencies
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify ethical issues, concepts and standards relevant to field environments
- Effectively demonstrate ethical standards and practices in the workplace and in interactions with others
- Effectively communicate with and work safely with others in the work area, and access organisation and/or program support systems when necessary
- Comply with relevant policies, procedures and requirements on OHS, staff welfare, security and related issues

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Retain clear sense of personal values and ethics in ambiguous or stressful situations
- Identify areas for personal improvement or training in self and others
- Make situational assessments

continued ...

Essential skills (*contd*):

- Demonstrate ethical handling of service delivery issues
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural and political differences, including:
  - awareness and understanding of cultural differences and issues associated with disadvantage and disability
  - ability to express that awareness and understanding clearly and concisely
  - ability to build rapport with others, including participants, community leaders, donors, government representatives and other organisations involved in development assistance work
  - use basic strategies to overcome language barriers (fluency in more than one language would be a major asset)
  - no political bias in own conduct
  - ability to use culturally appropriate verbal and nonverbal communication
- Use emotional state control
- Cope with stressful work environment
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Use computing equipment and common software programs
- Use administration and routine office procedures
- Select and use appropriate technology
- Apply skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- accessing relevant records and information sources
- adapting to different environments and responding effectively to challenges
- basic financial management
- capacity building
- communicating effectively with a wide range of different audiences
- interviewing and recording
- networking
- report writing
- setting priorities
- undertaking new tasks
- working safely and encouraging a safe workplace
- language, literacy and numeracy skills such as those required to:
- collect, analyse and organise data
- communicate in spoken and written form with a range of audiences
- adjust spoken and written language to suit audience
- prepare or customise materials
- calculate and estimate times, costs and quantities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific manuals)
  - relevant documents (such as project documents, trip reports, staff assessments, memos, leave records and performance reviews)
  - relevant equipment (such as vehicles, office equipment and communications equipment)
  - managers, co-workers and other staff

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EVIDENCE GUIDE

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- While it is unethical and inappropriate to place a candidate in real danger, a life-like simulation may provide the best opportunity to observe 'near-real' responses
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Ethical concepts relevant to field environments may include:

- The right to life with dignity
- The distinction between combatants and non-combatants
- The principle of non-refoulment
- No sectarian discrimination in providing field assistance
- Non-partisanship

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RANGE STATEMENT

Culturally sensitive concepts relevant to a field situation may be very complex and include issues such as:	• Social issues • Gender relations • Cultural relationships • Religious beliefs • Cultural practices • Political issues and sensitivities
Relevant international code of conduct may include, for example:	• ACFID Code of Conduct and Effectiveness Framework • Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief • People In Aid Code of Good Practice • International Code of Conduct on the Human Right to Adequate Food

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RANGE STATEMENT

International standards and conventions may include:

- African Charter on Human and People's Rights
- American Convention on Human Rights (1969)
- Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (1984)
- Convention on the Elimination of all forms of Discrimination Against Women (1979)
- Convention on the Elimination of all forms of Racial Discrimination (1965)
- Convention on the Prevention and Punishment of the Crime of Genocide (1948)
- Convention on the rights of persons with disabilities
- Convention on the Rights of the Child (1989)
- Convention on the Status of Refugees (1951) and the Protocol Relating to the Status of Refugees (1976)
- Convention on the Status of Refugees (1994)
- European Convention on Human Rights (1950)
- Guiding Principles on Internal Displacement (1998)
- Humanitarian Accountability Partnership - International (HAP-International)
- Hyogo Framework for Action (2005)
- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1966)
- People in Aid
- Principles of Aid effectiveness as embodied in the Paris Declaration (2005) and Accra principles (2008)
- The four Geneva Covenants of 1949 and their two Additional Protocols of 1977
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards) organisation policy and procedure documents
- The Oxfam Gender handbook (which while not a formal standard or convention is clearly a well respected benchmark for many organisations)
- Universal Declaration of Human Rights (1948)

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RANGE STATEMENT

Culturally sensitive issues refer to:

- Many ways in which cultures vary
- While very different cultures present obvious challenges to those moving into them, cultures which, on the surface, appear to be more closely related can also be challenging because the differences are more subtle
- Culturally sensitive issues may include:
  - clothing preferences
  - cultural imperialism
  - decision making processes
  - directness in conversation (or not
  - disadvantage and disability
  - evangelism or proselytism
  - food and drink preferences
  - form of government
  - gender of interviewed
  - gender of interviewer
  - gifts
  - greetings
  - identification (with self, family, community, religion, cultural or ethnic group and country)
  - introductions
  - non verbal communication such as facial expression, gestures, eye contact and personal space
  - options for expressing disagreement or disapproval
  - preferences relating to positions offered to women or elders
  - requirement of single or multiple gender team
  - role of political parties
  - role of religious authorities
  - role of royal family or traditional rulers
  - role of the military
  - sensitive topics for conversations

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RANGE STATEMENT

Implications may include:

- Misunderstanding and conflict
- Real and important needs of target community may not be addressed
- Image and reputation of the organisation may be affected
- Program procedures may be less efficient and effective
- Lack of participation of affected communities

External parties may include:

- Host governments
- Donor agencies
- Project participants
- Other non-government organisations

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RANGE STATEMENT

Monitor and review program or project may include:

- How identified ethical issues are considered and incorporated in the program design
  For instance, in designing a project in a conflict environment, considering if provision of aid will:
  - have a positive effect on the conflict (i.e. help people to stop fighting)
  - add to the conflict (i.e. increase competition and mistrust)
- How identified culturally sensitive issues are considered and incorporated in the program design
  For instance, in designing a program efforts are made to ensure that:
  - the program assists the affected people without political, religious or gender discrimination
  - programs are carried out in a way that uses and enhances local knowledge and skills
- Program goal and purpose
- Program outputs
- Project activities
- Implementation plan and schedule,
- Program inputs or resources required
- Program impacts
- Management of risks
- Constraints and assumptions
- Program sustainability
- Management structure and staffing requirements
- Addressing principles of development and/or aid effectiveness
- Financial management and use of resources

Culturally insensitive behaviour may refer to:

- Inability to be aware of, understand and show respect for cultural values, practices and differences, views, norms and religious beliefs

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Unit Sector(s)

Not Applicable

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CHCDHA402B Maintain well being in a field environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDHA402A Maintain well being in a field environment	CHCDHA402B Maintain well being in a field environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to work ethically and to maintain and promote personal welfare while under stressful conditions encountered in the field

Application of the Unit

Application

Maintaining well being in field environments primarily applies in humanitarian work environments and in community development and support work

This unit may be applied in a range of development and/or humanitarian assistance contexts and should reflect the concepts and principles of aid effectiveness (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge must be used within the scope of the person's role and authority

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address health issues specific to field work	1.1 Identify ***adverse aspects of field living conditions*** and make appropriate adjustments to address them
	1.2 Identify and ***take action to prevent or minimise general health risks*** associated with living in a ***field environment***
	1.3 Identify and ***take action to prevent or minimise risks associated with inappropriate use of drugs and/or alcohol (AOD)***
	1.4 Identify and ***take action to prevent or minimise risks associated with unsafe and inappropriate sexual activity***
	1.5 Undertake relevant health checks and vaccinations as required in preparation for field work in line with organisation and/or program requirements
	1.6 Implement and promote ***healthy dietary practices*** within the limits imposed by the field environment
	1.7 Implement and promote ***healthy exercise practices*** within the limits imposed by the field environment
	1.8 Maintain and promote personal hygiene associated with living in a field environment

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ELEMENT	PERFORMANCE CRITERIA
2. Maintain own psychological health in development and/or humanitarian assistance work	2.1 Identify the importance of maintaining own psychological well being 2.2 Recognise and attend to ***personal psychological needs*** 2.3 Recognise own personal motivation for undertaking work in development and/or humanitarian assistance 2.4 Take appropriate steps to manage disillusionment in a development and/or humanitarian assistance work context 2.5 Identify potential impacts of loss and common features of grief and trauma 2.6 Recognise common ***expressions of grief*** and develop awareness of own response to grief
3. Address personal security risks in a field environment	3.1 Identify and minimise ***personal security risks*** 3.2 ***Take appropriate action to handle*** situations of personal risk 3.3 Identify and respond appropriately to ***signs of stress*** 3.4 Recognise and attend to signs of ***traumatic stress*** and ***post traumatic stress disorder*** (PTSD) 3.5 Take ***appropriate action to prevent or minimise harmful stress*** 3.6 Use ***organisation support systems and personnel*** appropriately 3.7 Seek and undertake debriefing following all placements through organisation support systems and/or externally

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ELEMENT	PERFORMANCE CRITERIA
4. Manage own security in a field environment	4.1 Develop knowledge of risk assessment and risk minimisation procedures relevant to work being undertaken 4.2 Be clear about relevant organisation requirements of the worker in achieving organisation and/or program goals and as a basis for maintaining own boundaries 4.3 Comply with security protocols set by the organisation 4.4 Work with knowledge of organisation procedures and plans for responding to major incidents and evacuations 4.5 Be aware of and use available support mechanisms 4.6 Develop and maintain relationships in own living environment to enhance personal well being
5. Recognise and deal with trauma and vicarious traumatisation	5.1 Recognise vicarious traumatisation in self 5.2 Access available support services to assist in dealing with own vicarious traumatisation 5.3 Recognise vicarious traumatisation in others and use appropriate strategies to respond to this 5.4 Identify the overt and covert signs of trauma in others and any available support framework to address this

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ELEMENT	PERFORMANCE CRITERIA
6. Contribute to maintaining health and well being of others	6.1 Use active listening and caring responses to assist in defusing stress in others 6.2 Contribute to development and maintenance of support systems with colleagues that support both them and yourself 6.3 Develop heightened awareness of indicators of health and well being issues in those participating as in-country partners and collaborators in work in development and humanitarian assistance 6.4 Contribute to specific needs of maintaining health and well being of stakeholders with special needs and disadvantages, such as refugees, internally displaced people, children, the elderly, widowed and people with disabilities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- General context of relief and development environment
- Relevant organisation and/or project/program structure, including formal lines of reporting and responsibility
- Some knowledge of organisation internal politics and informal influence or power relationships
- Broad knowledge of the effects of AOD
- Basic dietary and nutritional information
- Basic psychological principles
- Organisation and/or other available support systems and personnel
- Emergency management concepts, principles and guidelines
- Problem solving and decision-making techniques
- Sectoral requirements
- Relevant policies, procedures and guidelines relating to issues, such as:
- staff support
- employment terms and conditions
- risk management
- staff and asset security
- benchmarks in related areas (e.g. post-placement debriefing)
- cross-cultural awareness and sensitivity

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively maintain personal and psychological health by adjusting to field living conditions, doing healthy dietary and exercise practices and reducing risks associated with AOD use, sexual activity, security and stress
- Recognise and appropriately handle adverse aspects of field living conditions, including traumatic or harmful stress and situations of personal security risk

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REQUIRED SKILLS AND KNOWLEDGE

- Effectively communicate with and work safely with others in the work area, and access organisation support systems when necessary
- Comply with relevant organisation policies, procedures and requirements on work health and safety (WHS), staff welfare, security and related issues
- Access and address available advice (e.g. from relevant government department) on risk levels
- Register (if appropriate) through embassy/high commission to support personal safety

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Apply thinking, problem solving and conceptual techniques
- Demonstrate personal management, including initiative, self-motivation and direction
- Use emotional and psychological state control
- Undertake self-observation and reflection
- Demonstrate awareness of team members' physical, emotional and psychological state
- Work with people from culturally and linguistically diverse (CALD) backgrounds
- Communicate effectively with a range of different audiences
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Identify and communicate effectively with stakeholders
- Analyse, evaluate and prioritise risks
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology
- Use language, literacy and numeracy skills such as those required to:
- collect, analyse and organise data
- communicate in spoken and written form with a range of audiences
- adjust spoken and written language to suit audience
- prepare or customise materials
- calculate and estimate times, costs and quantities

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific manuals)
  - relevant documents (such as staff assessments, memos, leave records and performance reviews)
  - relevant equipment (such as vehicles, office equipment and communications equipment)
  - managers, co-workers and other staff

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EVIDENCE GUIDE

Method of assessment may include:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-the-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- While it is unethical and inappropriate to place a candidate in real danger, a life-like simulation may provide the best opportunity to observe 'near-real' responses
- The use of third party and self-reflective evidence for assessing this unit is preferred
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations
- Completed Security and Safety training (e.g. Red-R 'Personal Security and Communication' training: http://www.redr.org.au/training/training-courses/61-personal-security-a-communications)

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

- *Adverse aspects of field living conditions may include*:
  - Climate
  - Communication difficulties associated with language barriers
  - Compound living
  - Crowded conditions
  - Difficulties associated with cultural differences
  - Difficulties associated with the reality of poverty in the community
  - Exposure to stressful situations (e.g. human and animal distress and death, and destruction of property)
  - Government or internal organisation bureaucracy challenges
  - Isolation
  - Lack of availability of dietary preference (e.g. vegetarian workers in pastoral community may need to eat meat as their main diet)
  - Lack of communication infrastructure (e.g. telephone and internet)
  - Lack of control over dietary practices and intake, including frequency or variety in food
  - Lack of personal security
  - Lack of privacy
  - Lack of recreational opportunities or free time
  - Lack of security of belongings
  - Limited access to safe transport
  - Long working hours
  - Poor access to fresh and/or hot water, including opportunities to bathe or wash clothing
  - Poor communications infrastructure resulting in lack of contact with support networks
  - Poor general infrastructure (e.g. roads, electricity and fuel)
  - Poor standard of accommodation
  - Possible personal injury through disease or violence

Take action to prevent or minimise various risks may include:

- Actions and strategies required or recommended by specific organisation, program and/or community contacts

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RANGE STATEMENT

General health risks within the field environment may include:

- Cholera
- Dehydration
- Dengue fever
- Heat stroke
- Hepatitis
- HIV/AIDS and other sexually transmissible diseases (STDs)
- Lack of sleep
- Malaria
- Other diseases or conditions that may pose a health risk at a specific time in a specific location
- Poor food and water quality

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RANGE STATEMENT

Field environment may include:

- Conditions which are encountered while living and working in a development and/or humanitarian assistance context, which may be:
  - away from a permanent base
  - relatively permanent for those working in a development context for years at a time
- Field conditions vary depending upon the infrastructure available
- In some cases, field conditions may be relatively comfortable, but field conditions to which this unit refers commonly involve adverse conditions
- The most severe sets of field conditions are likely to occur during complex humanitarian emergencies (CHE), which:
  - is characterised by large-scale deterioration in the economic, political and/or social spheres
  - may be the direct result of serious problems in only one sphere, but most often is the result of a combination of factors working together to create problems in more than one area
  - may be caused by major natural or man-made disasters and usually affect a population of more than 50,000 people
  - may be slow or sudden in their onset
  - may be declared when two of the following pre-conditions exist:
    - large scale displacement of population
    - breakdown in economic system
    - breakdown in civil order
    - famine preconditions

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RANGE STATEMENT

Inappropriate use of drug and alcohol may include:	• Any use of drugs or alcohol in certain cultural and legal circumstances • Drunkenness • Alcoholism • Operating in work role while under the influence of drugs or alcohol • Use of stimulants to extend working hours or energy levels • Use of drugs or alcohol as a field environment coping mechanism • In some cultural circumstances, consumption of alcohol or other drugs such as kava or betel-nut may be a major aspect of social interaction, and abstinence from alcohol may reflect negatively on the individual, the organisation and staff
Risks associated with inappropriate use of drug and alcohol may include:	• Cultural offence • Prohibition of alcohol within certain countries • Severity of sentencing laws in relation to drug and alcohol offences in certain countries • Breach of contract of employment and lack of organisation's legal liability protection • Damage to own physical health • Inability to operate effectively while influenced by drugs or alcohol • Damage to own reputation and freedom to operate • Damage to organisation's reputation and freedom to operate
Unsafe and inappropriate sexual activity may include:	• Unprotected sex • Sex with target group e.g. refugees • Sex with co-workers

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RANGE STATEMENT

Risks associated with unsafe or inappropriate sexual activity may include:

- Sexually transmitted diseases (e.g. HIV/AIDS, gonorrhoea and syphilis)
- Pregnancy
- Cultural offence
- Legal sanctions
- Damage to own reputation and freedom to operate
- Damage to organisation's reputation and freedom to operate

Healthy dietary practices may include:

- Eating regularly and attempting to achieve a balanced diet
- Maintaining adequate level of calorie intake
- Maximising variety of food eaten
- Maximising intake of fresh fruits and vegetables

Healthy exercise practices refer to:

- Physical activities that help maintain fitness, build endurance, strengthen and maintain tone of muscles for example, stretching, walking, running and swimming

Personal psychological needs refer to:

- Those particular needs which are characteristic of the individual
- They will vary from person to person, but each individual should be able to describe their own key needs, which might include:
  - daily time alone
  - social interaction with others
  - opportunity to laugh
  - maintaining a routine
  - maintaining regular contact with personal support network, such as:
    - family
    - friends
    - work colleagues
    - religious organisation
    - sporting or common interest groups

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RANGE STATEMENT

Expressions of grief may include:

- Anger
- Anxiety
- Change in worldview
- Chronic sorrow
- Confusion
- Depression
- Despair
- Drop in self-esteem
- Fear of going mad
- Feeling unable to cope
- Guilt and remorse
- Helplessness
- Hopelessness
- Loneliness
- Questioning of values and beliefs
- Relief
- Shock and disbelief
- Suicidal ideation

Personal security risks may include risk of:

- Assault
- Mugging
- Kidnap or being held hostage
- Landmines
- Bombs
- Vehicle accidents
- Issues that may lead to evacuations - including threat of fire, volcano, flood, earthquake, war and civil unrest

Appropriate action to handle situations of risk may include:

- Building rapport
- Defusing risky situations
- Evasive action
- Disarming techniques
- Maintaining appropriate physiology

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RANGE STATEMENT

Signs of stress may include:

- Physical symptoms such as:
  - gastrointestinal:
    - dry mouth
    - impression of having one's heart in one's mouth
    - nausea
    - vomiting
    - sensation of bloating
    - heartburn
    - abdominal pain
    - appetite changes
    - diarrhoea
    - constipation
  - cardiovascular:
    - elevated blood pressure
    - rapid heart beat
    - hot flushes
    - cold hands and feet
    - sweating
  - respiratory:
    - breathlessness
    - panting
    - sensation of not being able to breathe
  - musculoskeletal:
    - cramps
    - back pain
    - trembling
    - nervous ticks
    - grimacing
  - neurological - headache
- Psychological symptoms such as:
  - emotional:
    - anxiety
    - anguish
  - behavioural:
    - sleep problems
    - abuse of cigarettes, alcohol or drugs
    - modification of one's libido

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RANGE STATEMENT

- intellectual:
  - concentration difficulties
  - memory difficulties
  - problems with reasoning and verbal expression

[*Source*: *United Nations High Commissioner for Refugees or UNHCR Handbook for Emergencies, 2nd Ed. p. 321*)]

- Signs of acute stress may include:
  - paranoia
  - depression
  - emotional numbing
  - hyperactivity
  - exaggerated humour
  - poor anger management
  - mood swings
  - pronounced memory difficulties
  - inappropriate risk taking
  - inability to undertake routine duties

Traumatic stress:

- Is brought on by critical incidents, especially those which are unexpected and emotionally powerful
- Responses to traumatic stress are similar to those above for stress, but may be more pronounced (e.g. vomiting instead of nausea)

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RANGE STATEMENT

Post traumatic stress disorder (*PTSD*):

- Is a clinical diagnosis which should be made by a qualified psychologist or psychiatrist
- Signs of PTSD include:
  - invasive memories (flashback), nightmares and sleep disturbance
  - repeated reliving of the event
  - detachment
  - avoidance of trigger persons or situations
  - hyper-arousal
  - anxiety
  - depression
  - grief
  - anger
  - suicidal thoughts
  - reactions intensifying over time
  - clear alteration of personality
  - withdrawal from others
  - continued rumination about the event
  - constant expectation of a new disaster
  - persistent sleep difficulties
  - phobia formation
  - reactions continuing for 3 - 4 weeks

[*Source UNHCR Handbook for emergencies, symptoms based on the Diagnostic and Statistical Manual of Mental Disorders, version Four* (*DSM-IV*)]

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RANGE STATEMENT

Appropriate action to prevent or minimise harmful stress may include:

- Understanding that:
  - reactions to stress are normal
  - responses to critical incidents are sometimes delayed
  - cumulative (or chronic) stress builds up over time
  - those experiencing stress are not the best judges of their own ability to cope
- Gathering information on local conditions (language, culture) prior to arrival
- Getting enough sleep
- Eating regularly
- Controlling intake of alcohol, tobacco, medicines and/or drugs
- Taking time for rest and relaxation and for physical exercise (20 minutes per day)
- Giving expression to stress through:
  - conversation
  - counselling
  - diary-keeping
  - artistic expression
- Critical incident defusing or debriefing sessions

Critical incidents in the field may include but are not limited to:

- Being a powerless witness of violence
- Being a victim of violence, sexual assault and/or bullying
- Death or injury of a colleague
- Deaths of children
- Hostage taking
- Personal injury
- Seeing or being associated with a tragic event accompanied by intense media coverage (especially if media coverage is inaccurate or misleading)
- Undergoing great personal risk

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RANGE STATEMENT

Organisation support systems and personnel may include:	• Work colleague networks • Communication with personal support networks from the field • Regular mail from home • Regular news and information from home (e.g. newspapers and magazines) • Human resources staff • Religious leaders and/or lay workers • Regular 'Rest and Recreation' opportunities • Debriefing after every field placement • Access to Post Exposure Prophylaxis (PEP) for rape treatment, if not provided by own agency, then link with the nearest United Nation office. See detail at: http://unworkplace.unaids.org/UNAIDS/basics/post-exposure-treatment.shtml

Unit Sector(s)

Not Applicable

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CHCDHA403B Apply knowledge of humanitarian assistance project work

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDHA403A Apply knowledge of humanitarian assistance project work	CHCDHA403B Apply knowledge of humanitarian assistance project work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for humanitarian project work, including understanding of key issues in sectors of humanitarian work (i.e. food aid, agriculture and health), and their interaction with one another in humanitarian project work

Application of the Unit

Application

This unit may be applied in a range of humanitarian assistance contexts and should reflect the concepts and principles of aid effectiveness (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of humanitarian project work	1.1 Apply knowledge of the stages and components of the relief project cycle and their characteristics
	1.2 Apply understanding of the relief-development continuum when undertaking humanitarian project work
	1.3 Work within the organisation structure, with a clear understanding of key stakeholder roles, responsibilities and scope of authority in the field

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ELEMENT	PERFORMANCE CRITERIA
2. Work with understanding of key issues impacting humanitarian interventions	2.1 Apply broad understanding of issues impacting humanitarian interventions 2.2 Apply knowledge of interventions aiming to address health and refugee issues, to provide food aid and to address water issues in field environments 2.3 Apply knowledge of key roles and responsibilities of stakeholders involved in interventions to address each type of issue 2.4 Work with awareness of human resources, financing and diverse communication issues in humanitarian interventions 2.5 Work with awareness of differing aid modalities and their implications for humanitarian interventions 2.6 Explain how the various issues may interact with each other in the field environment when a humanitarian intervention is undertaken
3. Contribute to monitoring and evaluation of humanitarian interventions	3.1 Work with understanding of the importance of and rationale for monitoring and evaluation of humanitarian interventions as a basis for achieving aid effectiveness 3.2 Undertake monitoring using relevant tools/ templates, practices and processes in line with humanitarian intervention requirements and own work role 3.3 Participate in evaluation of humanitarian intervention where appropriate in line with own work role and make adjustments to work where indicated as a result of overall evaluation outcomes
4. Address reporting requirements in humanitarian project work	4.1 Apply knowledge of contractual and organisation ***obligations*** with regards to ***progress reports*** and ***financial reports*** 4.2 Apply understanding of the importance of ***donor*** relations and opportunities to improve these relationships

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- General field environment
- General project cycle
- Relief to development transition issues
- Specific issues impacting on work and outcomes in development and humanitarian assistance, such as gender, HIV, environment and anti-corruption
- Organisation structure, including formal lines of reporting and responsibility
- Organisation support systems and personnel
- Legal and ethical responsibilities, including work health and safety (WHS) and environmental regulations, equal employment and anti-discrimination requirements as well as responsibilities in the field context
- Donor priorities, organisation structures and key stakeholders
- Donor funding guidelines and reporting requirements
- Broad knowledge of theoretical thinking and topical issues related to humanitarian relief and development
- Basic analysis techniques
- Organisation policies and procedures relating to issues such as:
  - cash management
  - commodities distribution
  - document storage and security
  - donor relations
  - financial standards
  - handling participant complaints
  - operational authority
  - organisation software
  - personal security
  - project design
  - project development
  - service standards

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REQUIRED SKILLS AND KNOWLEDGE

- Agency guidelines, such as:
  - Australian Agency for International Development (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
  - U.S. Agency for International Development Field Operational Guide (USAID FOG) and United Nations High Commissioner for Refugees (UNHCR)
  - other relevant agencies
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and describe basic issues and project interventions in field environments particularly with regards to health, commodity and food aid, refugees, water, human resource, communication and finance
- Explain how different project interventions in field environments interact with sectorial issues, and how an intervention may impact another
- Explain the key roles and responsibilities of relevant stakeholders working on issues and project interventions focussing on health, commodity and food aid, refugees, water, human resource, communication and finance
- Comply with relevant organisation policies, procedures and requirements on WHS, stakeholder welfare, security and related issues
- Effectively communicate with and work safely with others in the work area
-

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Retain clear sense of personal values and ethics in ambiguous or stressful situations
- Identify areas for personal improvement or training in self and others
- Make situational assessments
- Demonstrate ethical handling of service delivery issues
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:

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REQUIRED SKILLS AND KNOWLEDGE

- awareness and understanding of cultural differences
- ability to express that awareness and understanding clearly and concisely
- ability to build rapport with others, including participants, community leaders, donors and other non-government organisations
- use basic strategies to overcome language barriers (fluency in more than one language would be a major asset)

- Work inclusively, respecting community values, to address needs of stakeholders with special needs and disadvantages, such as refugees, children and people with disabilities
- Use emotional state control
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Use computing equipment and common software programs
- Use administration and routine office procedures
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology
- Apply skills in:
  - setting priorities
  - undertaking new tasks
  - adapting to different environments and responding effectively to challenges
  - communicating effectively with a wide range of different audiences
  - working safely and encouraging a safe workplace
  - accessing organisation records and information sources
  - interviewing
  - networking
  - language, literacy and numeracy skills such as those required to:
    - collect, analyse and organise data
    - communicate in spoken and written form with a range of audiences
    - adjust spoken and written language to suit audience
    - prepare or customise materials
    - calculate and estimate times, costs and quantities

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific manuals)
  - relevant documents (such as staff assessments, memos, leave records and performance reviews)
  - relevant equipment (such as vehicles, office equipment and communications equipment)
  - managers, co-workers and other staff

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- While it is unethical and inappropriate to place a candidate in real danger, a life-like simulation may provide the best opportunity to observe 'near-real' responses
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Project cycle is:

- A well known relief management construct used to describe the normal life-cycle of a relief project from crisis to non-crisis stages
- The project cycle generally includes the following areas:
  - assessment
  - analysis
  - design
  - marketing
  - monitoring
  - reporting
  - evaluation

Relief-development continuum is:

- A theory which proposes that relief and development are not separate activities but part of a single approach to disaster environments
- Project activities are planned depending on the stage of the disaster but all interventions incorporate gender, environmental and sustainable analysis

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RANGE STATEMENT

Scope of authority may include:

- Delegation to sign cheques or authorize, purchases and payment of invoices
- Delegation to negotiate contract changes with, donors
- Delegation to authorise use of project equipment
- Delegation to recruit or direct staff
- Delegation to determine changes to project interventions

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RANGE STATEMENT

Issues impacting humanitarian interventions may include:

- Health issues, such as:
  - health indicators such as infant mortality and malnutrition
  - health surveys in order to derive health data
  - health interventions such as immunisation or supplemental feeding programs
  - international standards for health
- Food aid issues, such as:
  - food for work programs
  - dietary requirements of project participants
  - international standards on food aid
  - cultural requirements of project participants
- Refugee issues, such as:
  - familiarity with The Humanitarian Charter and Minimum Standards in Relief (the Sphere standards) and with international law pertaining to refugees and their rights
  - consideration of cultural issues and of host communities' needs and rights
- Water issues, such as:
  - access to water and its management
  - water purification
  - formulas for calculating the volume of water required
  - ownership of water
  - distribution of water, including storage and plumbing infrastructure
- Human resource issues, such as:
  - hiring of local staff
  - local labour hire laws
  - local workers' demand for daily cash payment
  - staff accommodation and other conditions
  - evacuations
  - notification of next-of-kin where necessary
- Communication issues, such as:
  - dealing with local or international media
  - preparing press releases
  - hosting media visits
  - preparing non-media marketing information

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RANGE STATEMENT

- A range of political and military issues
- Finance issues, such as:
  - acquittals
  - budget submissions
  - preparation of invoice and receipt books
  - cash security
  - foreign currency restrictions and transactions

Key roles and responsibilities may include:

- Operational
- Line management
- Preparation of financial reports
- Preparation of non-financial reports
- Design of project
- Monitoring of project
- Evaluation of project

Key stakeholders may include:

- Community members and representatives
- National and/or local government
- Private sector organisations - local and international
- Donors
- Other government and/or non-government organisations
- Voluntary civic and social organisations
- 'Internal' stakeholders, such as:
  - immediate managers
  - organisation's national hierarchy
  - organisation's international or regional managers
  - designated staff with specific project responsibilities

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RANGE STATEMENT

Interact refers to:

- Interactions which occur when one project intervention has an impact, either directly or indirectly on another project intervention
- Interactions may also be considered to have occurred when one project intervention stops another one from being implemented
- For example, a health intervention may stop other water interventions going ahead
- This impact is considered an intervention

Aid effectiveness includes:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results and
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

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RANGE STATEMENT

Obligations may include:

- Regular reports
- Specific activities
- Outputs
- Inputs
- Training sessions

Progress reports may include:

- Monthly reports
- Situational reports
- Verbal presentations
- Annual plans
- Evaluations

Financial reports may include:

- Acquittals
- Budget submissions
- Preparation of invoice and receipt books

Donors may include:

- Government:
  - Australian Agency for International Development (AusAID)
  - Canadian International Development Agency (CIDA)
  - European Union (EU)
  - Japan International Cooperation Agency (JICA)
  - U.S. Agency for International Development (USAID)
- Multilateral:
  - World Food Program (WFP)
  - United Nations Children's Fund (UNICEF)
  - United Nations High Commissioner for Refugees (UNHCR)
- Private donor:
  - internal
  - external
- Corporate donor
- Local representatives of all of the above
- Local host government

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RANGE STATEMENT

Project interventions are:	• Any activities undertaken by the organisation within a field environment funded through the project budget
Commodity may include:	• Food • Blankets • Temporary shelters • Tools and equipment • Any other items for distribution to project participants
Commodity issues may include:	• Food and non-food storage requirements • Procurement of food and non-food goods • Transport of food and non-food goods • Commodity tracking • Distribution methods
Line managers are:	• Managers with direct authority over and responsibility for staff reporting to them

Unit Sector(s)

Not Applicable

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CHCDHA404A Develop and maintain positive relationships with key stakeholders

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to maintain positive relationships with key stakeholders including host governments, donors, local stakeholders and government and non-government organisations

Application of the Unit

Application

This unit may be applied in relation to key stakeholders or partners in relief or development work field environments

It may apply in a range of development and/or humanitarian assistance contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be used within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish partnership with the community and key stakeholders	1.1 Respond quickly to requests for ***information*** or participation by ***key stakeholders*** and the ***community***
	1.2 Develop understanding of partner country's national development strategies, institutions and procedures
	1.3 Take ***opportunities*** to explain or promote the activities, policies and values of the organisation and/or program as appropriate and in line with ***concepts and principles of aid effectiveness and community development***
	1.4 Effectively promote activities, policies and values of the organisation and/or program to a range of audiences, within relevant guidelines and in culturally sensitive and appropriate ways
	1.5 Refer non-routine requests for information to an appropriate person within the organisation or involved in the program at the local, national or international level

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ELEMENT	PERFORMANCE CRITERIA
2. Develop networks and working relationships	2.1 Recognise and take account of the roles and responsibilities of key stakeholders in interactions 2.2 Develop positive working relationships with key stakeholders, and maintain them over time to encourage positive outcomes and stakeholder support 2.3 Conduct dealings with key stakeholders to develop a relationship of trust and mutual understanding 2.4 Actively seek to collaborate with other organisations involved in development and humanitarian assistance work to create added value and greater development effectiveness 2.5 Establish formal and informal networks at the local, regional and national levels to support ongoing and future liaison and collaboration 2.6 Obtain feedback from other organisations and governments to inform and improve service delivery, and to ensure that service integrates with activities of other agencies and organisations

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ELEMENT	PERFORMANCE CRITERIA
3. Build and maintain relationships within changing teams	3.1 Initiate contact and build relationships with new people, including those who have different experiences, perceptions and values to own
	3.2 Maintain openness to change and differences between people, accepting and valuing diversity
	3.3 Take responsibility for own work and where appropriate facilitate others working in the area to undertake their roles and responsibilities
	3.4 Actively listen and work to understand the different perspectives of all personnel specifically to build shared understanding
	3.5 Demonstrate an appropriate level of confidence in own judgment and abilities
	3.6 Actively listen to ideas and opinions of others and process them objectively as a basis for expanding own ideas, approach and judgment
	3.7 Take appropriate actions to provide key practical inputs to influence people over whom you may have no direct authority
	3.8 Constructively challenge inappropriate behaviours by focusing on specific actions or attitudes behind the problem, not personalising them
	3.9 Behave appropriately to local context and reduce vulnerability by acting in accordance with security guidelines

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ELEMENT	PERFORMANCE CRITERIA
4. Represent the organisation and/or program in the community	4.1 Represent to the community the activities, policies and values of the organisation and/or program through both formal communication and general conduct to gain key stakeholders' understanding and commitment, within relevant guidelines and in culturally sensitive and appropriate ways 4.2 Represent the organisation and/or program to external bodies and agencies, where deemed strategically advantageous, and subject to relevant policies and procedures and operational availability of staff 4.3 Represent the position of the organisation and/or program on development and relief issues in ***appropriate forums***, subject to relevant policies and procedures and operational availability of staff 4.4 Promote and apply concepts and principles of aid effectiveness and community development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Analytical tools and techniques appropriate to local context and data being analysed
- Basic logical framework
- Broad knowledge of relief and development theoretical thinking and topical issues
- Capacity and Vulnerability framework (i.e. People Oriented Planning)
- Common field living conditions
- Common field operational practices
- Data collection techniques
- Development Cooperation Treaty (if working on a bilaterally funded program), and/or

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REQUIRED SKILLS AND KNOWLEDGE

the country program strategy (for bilateral and multilateral donor funded activities)

- Donor funding guidelines and reporting requirements
- Donor organisation structures and key staff
- Donor priorities and donor relations
- General principles of capacity development
- General project cycle
- Local Capacities for Peace (LCP) and Do No Harm framework
- Organisation and/or program structure, including formal lines of reporting and responsibility
- Organisation and/or program support systems and personnel
- Paris Declaration and Accra principles
- Partner country's national development strategies, institutions and procedures
- Relevant internal politics and informal influence or power relationships
- Relevant policies and procedures relating to issues such as relief to development transition issues
- Social, cultural and political context of the specific field environment
- Software relevant to sector
- Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
- The Humanitarian Charter and Minimum Standards in Relief (the Sphere standards)
- U.S. Agency for International Development Field Operational Guide (USAID FOG)
- United Nations High Commissioner for Refugees (UNHCR) guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate strong rapport building skills and clear understanding of the importance of positive relationships with a wide range of stakeholders
- Effectively promote and represent the activities, policies, position and values of the organisation and/or program to key stakeholders, both formally and informally, and in culturally sensitive and appropriate ways
- Effectively communicate with, work safely and develop relationships and networks with key stakeholders
- Comply with relevant policies, procedures and requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others

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REQUIRED SKILLS AND KNOWLEDGE

- Network and build rapport with others, including donors, local officials and community members
- Identify and communicate effectively with stakeholders
- Language, literacy and numeracy skills such as those required to:
  - collect, analyse and organise data
  - communicate in spoken and written form with a range of audiences
  - adjust spoken and written language to suit audience
  - prepare or customise materials
- Participate in a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Apply thinking, problem solving and conceptual techniques
- Demonstrate personal management, including initiative, self motivation and direction
- Use emotional and psychological state control
- Undertake self observation and reflection
- Demonstrate awareness of team members' physical, emotional and psychological state
- Work with people from culturally and linguistically diverse backgrounds
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Adapt to different environments and to respond effectively to challenges
- Analyse, evaluate and prioritise risks
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including donor manuals)
  - relevant documents, such as interview and meeting notes, stakeholder feedback and standards documents (e.g. USAID FOG and the Sphere standards)
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and other staff and other key stakeholders if available

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations
- Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:

- Publicity material
- Contact information
- Prevention and mitigation strategies

Key stakeholders may include:

- Target community
- Government representatives - national, provincial, district and local
- Private sector organisations - local and international
- Donors
- Other government and/or non-government organisations
- Voluntary civic and social organisations

Community may involve people of a range of ages, cultural and ethnic diversity and people with disabilities and may refer to:

- Local community
- Business community
- Refugee community
- International community
- Organisation community

Opportunities may include:

- Answering general inquiries
- Presentations at community group gatherings
- Special interest forums
- Community events and festivals
- Speaking at seminars
- Participating in conferences
- Representing organisation on associations and committees

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Appropriate forums may include:

- Inter-agency discussions
- Conferences
- Media debates
- Government hearings
- Community meetings
- Key stakeholder meetings
- Training courses

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Unit Sector(s)

Not Applicable

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CHCDHA405B Apply knowledge of development program work

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDHA405A Apply knowledge of development program work	CHCDHA405B Apply knowledge of development program work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for development program work, including understanding of key issues in a range of sectors (i.e. agriculture, health, governance, education, infrastructure, economic growth, enterprise etc.), and their interaction with other programs

Application of the Unit

Application

This unit may be applied in a range of development contexts and should reflect the concepts and principles of effectiveness in community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of development program work	1.1 Apply knowledge of the stages and components of the ***project cycle*** and their characteristics 1.2 Work with understanding of the difference between relief and development work and the relationship between them 1.3 Work with understanding of roles, responsibilities, priorities and authority of different stakeholders involved in development program work 1.4 Work with understanding of principles and practices underpinning development program work and their application

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ELEMENT	PERFORMANCE CRITERIA
2. Work with understanding of key issues impacting development programs	2.1 Apply broad understanding of ***issues impacting development programs***
	2.2 Apply knowledge of potential constraints on and opportunities for development in achieving program objectives
	2.3 Apply knowledge of ***key roles and responsibilities***, priorities and authority of ***key stakeholders*** involved in development program to address each type of issue
	2.4 Work with awareness of human resources, financing and diverse communication issues in development program
	2.5 Work with awareness of differing aid modalities and their implications for implementation of development programs
	2.6 Explain how the various issues may ***interact*** with each other in the field environment
3. Contribute to monitoring and evaluation of development program work	3.1 Work with understanding of the importance of and rationales for monitoring and evaluation of development programs as a basis for achieving ***community development effectiveness***
	3.2 Undertake monitoring using relevant tools/ templates, practices and processes in line with development program requirements and own work role
	3.3 Participate in evaluation of development program where appropriate in line with own work role and make adjustments to work where indicated as a result of overall evaluation outcomes
4. Address reporting requirements in development program work	4.1 Apply knowledge of contractual and/or organisation ***obligations*** with regards to ***progress*** and ***financial reports***
	4.2 Apply understanding of the importance of ***donor*** relations and opportunities to improve these relationships

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- General field environment
- General project cycle
- Relief to development transition issues
- Specific issues impacting on work and outcomes in development and humanitarian assistance, such as gender, HIV/AIDS, environment and anti-corruption
- Organisation structure, including formal lines of reporting and responsibility
- Organisation support systems and personnel
- Legal and ethical responsibilities, including work health and safety (WHS) and environmental regulations, equal employment and anti-discrimination requirements as well as responsibilities in the field context
- Donor priorities, organisation structures and key stakeholders
- Donor funding guidelines and reporting requirements
- Broad knowledge of theoretical thinking and topical issues related to development assistance programs
- Basic analysis techniques
- Organisation policies and procedures relating to issues
- Project development, including:
  - cash management
  - document storage and security
  - donor relations
  - financial standards
  - handling participant complaints
  - operational authority
  - organisation software
  - personal security
  - program design
  - service standards
- Agency guidelines, such as:

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REQUIRED SKILLS AND KNOWLEDGE

- Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
- U.S. Agency for International Development Field Operational Guide (USAID FOG) and United Nations High Commissioner for Refugees (UNHCR)
- other relevant agencies
- Partner country's national development strategies, institutions and procedures
- General principles of participatory monitoring and evaluation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and describe basic development issues and program approaches
- Explain how different program activities interact with sectoral issues, and how individual programs may affect others positively or negatively
- Explain the key roles and responsibilities of relevant stakeholders working on development issues and programs
- Comply with relevant organisation policies, procedures and requirements on WHS, stakeholder welfare, security and related issues
- Effectively communicate with and work safely with others in the work area

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Retain clear sense of personal values and ethics in ambiguous or stressful situations
- Identify areas for personal improvement or training in self and others
- Make situational assessments
- Demonstrate ethical handling of service delivery issues
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:
  - awareness and understanding of cultural differences
  - ability to express that awareness and understanding clearly and concisely
  - ability to build rapport with others, including participants, community leaders, donors and other non-government organisations

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REQUIRED SKILLS AND KNOWLEDGE

- use basic strategies to overcome language barriers (fluency in more than one language would be a major asset)
- Use emotional state control
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Use computing equipment and common software programs
- Use administration and routine office procedures
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology
- Apply skills in:
  - setting priorities
  - undertaking new tasks
  - adapting to different environments and responding effectively to challenges
  - communicating effectively with a wide range of different audiences
  - working safely and encouraging a safe workplace
  - accessing organisation records and information sources
  - interviewing
  - networking
  - language, literacy and numeracy skills such as those required to:
    - collect, analyse and organise data
    - communicate in spoken and written form with a range of audiences
    - adjust spoken and written language to suit audience
    - prepare or customise materials
    - calculate and estimate times, costs and quantities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of program participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific manuals)
  - relevant documents (such as staff assessments, memos, leave records and performance reviews)
  - relevant equipment (such as vehicles, office equipment and communications equipment)
  - managers, co-workers and other staff

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- While it is unethical and inappropriate to place a candidate in real danger, a life-like simulation may provide the best opportunity to observe 'near-real' responses
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Project cycle is:

- A well-known relief management construct used to describe the normal life-cycle of a development program
- The project cycle generally includes:
  - assessment
  - analysis
  - design
  - marketing
  - monitoring
  - reporting
  - evaluation

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RANGE STATEMENT

Issues impacting development programs may include:

- Human resource issues, such as:
  - hiring of local staff
  - local labour hire laws
  - local workers' demand for daily cash payment
  - staff accommodation and other conditions
  - evacuations
- Communication issues, such as:
  - dealing with local or international media
  - preparing press releases
  - hosting media visits
  - preparing non-media marketing information
- Finance issues, such as:
  - acquittals
  - budget submissions
  - preparation of invoice and receipt books
  - cash security
  - foreign currency restrictions and transactions
- Technical issues specific to the program such as:
  - land ownership
  - sectoral coordination
- Local capacity issues
- Local ownership and management issues
- Infrastructure issues

Key roles and responsibilities may include:

- Operational
- Line management
- Preparation of financial reports
- Preparation of non-financial reports
- Design of program
- Monitoring of program
- Evaluation of program

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RANGE STATEMENT

Key stakeholders may include:

- Community members and representatives
- National and/or local government
- Private sector organisations - local and international
- Donors
- Other government and/or non-government organisations
- Voluntary civic and social organisations
- 'Internal' stakeholders, such as:
  - Immediate managers
  - Organisation's national hierarchy
  - Organisation's international or regional managers
  - Designated staff with specific program responsibilities

Interact refers to:

- Interactions which occur when one program or intervention has an impact, either directly or indirectly on another
- Interactions may also be considered to have occurred when one program or intervention stops another one from being implemented
- For example, a health intervention may stop other water interventions going ahead and this impact is considered an intervention

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RANGE STATEMENT

Community development effectiveness includes:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Obligations may include:

- Regular reports
- Specific activities
- Outputs
- Inputs
- Training sessions

Progress reports may include:

- Monthly reports
- Situational reports
- Verbal presentations
- Annual plans
- Evaluations

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RANGE STATEMENT

Financial reports may include:

- Acquittals
- Budget submissions
- Preparation of invoice and receipt books

Donors may include:

- Government:
  - Australian Agency for International Development (AusAID)
  - Canadian International Development Agency (CIDA)
  - European Union (EU)
  - Japan International Cooperation Agency (JICA)
  - U.S. Agency for International Development (USAID)
- Multilateral:
  - World Food Program (WFP)
  - United Nations Children's Fund (UNICEF)
  - United Nations High Commissioner for Refugees (UNHCR)
- Private donor:
  - internal
  - external
- Corporate donor
- Local representatives of all of the above
- Local host government

Line managers are:

- Managers with direct authority over and responsibility for staff reporting to them

Scope of authority may include:

- Delegation to sign cheques or authorise, purchases and payment of invoices
- Delegation to negotiate contract changes with, donors
- Delegation to authorise use of program equipment
- Delegation to recruit or direct staff
- Delegation to determine changes to program

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Unit Sector(s)

Not Applicable

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CHCDHA406A Secure development and/or humanitarian assistance funding

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to identify possible funding opportunities, interpret and work to funding guidelines, undertake contractual negotiations and fulfil contractual obligations

Application of the Unit

Application

This unit may be applied in a range of development and/or humanitarian assistance work contexts

Its application should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

This unit relates to securing donor funding of less than $US500,000 per annum or securing funding for periods of less than one year

These skills and knowledge are to be applied within the scope of the person's job and authority

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify funding approach of potential program donors	1.1 Identify potential ***donors*** and describe their individual funding preferences and priorities, including funding provided to other organisations 1.2 Prioritise benefits to specific target groups in relation to potential donors 1.3 Identify most effective use of individual donor funds in the design of development and/or humanitarian assistance programs 1.4 Interpret ***funding guidelines*** of potential donors and identify critical aspects 1.5 Undertake ***advocacy activities*** in order to influence future donor priorities and funding guidelines and position the organisation for future funding

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ELEMENT	PERFORMANCE CRITERIA
2. Submit funding proposal	2.1 Submit project proposal, written to ***donor format***, to ***appropriate donor representative*** and at appropriate time, subject to ***donor funding cycles*** and other variables 2.2 Ensure submission reflects the ***concepts and principles of aid effectiveness and community development*** 2.3 Conduct appropriate and ongoing communication after submission of proposal, to facilitate acceptance of the proposal, including revision of proposal, where ***feedback*** indicates this is required 2.4 Provide additional information promptly and accurately to donor representative, as required
3. Negotiate, agree and fulfil contract requirements	3.1 Negotiate with donor the project commencement and conclusion dates 3.2 Negotiate with donor the budget and payment schedule 3.3 Identify reporting dates and requirements 3.4 Write and submit reports on time and to required format, where specified 3.5 If required, renegotiate with donor the project conclusion date, with or without additional funding
4. Facilitate donor visits	4.1 Arrange donor visits as required, including facilitating visas, accommodation and meetings with appropriate stakeholders 4.2 Present a positive image of project and organisation to donor representative

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Social, cultural and political context of relief environment
- Organisation structure, including formal lines of reporting and responsibility
- Organisation internal politics and informal influence or power relationships
- Generally accepted accounting principles
- Organisation's financial software
- Donor organisation's structure and key staff
- Grant documents including contracts and standard attachments
- Organisation policies and procedures relating to issues such as:
  - donor relations
  - financial standards
  - end of funding cycle closeout
  - end of project closeout
  - end of financial year closeout
  - closeout under emergency conditions
  - cash management
  - emergency evacuation of personnel, records and assets
  - calculation of gift in-kind values and balances
  - personal security
  - document storage and security

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively submit project proposals, negotiate favourable contracts, fulfil contractual

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REQUIRED SKILLS AND KNOWLEDGE

obligations and maintain funding from a range of donors over a period of time
- Effectively communicate with donors and present a positive image of the organisation
- Effectively participate in donor advocacy activities and influence donor and funding priorities and guidelines
- Comply with relevant organisation and donor policies and requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Apply project management and evaluation skills
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:
  - awareness and understanding of cultural differences
  - ability to express that awareness and understanding clearly and concisely
- Use language, literacy and numeracy skills such as those required to:
  - collect, analyse and organise data
  - communicate in spoken and written form with a range of audiences
  - adjust spoken and written language to suit audience
  - prepare or customise materials
- Communicate effectively with a wide range of different audiences
- Interpret and explain complex formal documents and systems and assist others to apply them in the workplace
- Prepare written advice and reports requiring reasoning and precision of expression
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology
- Apply skills in:
  - investigation, including analysis and deduction
  - working as part of a team
  - negotiation

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REQUIRED SKILLS AND KNOWLEDGE

- presentation
- administration
- listening

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment must comply with relevant regulatory requirements and/or standards
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including donor manuals)
  - relevant documents (such as financial records, contracts with donors, assessment notes and standards documents)
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and other finance staff

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EVIDENCE GUIDE

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Given the nature of this unit, assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Donors may include:

- Government:
  - Australian Agency for International Development (AusAID)
  - Canadian International Development Agency (CIDA)
  - European Union (EU)
  - Japan International Cooperation Agency (JICA)
  - U.S. Agency for International Development (USAID)
- Multilateral:
  - World Food Program (WFP)
  - United Nations Children's Fund (UNICEF)
  - United Nations High Commissioner for Refugees (UNHCR)
- Private donor:
  - internal
  - external
- Corporate donor
- Local representatives of all of the above
- Local host government

Funding guidelines may include:

- Mission and purpose statements of donor organisations
- Formats for written content
- Restrictions on length
- Budget guidelines including specifications on administration percentages
- In-kind contributions
- Requirements to match contributions

Advocacy activities may include:

- Initiating and attending meetings
- Distributing reports
- Organising training
- Submitting capacity statements

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RANGE STATEMENT

Donor format may refer to:	• The design and budget formats requested by some donors
	  • some donors may have no set format
	  • some donors may have a range of formats, depending upon the funding being sought
	• Requirements may include information on font, style, number of pages, number of copies to be submitted, submission format (e.g. electronic, fax and post)

Appropriate donor representative may refer to:	• Personnel named in guidelines or other donor organisation promotional and support material • Donor head office staff • Donor local representatives
Donor funding cycles may include:	• Annual call for submissions • Ad hoc calls for submissions • Responses to specific humanitarian emergencies • Government reports including Foreign Affairs profiles and alerts • Conference proceedings

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Feedback may be:

- Formal or informal
- Feedback should be sought in such a way as to maximise opportunities for it to follow best practice principles of feedback e.g. be timely and specific

Unit Sector(s)

Not Applicable

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CHCDHA407A Address financial requirements of single donor in development and/or humanitarian assistance

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to identify and comply with the financial requirements of a single donor, and communicate key compliance requirements to staff

Application of the Unit

Application

This unit may be applied in a range of development and/or humanitarian assistance work contexts

Complying with single donor requirements may primarily apply in work environments where donors play a key role in programs or projects

Application of this unit should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's job and authority

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify ***key donor requirements***	1.1 Identify and correctly interpret key requirements of a major external ***donor***
	1.2 Identify and correctly interpret key requirements of a major internal donor
	1.3 Identify ***options for negotiation*** with the donor and provide examples of previous negotiations, where possible
	1.4 Negotiate requirements if necessary to comply with ***concepts and principles of aid effectiveness and community development***
2. Communicate donor requirements to staff	2.1 Communicate donor requirements to field, national office and other organisation staff, including initial briefings and ongoing communication to ensure compliance
	2.2 Where project is operating in a country with existing national office, specifically outline ***major differences*** between donor requirements and existing financial requirements
	2.3 Explain major differences between various donors to field and national office staff as required

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ELEMENT	PERFORMANCE CRITERIA
3. Comply with donor requirements	3.1 Meet donor reporting requirements consistently and in a timely manner, and include appropriate data in required format 3.2 Ensure variances to budget are within approved ranges 3.3 Outline ***circumstances*** where an amendment to a grant might be possible, and discuss options for grant amendments, including formal and informal, verbal and written amendments and required supporting documentation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Social, cultural and political context of relief environment
- Organisation structure, including formal lines of reporting and responsibility
- Organisation internal politics and informal influence or power relationships
- Generally accepted accounting principles
- Organisation's financial software
- Donor organisation's structure and key staff
- Grant documents including contracts and standard attachments
- Organisation policies and procedures relating to issues such as:
  - donor relations
  - financial standards
  - end of funding cycle closeout
  - end of project closeout
  - end of financial year closeout
  - closeout under emergency conditions
  - cash management
  - emergency evacuation of personnel, records and assets
  - calculation of gift in-kind values and balances
  - personal security
  - document storage and security

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively interpret key donor requirements of a major external donor and a major

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REQUIRED SKILLS AND KNOWLEDGE

internal donor, and communicate and interpret these requirements (including major differences) to relevant staff

- Comply with donor requirements at a number of levels of complexity, ranging from the implementation of a simple short term grant through to multi-year or multi-donor projects
- Effectively ensure that donor requirements are met or renegotiated
- Prepare and produce reports
- Effectively communicate with donors, staff, other finance staff and other colleagues
- Comply with organisation and donor policies and requirements
  Complying with donor requirements may sometimes require monitoring of the activities of other staff, and in some cases may also require negotiation with donors over grant amendments

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Apply project management and evaluation skills
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:
  - awareness and understanding of cultural differences
  - ability to express that awareness and understanding clearly and concisely
- Communicate effectively with a wide range of different audiences
- Interpret and explain complex formal documents and systems and assist others to apply them in the workplace
- Prepare written advice and reports requiring reasoning and precision of expression
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology
- Apply skills in:
  - investigation, including analysis and deduction
  - working as part of a team

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REQUIRED SKILLS AND KNOWLEDGE

- mediation and negotiation
- coaching
- presentation
- directing and supervising others
- administration
- listening
- negotiation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit
- Assessors need to be aware of potential complexities and note that complying with donor requirements in a straightforward, small scale grant situation may not provide evidence against all performance criteria within this unit
- Assessors unable to assess through observation in a relief environment should particularly ensure the validity of evidence and determine with care the level of complexity at which management was undertaken
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment must comply with relevant regulatory requirements and/or standards
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific finance manuals)
  - relevant documents (such as contracts, records of communications with donors, staff briefing notes and records)
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and other finance staff

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Given the nature of this unit, assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Key donor requirements may include:

- Reporting data and information requirements
- Reporting timeframes and frequency
- Reporting formats
- Project flexibility
- Purchasing standards
- Use of funds for overhead costs
- Restriction on purchase from certain countries
- Level of back-up documentation required to support reports
- Tracking of staff time
- Utilities
- Rentals
- Need to expend funds or percentage of funds within donor country of origin
- Budget variance allowances

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RANGE STATEMENT

Donors may include:

- Government:
  - Australian Agency for International Development (AusAID)
  - Canadian International Development Agency (CIDA)
  - European Union (EU)
  - Japan International Cooperation Agency (JICA)
  - U.S. Agency for International Development (USAID)
- Multilateral:
  - World Food Program (WFP)
  - United Nations Children's Fund (UNICEF)
  - United Nations High Commissioner for Refugees (UNHCR)
- Private donor:
  - internal
  - external
- Corporate donor
- Local representatives of all of the above
- Local host government

Options for negotiation may include:

- Reporting deadlines
- Country of origin restrictions on purchase of goods
- Overhead rates
- Disposition of assets
- Carry-forwards/project extensions (cost or no cost)
- Pre-approvals/pre-authorisations
- Amendments to budgets
- Changes in interventions

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Major differences may include:

- Financial information required
- Reporting formats
- Operation to different financial year ends or funding and reporting cycles
- Audit requirements

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RANGE STATEMENT

Circumstances may include:

- The number of beneficiaries has changed significantly
- The price of material and supplies has changed significantly
- Emergency circumstance prevented completion of the project
- Insufficient funding in some line items due to inflation
- Currency exchange rate

Unit Sector(s)

Not Applicable

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CHCDHA408A Manage cash in development and/or humanitarian assistance contexts

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to manage cash handling issues in situations where conventional banking infrastructure may be limited or nonexistent and where the context requires that many transactions are conducted in cash

Application of the Unit

Application

This unit may be applied in a range of development and/or humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

This unit involves managing cash arrangements including cash requirements, cash security and cash transport, in an environment such as a development or humanitarian assistance program

These skills and knowledge are to be applied within the scope of the person's job and authority

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage cash in a development or humanitarian assistance context	1.1 Manage cash security in accordance with ***relevant policies and procedures*** of the organisation and/or program 1.2 Determine quantity of cash required for an identified purpose in a ***development or humanitarian assistance context*** 1.3 Ensure cash security is maximised through the use of ***physical and non-physical barriers*** 1.4 Ensure cash management processes reflect the ***concepts and principles of aid effectiveness and community development*** 1.5 Conduct conversion to local currency as securely as possible 1.6 Communicate with relevant personnel as required to ensure cash security is maximised on delivery to field locations

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ELEMENT	PERFORMANCE CRITERIA
2. ***Facilitate safe transport of cash***	2.1 Ensure ***cash transport*** arrangements are in the hands of a limited number of trusted personnel 2.2 Vary cash transport routines to mitigate risks 2.3 Ensure cash transport plans are securely communicated to field personnel charged with cash disbursement 2.4 Determine and obtain adequate levels of insurance 2.5 Document and approve cash transport plans, including contingency plan
3. Manage currency exchanges	3.1 Carry out international and local currency exchanges in accordance with guidelines and procedures of the organisation and/or program 3.2 Where cross border financial transfers occur, monitor fluctuations in currency values to ensure appropriate funding is available, adequate cash is maintained on hand and budget constraints are adhered to within donor or organisation required (or preferred) currency

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Generally accepted accounting principles
- Donor or grant requirements
- General cash management principles
- Local laws relating to currency movements into the country
- Local banking and financial infrastructure
- Organisation policies and procedures relating to issues such as:
  - general cash management
  - transportation of cash into country and within country
  - authorisation
  - cash security
  - cash management in high security risk environments
  - remuneration and benefits policies and packages
  - relevant organisation and/or program benchmarks
- Social, cultural and political context of development or humanitarian assistance environment
- Relevant organisation and/or program structure, including formal lines of reporting and responsibility
- Relevant internal politics and informal influence or power relationships
- Problem solving strategies
- Cross cultural awareness and sensitivity
- Team dynamics
- Basic psychological principles

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Effectively manage cash handling issues in a development or humanitarian assistance context, including unstable or insecure environments
- Effectively determine cash requirements, ensure available funds and monitor currency fluctuations to manage currency conversion
- Prepare relevant reports and key documents
- Effectively ensure cash security and facilitate planning and organisation of safe transport of cash in a development or humanitarian assistance context, including preparing transport and contingency plans and obtaining adequate insurance
- Effectively communicate with field personnel, project partners, donors and other finance personnel
- Comply with organisation and donor policies and requirements
- Manage currency exchanges in a development or humanitarian assistance context to support availability of funding, cash maintained on hand and adherence to budget constraints within requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Apply project management and evaluation skills
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:
  - awareness and understanding of cultural differences
  - ability to express that awareness and understanding clearly and concisely
- Communicate effectively with a wide range of different audiences
- Interpret and explain complex formal documents and systems and assist others to apply them in the work context
- Prepare written advice and reports requiring reasoning and precision of expression
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology

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REQUIRED SKILLS AND KNOWLEDGE

- Apply skills in:
  - investigation, including analysis and deduction
  - working as part of a team
  - mediation and negotiation
  - coaching
  - presentation
  - directing and supervising others
  - administration
  - listening
  - negotiation
  - language, literacy and numeracy such as those required to:
  - collect, analyse and organise data
  - communicate in spoken and written form with a range of audiences
  - adjust spoken and written language to suit audience
  - prepare or customise materials
  - calculate and estimate times, costs and quantities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the work context or realistically simulated work context
- Consistency of performance should be demonstrated over the required range of situations relevant to the work context
- The task of managing cash can be undertaken at a number of levels of complexity, depending on the amounts of cash to be handled, security issues and availability (or not) of local banking and financial infrastructure
- Assessors unable to assess through observation in a development or humanitarian assistance work context should particularly ensure the validity of evidence and determine with care the level of complexity at which management was undertaken
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment must comply with relevant regulatory requirements and/or standards
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific finance manuals)
  - relevant documents (such as duty statements, financial reports, cash and insurance records, transport plans)
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and other finance personnel

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Given the nature of this unit, assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant policies and procedures may relate to:

- Cash transaction record keeping
- General financial procedures
- Corporate security requirements
- Movement of cash

Development or humanitarian assistance context may include:

- Regions where access to international financial networks or support services (such as telegraphic transfer through banks or companies such as Western Union) is limited or non-existent
- Regions where threat of break-in, personal assault, and/or robbery is high
- Countries where financial infrastructure, including banking, communication and transport, has been disrupted by destruction of physical infrastructure through natural disaster such as earthquake, flood or fire
- Regions where financial infrastructure, including banking, communication and transport, has been disrupted by war, civil war, or rioting

Physical barriers may relate to:

- Location of building
- Location of cash room within building
- Safes
- Locked doors
- Strong boxes

Non-physical barriers may relate to:

- Restricting information about cash management to a minimum number of personnel

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

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RANGE STATEMENT

Facilitate safe transport may include:	• Limiting the number of trusted personnel involved in transport of cash • Varying routines so cash is not transported on a pre-determined schedule • Using different modes of transportation of cash at different times • Use of 'code' words to refer to cash to mitigate ability of others to track movements • Not notifying drivers of travel in advance when transporting cash by road • Never transporting cash bags/boxes with keys • Ensuring contingency plans are in place which provide secure alternatives to ensure adequate cash is on hand
Cash transport may include:	• Transport within a country or across political boundaries (including unofficial political boundaries as may exist during times of civil unrest, war or lawlessness)

Unit Sector(s)

Not Applicable

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CHCDHA409A Close out financial operations in development and/or humanitarian assistance contexts

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to conduct a range of closeout operations, including year end, end of grant funding and project cessation closeouts

Application of the Unit

Application	This unit may be applied in a range of development and/or humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA) This unit involves closing out operations at the end of a funding cycle, program or project intervention and end of the financial year, in an environment involving development or humanitarian assistance work These skills and knowledge are to be applied within the scope of the person's job and authority

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Close out grant at ***end of funding cycle***	1.1 Follow all ***organisation procedures*** in relation to closeout and in line with ***concepts and principles of aid effectiveness and community development***
	1.2 Disburse all outstanding payments to vendors, taxation agencies and staff
	1.3 Clear all outstanding advances and expense reports
	1.4 Meet all ***donor*** requirements, including asset disposal, final financial reporting and record retention
	1.5 Provide all final financial reports to key internal stakeholders
	1.6 Remit all unspent funds back to the donor

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ELEMENT	PERFORMANCE CRITERIA
2. Close out project or program	2.1 Follow all organisation procedures in relation to closeout
	2.2 Disburse all outstanding payments to vendors, taxation agencies and staff
	2.3 Clear all outstanding advances and expense reports
	2.4 Meet all donor requirements, including asset disposal, final financial reporting and record retention
	2.5 Provide all final financial reports to key internal stakeholders
	2.6 Remit all unspent funds back to the donor
	2.7 Close all bank accounts, receive and review final statements
	2.8 ***Track*** all ***assets*** disposed or transferred to other projects in accordance with donor and organisation requirements
	2.9 Remove all financial documents to a secure location
3. Close out at end of financial year	3.1 Complete reconciliation with donor funding to identify and carry forward funding to the new fiscal period
	3.2 Provide all required year-end financial reports to internal and external stakeholders in appropriate formats, which include all relevant data, and in a timely manner
	3.3 Record properly valuations of gift in-kind balances

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Generally accepted accounting principles
- Organisation's financial software
- Donor or grant requirements
- Debt analysis systems
- Currency trading
- Customs and excise laws and systems
- Local taxation systems
- Organisation policies and procedures relating to issues such as:
  - end of funding cycle closeout
  - end of project closeout
  - end of financial year closeout
  - closeout under emergency conditions
  - cash management
  - emergency evacuation of personnel, records and assets
  - calculation of gift in-kind values and balances
  - personal security
  - document storage and security

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively carry out a range of activities for closing out financial operations (at end of funding cycle, end of program or project intervention, end of financial year) including ensuring:

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REQUIRED SKILLS AND KNOWLEDGE

- outstanding payments are disbursed
- outstanding advances and expense reports are cleared
- balances are recorded
- unspent funds are remitted
- bank accounts are closed
- assets are tracked

- Effectively provide or submit all key documents, financial reports and records to key stakeholders, in a timely manner and in appropriate format
- Effectively communicate with key stakeholders including project partners, relevant staff, donors, other finance staff and other colleagues
- Comply with organisation and donor policies and requirements including close out procedures

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Apply project management and evaluation skills
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:
  - awareness and understanding of cultural differences
  - ability to express that awareness and understanding clearly and concisely
- Communicate effectively with a wide range of different audiences
- Interpret and explain complex formal documents and systems and assist others to apply them in the work context
- Prepare written advice and reports requiring reasoning and precision of expression
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology
- Apply skills in:
  - investigation, including analysis and deduction

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REQUIRED SKILLS AND KNOWLEDGE

- working as part of a team
- mediation and negotiation
- coaching
- presentation
- directing and supervising others
- administration
- listening
- negotiation
- language, literacy and numeracy such as those required to:
- collect, analyse and organise data
- communicate in spoken and written form with a range of audiences
- adjust spoken and written language to suit audience
- prepare or customise materials
- calculate and estimate times, costs and quantities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the work context or realistically simulated work context
- Consistency of performance should be demonstrated over the required range of situations relevant to the work context
- Assessors unable to assess through observation in a development or humanitarian assistance work context should particularly ensure the validity of evidence and determine with care the level of complexity at which management was undertaken
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment must comply with relevant regulatory requirements and/or standards
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific finance manuals)
  - relevant documents (such as financial records, reports, account books, procurement forms and records)
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and other finance personnel

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Given the nature of this unit, assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

End of funding cycle refers to:

- The end of the time frame approved by the donors for the program intervention

Organisation procedures may relate to:

- Release of payroll funds
- Transfer of bank funds
- Transfer or destruction of records
- Destruction of unused cheques
- Transfer of electronic records
- Destruction of journals and vouchers prior to last electronic back-up and audit
- Evacuation of relevant hard copy records
- Provision of advances to national staff

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

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RANGE STATEMENT

Donors may include:

- Government:
  - Australian Agency for International Development (AusAID)
  - Canadian International Development Agency (CIDA)
  - European Union (EU)
  - Japan International Cooperation Agency (JICA)
  - U.S. Agency for International Development (USAID)
- Multilateral:
  - World Food Program (WFP)
  - United Nations Children's Fund (UNICEF)
  - United Nations High Commissioner for Refugees (UNHCR)
- Private donor:
  - internal
  - external
- Corporate donor
- Local representatives of all of the above
- Local host government

End of program or project intervention may relate to:

- Completion of development program or field intervention e.g. due to successful attainment of objectives
- Decision to reposition humanitarian assistance as development activity
- Decision to evacuate

Track assets may include:

- Recording which staff are removing assets from the country
- Recording assets left at various project locations

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Unit Sector(s)

Not Applicable

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CHCDHA410B Adapt and apply technical knowledge in a development context

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDHA410A Adapt and apply technical knowledge in a development context	CHCDHA410B Adapt and apply technical knowledge in a development context	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to adapt existing technical knowledge and skills to address needs in a resource poor environment and apply them creatively and in line with needs and resources of each specific development or humanitarian assistance context

Application of the Unit

Application

This unit may be applied in a range of development and/or humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Adapt technical knowledge and skills to suit specific development or humanitarian assistance context	1.1 Conduct a situational analysis and audit of available community resources and capabilities relevant to development situation requiring attention 1.2 Work with understanding of the application of the ***concepts and principles of aid effectiveness and community development*** 1.3 Clarify ***factors*** that individually and in interaction may impact on the situation and have ***implications*** for effectiveness of a technical solution 1.4 Involve community members in discussion of factors potentially impacting on the situation and the solution to it in order to fully appreciate these factors and their relationship to the situation 1.5 Modify own approach to situation requiring attention by reducing technical issues to first principles 1.6 Modify approach to addressing the situation requiring attention by considering potential solutions from first principles 1.7 Review knowledge and technical solutions developed to address related situations and identify commonalities and application in relation to current situation 1.8 Consider the need to build local community capacity through transfer of skills and knowledge as a high priority in addressing the situation and creating a sustainable outcome 1.9 Clearly communicate with ***key stakeholders*** in language they understand about key technical aspects of the situation and its solution to develop their understanding and to enable and support them to contribute to the solution

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ELEMENT	PERFORMANCE CRITERIA
2. Apply technical knowledge and skills creatively to address community needs	2.1 Reflect on technical aspects of the situation and work collaboratively to identify innovative approaches to finding a solution that best addresses community needs 2.2 Explore ways to address constraints and limitations in ways that may stretch conventionally acceptable boundaries but provide an adequate solution in current circumstances 2.3 Review risks associated with options outside conventionally acceptable boundaries in current circumstances and balance against potential outcomes 2.4 Work in a collaborative way with a range of key stakeholders to find effective solutions in a resource poor environment 2.5 Share technical knowledge and skills with others in a way that contributes to achieving innovative and ongoing solutions to development issues
3. ***Monitor and evaluate*** technical solutions	3.1 Establish processes to monitor technical solution and identify criteria for evaluation of outcomes over an identified period of time 3.2 Share relevant information, skills and knowledge to enable ongoing monitoring and evaluation and to make appropriate adjustments to respond to any issues identified 3.3 Participate in monitoring and evaluation with community members in line with own work role

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Values, principles and ethics underpinning work in the sector, including the Paris Declaration and Accra Principles and principles of 'Do No Harm'
- Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
- Cultural and country context of specific field projects/programs and sufficient knowledge of local language/s to support basic communication
- Partner country's national development strategies, institutions and procedures
- Basic understanding of the country's political and power structure
- First principles in area of technical expertise

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Be flexible and innovative in analysing technical issues in a specific field environment and reducing technical aspects to first principles to find practical solutions
- Analyse factors impacting on technical issues and potential solutions
- Work effectively within constraints provided by limitations on availability of resources and infrastructure and adapt technical knowledge to realistically address requirements of specific situations
- Find and develop innovative solutions for issues using limited resources and available structures in own area of technical expertise
- Effectively communicate with other stakeholders, including community members, about technical issues using language and concepts they understand
- Listen to and consider options for technical solutions that may be outside conventionally acceptable limits
- Modify thinking and application in relation to own technical skills and knowledge to address situation issues and available resources
- Share skills and knowledge with community members to support ongoing maintenance of selected technical solution

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REQUIRED SKILLS AND KNOWLEDGE

- Establish and maintain monitoring and evaluation processes to support and adjust technical solution as required

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Comply with relevant organisation policies, procedures and requirements on work health and safety (WHS), stakeholder welfare, security and related issues
- Effectively communicate with and work safely with others in the work area
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Retain clear sense of personal values and ethics in ambiguous or stressful situations
- Identify areas for personal improvement or training in self and others
- Demonstrate ethical handling of service delivery issues
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural and political differences, including:
  - awareness and understanding of cultural differences and issues associated with disadvantage and disability
  - ability to express that awareness and understanding clearly and concisely
  - ability to build rapport with others, including participants, community leaders, donors, government representatives and other non government organisations involved in development assistance work
  - use basic strategies to overcome language barriers (fluency in more than one language would be a major asset)
  - no political bias in own conduct
- Use emotional state control
- Cope with stressful work environment
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Use computing equipment and common software programs
- Use administration and routine office procedures
- Select and use appropriate technology
- Demonstrate basic financial management
- Apply skills in:
  - accessing relevant records and information sources

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REQUIRED SKILLS AND KNOWLEDGE

- adapting to different environments and responding effectively to challenges
- capacity building
- communicating effectively with a wide range of different audiences
- interviewing and recording
- networking
- report writing
- setting priorities
- undertaking new tasks
- working safely and encouraging a safe workplace
- language, literacy and numeracy skills such as those required to:
  - collect, analyse and organise data
  - communicate in spoken and written form with a range of audiences
  - adjust spoken and written language to suit audience
  - prepare or customise materials
  - calculate and estimate times, costs and quantities

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific manuals)
  - relevant documents (such as project documents, trip reports, staff assessments, memos, leave records and performance reviews)
  - relevant equipment (such as vehicles, office equipment and communications equipment)
  - managers, co-workers and other staff

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- While it is unethical and inappropriate to place a candidate in real danger, a life-like simulation may provide the best opportunity to observe 'near-real' responses
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

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RANGE STATEMENT

Factors that may impact the situation may include:

- Lack of or inability to access resources and technology
- Local policies, infrastructure and existing systems relating to technical support of the situation
- Political factors
- Community resistance
- Community ability and motivation to maintain introduced resources
- Instability or volatility - e.g. in social, physical, political and/or economic environment
- Ability to fund and support technology as part of ongoing solution
- Cultural sensitivities
- Principles of aid effectiveness

Key stakeholders may include:

- Community members
- Multi-disciplinary team members
- Other workers on the project or program
- Project or program manager
- Funding bodies

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RANGE STATEMENT

Culturally sensitive issues refer to:

- Many ways in which cultures vary
- While very different cultures present obvious challenges to those moving into them, cultures which, on the surface, appear to be more closely related can also be challenging because the differences are more subtle
- Culturally sensitive issues may include:
  - clothing preferences
  - cultural imperialism
  - decision making processes
  - directness in conversation (or not
  - disadvantage and disability
  - evangelism or proselytism
  - food and drink preferences
  - form of government
  - gender of interviewed
  - gender of interviewer
  - gifts
  - greetings
  - identification (with self, family, community, religion, cultural or ethnic group and country)
  - introductions
  - options for expressing disagreement or disapproval
  - preferences relating to positions offered to women or elders
  - requirement of single or multiple gender team
  - role of political parties
  - role of religious authorities
  - role of royal family or traditional rulers
  - role of the military
  - sensitive topics for conversations

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RANGE STATEMENT

Monitor and evaluate may include:

- How identified ethical issues are considered and incorporated in the program design
  For instance, in designing a project in a conflict environment, considering if provision of aid will:
  - have a positive effect on the conflict (i.e. help people to stop fighting) or
  - add to the conflict (i.e. increase competition and mistrust)
- How identified culturally sensitive issues are considered and incorporated in the program design
  For instance, in designing a program efforts are made to ensure that:
  - the program assists the affected people without political, religious or gender discrimination
  - programs are carried out in a way that uses and enhances local knowledge and skills
- Program goal and purpose
- Program outputs
- Project activities
- Implementation plan and schedule,
- Program inputs or resources required
- Program impacts,
- Management of risks
- Constraints and assumptions
- Program sustainability
- Management structure and staffing requirements
- Addressing principles of development and/or aid effectiveness
- Financial management and use of resources

Implications may include:

- Misunderstanding and conflict
- Real and important needs of target community may not be addressed
- Image and reputation of the organisation may be affected
- Program procedures may be less efficient and effective
- Lack of participation of affected communities

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Unit Sector(s)

Not Applicable

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CHCDHA411A Conduct a rapid assessment in a humanitarian assistance context

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to conduct rapid assessment in a humanitarian assistance context

Application of the Unit

Application

This unit refers to assessments conducted to investigate and document both the risk to human life and the suffering caused by a specific disaster and to make timely recommendations which define and prioritise the actions and resources needed for an immediate response (Relief Operations Manual)

It may be applied in a range of humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a team for a rapid assessment in a humanitarian assistance context	1.1 Identify key people for conducting rapid assessment according to field requirements and organisation guidelines
	1.2 Work with understanding of the application of the ***concepts and principles of aid effectiveness and community development***
	1.3 Collect secondary data in the area
	1.4 Coordinate with key organisation units and line management
	1.5 Form a ***multi-sectoral team*** responsible for conducting rapid assessment
	1.6 Provide ***orientation or training*** on data collection to volunteers as required

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ELEMENT	PERFORMANCE CRITERIA
2. Plan for rapid assessment	2.1 Identify ***objectives*** for the rapid assessment 2.2 Determine all ***sectors*** and all likely affected areas that need to be covered in the assessment 2.3 Identify and assess ***key factors***, ***issues and constraints*** which may affect the conduct of rapid assessment 2.4 Identify information needs and sources of reliable data 2.5 Identify ***key informants*** for coordination, data gathering or collection 2.6 Explain objective of assessment to key informants 2.7 Identify appropriate and culturally sensitive ***data collection methods*** for the assessment 2.8 Prepare and submit the ***assessment plan*** according to organisation guidelines
3. Conduct rapid ***needs assessment***	3.1 Identify, characterise and quantify '***populations at risk'*** in the disaster 3.2 Identify local environmental conditions and document likely impact of conditions in appropriate and efficient format 3.3 Gather existing and available ***baseline data*** on the relevant sector 3.4 Conduct focused group discussions, interviews and appropriate data collection tools with key informants, ***stakeholders*** and other agencies operating in the area and record data appropriately 3.5 Consult existing community social structures 3.6 Identify and document immediate and longer term needs of local community members 3.7 Conduct rapid quality checks on the collection, evaluation and dissemination of data and key findings

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ELEMENT	PERFORMANCE CRITERIA
4. Undertake capacity assessment	4.1 Identify and assess local ***response capacity*** including organisational, medical and logistics resources 4.2 Identify skilled, semi-skilled personnel, youth and women groups and existing organisations in the community 4.3 Identify and assess ***capacities*** of all affected local communities, using culturally appropriate interview or survey techniques and other methods as required by relief or cultural context 4.4 Identify and assess ***vulnerabilities*** of local communities or individuals in appropriate and efficient format 4.5 Assess ***coping mechanism*** of affected population
5. Analyse and interpret data	5.1 Use a range of ***analysis tools and techniques*** which are appropriate to the local context and data being analysed 5.2 Confirm and validate data against existing baseline information 5.3 Assess the value of data, reliability of the source and accuracy of data 5.4 Synthesise data in a logical manner 5.5 Gather additional information as required 5.6 Conduct analysis sessions to determine key program interventions and strategies based on the information gathered 5.7 Identify ***risks*** to various populations

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ELEMENT	PERFORMANCE CRITERIA
6. Prepare and submit report	6.1 Identify ***key findings*** of the rapid assessment
	6.2 Define and prioritise the ***actions*** and resources needed to reduce immediate risks
	6.3 Estimate the additional support required from national and international sources for relief and recovery
	6.4 Provide recommendations regarding priority needs, further action needed, short term and long term goals
	6.5 Prepare detailed plans according to interventions including general project goals, dollar amounts required and key assumptions for implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- General understanding of different sectors
- Social, cultural and political context of the specific humanitarian assistance environment
- Organisation structure, including formal lines of reporting and responsibility
- Organisation internal politics and informal influence or power relationships
- Organisation support systems and personnel and software relevant to sector
- Donor priorities and capabilities and the ways in which they act upon incoming information
- Donor organisation structures, key staff, funding guidelines and reporting requirements
- Data collection techniques
- Participatory Learning and Action (PLA)
- Capacity and Vulnerability framework (i.e. People Oriented Planning)
- Local Capacities for Peace (LCP) / Do No Harm framework

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REQUIRED SKILLS AND KNOWLEDGE

- Basic logframe
- Analytical tools and techniques appropriate to local context and data being analysed
- Rapid assessment techniques (e.g. 10 seed technique)
- Participatory Rural Appraisal (PRA)
- General project cycle
- Organisation policies and procedures relating to issues such as:
  - assessment
  - personal security
  - reporting procedures
  - donor relations
  - data collection
- Relief to development transition issues
- Agency guidelines, such as:
  - Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
  - U.S. Agency for International Development Field Operational Guide (USAID FOG)
  - United Nations High Commissioner for Refugees (UNHCR) guidelines
- The Sphere standards (particularly on relevant sector being assessed)
- Common complex humanitarian emergency (CHE) field operational practices
- Common complex humanitarian emergency (CHE) field living conditions

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively conduct rapid assessment in relief situations which includes planning, conducting needs and capacity assessment, analysing data and reporting key findings.
- Effectively use culturally appropriate and sensitive assessment techniques and analysis tools, prepare and produce an assessment plan and report (with findings and recommendations)
- Effectively communicate with and work safely with assessment team, community and other relevant key stakeholders
- Comply with relevant organisation and international policies, procedures and requirements
- Make rapid and accurate situational assessments, while under stress
- Use investigative skills, including analysis and deduction
- Make rapid quality checks on data gathered

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Adapt to different environments and respond effectively to challenges
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage self responsibilities and timelines for completion of work
- Use thinking, problem solving and conceptual techniques
- Build rapport with others, including donors, local officials and community members
- Use appropriate communication and interpersonal techniques with colleagues and others
- Participate in a team environment to complete tasks
- Identify problems and demonstrate appropriate response procedures
- Apply skills in:
  - interviewing
  - observation
  - planning
  - networking
  - access organisational records and information sources
  - set priorities
  - undertake new tasks quickly
  - communicate effectively with a range of different audiences
  - work with people from culturally and linguistically diverse backgrounds
  - personal management, including initiative, self motivation and direction
  - respond to identified areas for personal improvement or training in self and others
  - project management and evaluation

continued ...

Essential skills (*contd*):

- Use language, literacy and numeracy skills such as those required to:
  - collect, analyse and organise data
  - communicate in spoken and written form with a range of audiences
  - adjust spoken and written language to suit audience
  - prepare or customise materials
  - calculate and estimate times, costs and quantities
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Use computing equipment and common software programs
- Use administration and routine office procedures

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (relief operations manual, international and local, including donor manuals)
  - relevant documents (such as interview and meeting notes, and assessment reports) and standards documents
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and local staff

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EVIDENCE GUIDE

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the humanitarian assistance environment
- Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

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RANGE STATEMENT

Multi-sectoral team may include:

- Specialists or technical experts from a variety of sectors with appropriate skills and experience in emergency relief, which may include:
  - emergency relief practitioners
  - health or nutrition specialist
  - program officer
  - commodity officer
  - water and sanitation specialist
  - logistics officer
  - communications officer
  - disaster management officer
  - relief coordinator
  - relief manager
  - Area Development Program (ADP) staff
  - planning staff
  - evaluation staff
  - finance staff
- A diversity of perspectives and knowledge that will enhance the feasibility and quality of the findings and recommendations

Orientation or training may refer to:

- Orientation or training required for data collection in the field which may include:
  - locating sponsored children
  - seeking information regarding impact of disaster upon households
  - doing survey on damage, needs and capacity
  - data collection techniques including:
    - how to conduct focus groups
    - interviewing
    - techniques for validating data

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RANGE STATEMENT

Objectives may include:

- Verifying numbers, locations and the needs of affected communities
- Determining nutritional status of children under five
- Assessing food security including:
  - agricultural, veterinary and fishery services
  - availability of food in the community and nearby markets
- Assessing the health of the population (general diseases especially among children), services and health facilities available (including immunisation)
- Assessing the water and sanitation situation
- Assessing situations of local conflicts in the communities
- Assessing education services and facilities
- Assessing protection related problems in the area

Sectors may include:

- Emergency medical care
- Livelihood
- Food and agriculture
- Health
- Shelter and housing needs
- Agricultural needs
- Economic needs
- Water and sanitation
- Environment

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RANGE STATEMENT

Key factors, issues and constraints may include:

- Security of location
- Population figures are not verifiable
- Language
- Political instability
- Cooperation and accessibility of community
- Rebel groups
- Lack of communication, infrastructure structures or systems
- Hierarchies of power in the community
- Time constraints
- Size of affected community
- Limited movement and access
- Team lacks inadequate specialists

Key informants may include:

- Field staff
- Local community leaders
- Government officials
- Local officials
- Non-government officials

Data collection methods may include:

- Standard survey techniques
- Questionnaires, checklists and procedures
- Interviews or semi structured interviews
- Participatory rural appraisal (PRA) techniques, including:
  - proportional piling tool
  - visual inspection
  - direct observation
- Secondary data review
- Surveillance
- Technical inspections
- Critical sector analysis
- Household visits
- Transect walks

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RANGE STATEMENT

Assessment plan may include:

- Guidelines and standard working procedures
- Identified information needs
- Data collection methods and data gathering procedures
- Areas of responsibility and accountability
- Designated reporting points and reporting procedures
- Designated field investigation teams
- Analysis of data
- Presentation of information
- Recording and dissemination of results
- Contingency plan

Needs assessment may include:

- Internally displaced populations and their means of survival
- Protection issues
- Coping mechanisms
- Food security and food situation
- Health
- Shelter needs
- Water and sanitation
- Education
- Status of relief operations
- Community structures

Populations at risk may include:

- Children
- Women
- Elderly
- People with physical and/or mental disability

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RANGE STATEMENT

Baseline data may include:

- Area affected
- Number of people requiring immediate help
- Condition of the affected population such as:
  - health
  - expressed priorities of the affected people
  - number of homes completely destroyed and homes requiring partial repair
  - number of homeless families and individuals
  - household structures including:
    - family size
    - extended family structures
    - sites being used as temporary shelters
    - number of those residing in temporary shelters
  - existing resources and services for emergency measures
  - availability of food
  - services available and health facilities
  - water and sanitation facilities
  - local conflicts in the communities
  - education services and facilities
  - protection related problems or concerns in the area

Stakeholders may include:

- Community leaders
- Community groups
- Individual households
- Families residing at temporary shelter
- Local authorities counterparts
- Children
- Women
- People with a disability

Response capacity may refer to:

- Level of response by the affected country or region to cope with the situation
- Level of response of different organisations

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RANGE STATEMENT

Capacities may refer to:

- Local skills
- Local environment
- Technical skills
- Financial status and capacity
- Management skills
- Resource generation
- Networking skills

Vulnerabilities may refer to:

- Potential areas for harm or injury
- Potential areas for damage or destruction
- Attitude
- Social and organisation vulnerability

Coping mechanism may refer to:

- A variety of ways and means through which people respond to crisis or emergency situations, difficulties and problems in life

Analysis tools and techniques may include:

- Problem tree analysis
- Gender analysis
- Strengths, weaknesses, opportunities and threats (SWOT) analysis
- Nutritional assessment
- Household food economy analysis
- Health assessment
- Cost and benefit analysis
- Capacity and vulnerability analysis
- 'Do No Harm' framework (Local Capacities for Peace)
- Network analysis
- Environmental impact assessment

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RANGE STATEMENT

Risks may include:

- Depleted household food stocks
- Inadequate supply of essential foods
- Malnutrition
- Inadequate supply of emergency clinical medical services
- Severe climatic conditions aggravated by lack of shelter, warm clothing or heating fuel and/or water shortages

Key findings of the assessment report may include:

- An analysis of the most predominant threat
- Areas that are most at risk
- Distribution of most vulnerable population
- Main characteristics of the affected population
- Total number affected by the disaster
- Mortality and morbidity rates
- Total number and types of injuries (minor, severe) and illness
- Emergency health situation
- Damage to:
  - economic resources
  - properties
  - road or infrastructures
  - community structures
- Shelter needs
- Food supply situation
- Water and sanitation situation
- Psychosocial and mental well being
- Impact on major livelihood
- Other organisations present in the target zone including secondary sources of information
- Level of continuing or emerging threat
- Level of response from different organisations
- Level of response by the affected country and capacity to cope with the situation

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RANGE STATEMENT

Actions may include:

- Medical aid
- Food distribution
- Immunisation
- Supplementary feeding
- Child protection
- Latrine construction
- Water supply
- Housing projects
- Temporary shelter

Unit Sector(s)

Not Applicable

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CHCDHA412B Use a capacity building approach in development work

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDHA412A Use a capacity building approach in development work	CHCDHA412B Use a capacity building approach in development work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to take a capacity building approach to development program work

Application of the Unit

Application

This unit may be applied in a range of development field environments and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a strong relationship as a basis for ***contextual assessment***	1.1 Clarify the structure and political nature of the target community or organisation, including key individuals, groups and hierarchy 1.2 Identify and clarify any documented and endorsed change agendas 1.3 Work with understanding of the application of the ***concepts and principles of aid effectiveness and community development*** 1.4 Identify appropriate individual/group to champion the development and/or change processes 1.4 Establish a relationship of trust with leadership and key individuals in the community or organisation using effective communication and relationship building practices 1.5 Engage key individuals from the community or organisation in a process of identifying its strengths and attributing value to those strengths 1.6 Engage key individuals from the community or organisation in a process to identify and agree the nature of the situation currently requiring attention 1.7 Identify and engage appropriately ***stakeholders with special needs and disadvantages***

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ELEMENT	PERFORMANCE CRITERIA
2. Analyse the situation	2.1 Identify a range of ***participatory approaches*** that may be appropriate to address specific community or organisation needs and situations requiring attention 2.2 Work with participants to analyse the current situation using tools and processes appropriate to the identified participatory approach 2.3 Guide the analysis process to assist participants to peel back the layers to reveal the ***central issues contributing to the situation*** the community has agreed requires attention 2.4 Facilitate the analysis process to progress at a rate suited to the participants and in directions that allow them to explore relevant issues in sufficient depth to gain an understanding of the situation 2.5 Facilitate the analysis process to address issues of stakeholders with special needs and disadvantages
3. Identify capacity needs and terms of reference for moving forward	3.1 Facilitate the provision of information and evidence to the community or organisation about outcomes of the analysis of the situation 3.2 Assist the community, counterpart or organisation to identify a range of potential options to address the agreed current situation 3.3 Review the options in the context of available community or organisation resources and assets and overall feasibility 3.4 Work with the community, counterpart or organisation to identify potential perceived and actual impacts of each option on the community 3.5 Facilitate a process to prioritise identified solution options and reach agreement on priorities 3.6 Advocate appropriately as required to address issues of stakeholders with special needs and disadvantages

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ELEMENT	PERFORMANCE CRITERIA
4. Facilitate the planning processes	4.1 Work with the community, counterpart or organisation to plan ***processes and resources*** to implement the agreed strategic solution to address the identified situation 4.2 Identify and provide relevant knowledge and skills to build the capacity of participants involved in the planning process 4.3 Encourage communication processes to support planning processes in line with requirements of specific development program context 4.4 Work with the community, counterpart or organisation to identify appropriate processes and criteria to monitor and evaluate ongoing impacts of the program on the community 4.5 Advocate appropriately as required for planning to address issues of stakeholders with special needs and disadvantages
5. Facilitate implementation of ***capacity building solution***	5.1 Assist the community, counterpart or organisation to implement planned solution to address the identified situation 5.2 Identify and provide relevant knowledge and skills to build the capacity of the community to address the situation 5.3 Encourage communication processes to support implementation in line with requirements of specific development program 5.4 Work with the community, counterpart or organisation to support their ongoing management of the situation 5.5 Advocate appropriately as required for inclusion of stakeholders with special needs and disadvantages

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ELEMENT	PERFORMANCE CRITERIA
6. Monitor and evaluate outcomes	6.1 Ensure the community, counterpart or organisation understands the importance of and rationale for monitoring and evaluation of the program in achieving desired outcomes 6.2 Work with the community, counterpart or organisation to put in place resources and processes to monitor the impacts of the program and to identify its outcomes 6.3 Share with the community, counterpart or organisation relevant information, skills and knowledge to enable ongoing monitoring and evaluation of the program and to make appropriate adjustments to respond to issues identified 6.4 Contribute to monitoring of program outcomes in line with community and development program requirements and within own work role 6.5 Participate in evaluation of development program where appropriate in line with own work role 6.6 Assist community to make adjustments where indicated as a result of overall evaluation outcomes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Rationale, practices and tools underpinning capacity building in a development program context
- Specific development program work objectives and constraints
- Awareness of gender, HIV/AIDS and child protection issues
- Own work role in the context of development program work
- General project cycle as applied to specific development program work
- Relief to development transition issues
- Relevant Agency guidelines such as:
  - Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
  - U.S. Agency for International Development Field Operational Guide (USAID FOG)
  - United Nations High Commissioner for Refugees (UNHCR) guidelines

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use relevant tools and processes to support a participatory approach to a development program
- Use facilitation and consultation skills to assist a community, counterpart or government department to:
  - achieve a contextual assessment
  - analyse an identified situation
  - use a resource-based approach to consider and prioritise a range of solutions
  - agree on and plan implementation of a feasible solution
  - implement the development solution
  - monitor and evaluate the ongoing impact of the development solution
- Manage communication processes in the broader context of the overall development program in line with own work role
- Provide leadership and influencing ability in monitoring implementation to achieve quality outcomes

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Comply with relevant organisation policies, procedures and requirements on work health and safety (WHS), stakeholder welfare, security and related issues
- Effectively communicate with and work safely with others in the work area
- Work collaboratively as part of a team environment to complete tasks
- Demonstrate personal management, including initiative, self motivation and direction
- Retain clear sense of personal values and ethics in ambiguous or stressful situations
- Identify areas for personal improvement or training in self and others
- Make situational assessments
- Demonstrate professional and ethical handling of issues
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:
  - awareness and understanding of cultural differences
  - ability to express that awareness and understanding clearly and concisely
  - ability to build rapport with others, including participants, community leaders, donors and other non-government organisations
  - fluency in more than one language - a major asset
- Use emotional state control
- Use communications equipment, including telephone, radio, satellite phone, fax and email

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REQUIRED SKILLS AND KNOWLEDGE

- Use computing equipment and common software programs
- Use administration and routine office procedures
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology
- Apply skills in:
  - setting priorities
  - undertaking new tasks
  - adapting to different environments and responding effectively to challenges
  - communicating effectively with a wide range of different audiences
  - working safely and encouraging a safe workplace
  - accessing organisation records and information sources
  - interviewing
  - networking
  - language, literacy and numeracy skills such as those required to:
    - collect, analyse and organise data
    - communicate in spoken and written form with a range of audiences
    - adjust spoken and written language to suit audience
    - prepare or customise materials
    - calculate and estimate times, costs and quantities

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to actual community development context or a realistic simulation

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextual assessment process refers to:	• A process of identifying the detailed context of a particular situation which is a focus of a development program • The contextual assessment process should enable a community to consider and clarify the components of the situation and potential contributing factors in a manner which enables community members to participate freely and effectively and reach agreement about the nature of the situation

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Stakeholders with special needs and disadvantages may include:

- Refugees
- Children
- The elderly
- Widowed
- People with disabilities

Participatory approaches refers to:

- The use of appropriate tools and processes to enable and support community members to participate in discussion, planning, decision-making and action in relation to development work in their community

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RANGE STATEMENT

Processes and resources may include, for example:

- Systems
- Processes
- Individual skills
- Training needs analysis
- Corporate goals

Capacity building solution may include, for example:

- Workshops
- Training on the job
- Courses
- Incentives
- Encouragement
- Coaching and mentoring
- Communication
- Identifying hurdles creating impairment

Project cycle is:

- A well-known construct used to describe the normal life-cycle of a project
- In relation to capacity building, the focus would be on providing technical assistance and using approaches to build capacity in a development assistance context
- The project cycle generally includes:
  - assessment
  - analysis
  - design
  - marketing
  - monitoring
  - reporting
  - evaluation

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RANGE STATEMENT

Central issues contributing to the situation may include:

- Health issues, such as:
  - health indicators such as infant mortality and malnutrition
  - health surveys in order to derive health data
  - health interventions such as immunisation or supplemental feeding programs
  - international standards for health
  - HIV/AIDS
- Food aid issues, such as:
  - food for work programs
  - dietary requirements of project participants
  - international standards on food aid
  - cultural requirements of project participants
- Issues of stakeholders with special needs and disadvantages, such as:
  - refugees
  - child protection
  - the elderly and widowed
  - people with disabilities
- Refugee issues, such as:
  - familiarity with The Humanitarian Charter and Minimum Standards in Relief (the Sphere standards) and with international law pertaining to refugees and their rights
  - consideration of cultural issues and of host communities' needs and rights
- Water issues, such as:
  - access to water and its management and purification
  - formulas for calculating the volume of water required
  - ownership and distribution of water, including storage and plumbing infrastructure
- Human resource issues, such as:
  - hiring of local staff
  - local labour hire laws
  - local workers' demand for daily cash payment
  - gender
  - capacity (such as education and experience) of counterparts

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RANGE STATEMENT

    - staff accommodation and other conditions
    - evacuations
    - notification of next-of-kin where necessary
- Communication issues, such as:
    - dealing with local or international media
    - preparing press releases and hosting media visits
    - preparing non-media marketing information
- Governance and finance issues, such as:
    - acquittals and budget submissions
    - preparation of invoice and receipt books
    - cash security
    - foreign currency restrictions and transactions
    - fraud and corruption

Unit Sector(s)

Not Applicable

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CHCDHA413A Prepare transition plans in a development and/or humanitarian assistance context

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to prepare plans for the smooth transition or closure of projects in a development and/or humanitarian context

Application of the Unit

Application	This unit may be applied in a range of development field environments and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA) These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review and evaluate project outcomes and impact	1.1 Describe the stages and processes of a specific project in terms of the ***relief and development project cycle***
	1.2 Review monitoring and evaluation ***data*** collected throughout the project in relation to ***concepts and principles of aid effectiveness and community development***
	1.3 Identify impact and outcomes of individual project activities and the overall project
	1.3 Identify lessons learned throughout the project and at its completion and determine its relevance and implications to other projects in the context of an overall humanitarian and/or development assistance program
	1.4 Review particular issues for ***stakeholders with special needs and disadvantages***
	1.5 Analyse the ***community capacity*** to operate and manage installed facilities and ongoing outcomes of the project in general
	1.6 Outline and assess indicators which demonstrate the ***merit or worth*** and impact of project activities according to relevant guidelines and procedures
	1.7 Describe and document the current role and involvement of different ***stakeholders***, the impact of their participation and their potential role in the future
	1.8 In consultation with key stakeholders list and review ***indicators*** to determine project continuity, revision or expansion, gradual phase out or closure/termination and the required time frame
	1.9 Incorporate any necessary changes or modifications in the project plan to reflect these findings

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ELEMENT	PERFORMANCE CRITERIA
2. Incorporate key information in the ***transition plan***	2.1 Gather ***information*** relevant to preparing transition plans in conjunction with stakeholders from the community and other partners 2.2 In conjunction with partnering stakeholders, plan and recommend appropriate actions, including the phase out or exit strategies 2.3 Prepare transition plan according to relevant guidelines and requirements 2.4 Identify potential funding sources and prioritise donor funding opportunities particularly in the case of relief-development transition 2.5 Prepare draft transition plan and submit to organisation, field staff and relevant partners for their review and further input 2.6 Collect and incorporate relevant feedback from reviewers in the final plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Key components of the relief and development project cycle, including crisis versus non-crisis periods
- Relief-rehabilitation-recovery-development continuum
- Specific projects and interventions in the field and related issues
- Key issues and strategies relevant to transition of projects or programs and to project continuity, expansion, phase out and closure
- Key concepts of capacity building
- Project management and evaluation
- General context of humanitarian and development assistance environment
- Program and/or organisation structure, including formal lines of reporting and responsibility
- Emergency management concepts, principles and guidelines
- Key transition processes and exit strategies
- Problem solving and decision making techniques
- Donor priorities and requirements
- Relevant policies, procedures and guidelines relating to issues such as:
  - data collection and analysis
  - risk management
  - evaluation
  - transition
  - sustainability
  - use of communications systems
  - stakeholder or donor relations
- Agency guidelines, such as:
  - Australian Agency for International Aid (AusAID) guidelines, including

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REQUIRED SKILLS AND KNOWLEDGE

Development for All (Disability) Strategy and Child Protection Policy
- U.S. Agency for International Development Field Operational Guide (USAID FOG)
- United Nations High Commissioner for Refugees (UNHCR) guidelines, especially on specific projects for vulnerable groups
- other relevant agency guidelines
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively assess impact of project activities, capacity of target population, indicators for project continuity, and prepare relevant reports
- Effectively plan and prepare transition plan with appropriate activities, transition strategies and funding sources
- Effectively communicate with, work safely and involve target groups, key staff and other key stakeholders
- Comply with relevant organisational, international and donor policies, procedures and requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in:
  - adaptability
  - analysis and problem solving
  - consultation and negotiation with stakeholders
  - decision making
  - identification of stakeholders
  - networking and coordination
  - personal management, including initiative, self motivation
  - planning and scheduling
  - presentation
  - problem definition
  - project management and evaluation
  - risk analysis
  - language, literacy and numeracy skills such as those required to:
  - collect, analyse and organise data

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REQUIRED SKILLS AND KNOWLEDGE

- communicate in spoken and written form with a range of audiences
- adjust spoken and written language to suit audience
- prepare or customise materials
- calculate and estimate times, costs and quantities

- Work with people from culturally and linguistically diverse backgrounds and to communicate effectively with a range of different audiences using appropriate communication and interpersonal techniques
- Interpret and explain complex formal documents and systems and assist others to apply them in the workplace
- Prepare written advice and reports requiring reasoning and precision of expression
- Prepare written advice and reports requiring reasoning and precision of expression
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Evaluate and prioritise risks

continued ...

Essential skills (*contd*):

These include the ability to:

- Deal with ambiguous situations
- Participate in a team environment to complete tasks
- Identify problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage self responsibilities and timelines for completion of work

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • The application of competency is to be assessed in the workplace or realistically simulated workplace • Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit
Access and equity considerations:	• All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work • All workers should develop their ability to work in a culturally diverse environment • In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working • Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working
Context of and specific resources for assessment:	• This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged • Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context • Resources required for assessment include access to actual community development context or a realistic simulation

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EVIDENCE GUIDE

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Relief and development project cycle may consist of:	• Assessment • Analysis • Planning • Designing • Marketing • Implementing • Monitoring • Reporting • Evaluation • Transition
Relief-rehabilitation-recovery-development continuum refers to	• The concept which proposes that relief, rehabilitation, recovery and development are not separate activities, but are part of an integrated and holistic approach to disaster environments • Project activities are planned depending on the stages of disaster, and all interventions incorporate gender, environmental and sustainability analysis
Data refers to:	• Data to be collected and may include vulnerable groups, security risks, knowledge attitude and practices (KAP) of people on issues relevant to the project, existing resources, availability and sufficiency and reliability and community structures

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Stakeholders with special needs and disadvantages may include:

- Refugees
- Children
- The elderly
- Widowed
- People with disabilities

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RANGE STATEMENT

Community capacity may primarily refer to:

- Technical skills
- Organisation and management skills
- Financial capacity
- Resource generation and utilisation skills
- Skills in preparing operational and contingency plans
- Networking and liaison skills

Merit or worth may refer to:

- The intrinsic value of a program or project
- Value which the program adds to its context or situation
  These judgements should be made at least in part by the program stakeholders

Stakeholders may include:

- Community
- Civil society groups
- Community based organisations
- Government agencies (e.g. AusAID)
- Non-government organisations
- International government organisations (e.g. Oxfam, Care International, Red Cross, Water Aid)
- Local government and government line-agency offices
- Bi-lateral and multilateral agencies (e.g. United Nations, Area Development Bank, World Bank) and business enterprises

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RANGE STATEMENT

Indicators may include:

- Existing community based organisation as an over-all management committee
- Trained key community leaders (e.g. in governance, financial management, program management and networking)
- Registered organisation as a legal entity, and with leadership structure
- Existing institutions (community based organisations, other non-government organisations, a government department/agency or a church) with relevant technical and managerial competence
- Community's increased level of awareness on various legal issues that affects their human rights
- Community's increased access to and control over knowledge, information and technology
- Communities have food security and sufficient income
- Increased community capacity to manage administration and finance of community based organisations
- Presence of community infrastructure such as improved health service facilities, improved educational facilities for children, improved public transport system in villages and improved road communication
- Other communication facilities like telephone, fax and internet
- Rural electrification
- Regulated marketing structure for marketing of products

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RANGE STATEMENT

Transition refers to:

- The process which involves specific activities that are aimed to facilitate the phase out, termination or closure, and major changes in the program or project, and the ongoing sustainability of project outcomes
- These include activities that involve building up the target population's ability to implement and sustain the projects on their own, and in a longer term without significant external support from the organisation
- The focus of the transition process would depend on the major needs of the community, but in general, these would include funding, capacity building, networking with other organisations and establishing committees for operation and maintenance

Transition plans may include:

- Purpose and objectives
- Strategies
- Guidelines
- Processes
- Key components
- Schedules
- Key indicators
- Major outputs
- Resource requirements
- Funding
- Budgets
- Staff requirements

Information may include:

- Key findings from:
  - assessment
  - analysis
  - monitoring and evaluation
  - consultations from stakeholders
- And may relate to:
  - community capacity to manage projects
  - sustainability issues
  - available resources
  - impact indicators

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Unit Sector(s)

Not Applicable

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CHCDHA501B Manage work in the development and-or humanitarian assistance sector

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDHA501A Manage work in the development and/or humanitarian assistance sector	CHCDHA501B Manage work in the development and/or humanitarian assistance sector	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to manage work in a development and/or humanitarian assistance context to achieve the most effective outcomes

Application of the Unit

Application

This unit may be applied in a range of development and/or humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage delivery of relief and/or development services and programs	1.1 Use appropriate management strategies and practices to ensure services provided address ***concepts and principles of aid effectiveness and community development***
	1.2 Align management practices with the goals and objectives of the organisation and/or program
	1.3 Develop, maintain and apply knowledge and understanding of development strategies, institutions and procedures of ***partners*** in guiding delivery of services and programs
	1.4 Support partners to develop effective policies and strategies to achieve identified goals and objectives
	1.5 Support partners to exercise effective leadership in the implementation of their development policies and strategies
	1.6 Support partners to coordinate development actions to achieve identified goals and objectives
	1.7 Support personnel involved in service delivery, ensuring their safety and security in the field
	1.8 Manage changing teams effectively to support service delivery
	1.9 Make rapid situational assessments and ***complex and difficult decisions*** associated with service delivery, taking into account cultural and ethical considerations, power structures, organisation requirements and ***international standards and conventions***

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ELEMENT	PERFORMANCE CRITERIA
2. Use high level communication and interpersonal skills to manage effectively	2.1 Maintain and enhance skills in communication and interpersonal relationships as an ongoing priority to support effective management of aspects of development and/or humanitarian assistance work within scope of own work role 2.2 Exercise discretion in oral and written communication in relation to sensitive issues such as those of a personal, political, cultural and economic nature 2.3 Develop and apply protocols and procedures relevant to each particular situation to support accuracy and understanding of information provided and received 2.4 Take into account individual and cultural differences of stakeholders including differences related to disadvantage and/or disability 2.5 Ensure all communication is targeted to facilitate the achievement of identified outcomes and maintain an appropriately open and inclusive approach 2.6 Manage communication issues in a manner that enhances a community-centred approach consistent with development and/or humanitarian assistance work role requirements 2.7 Take appropriate measures to resolve conflict and interpersonal differences
3. Manage stakeholder relationships	3.1 Manage stakeholder relationships in a manner that supports achievement of identified development outcomes for partners 3.2 Establish and maintain relationships with other development and/or humanitarian assistance partners as a basis for more effective service delivery 3.3 Collaborate with partners to develop strategies and practices that add value and result in more effective development and/or assistance outcomes 3.4 Role model effective stakeholder relationships and support all workers to take a collaborative approach to development and/or humanitarian assistance work

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ELEMENT	PERFORMANCE CRITERIA
4. Manage resources, systems and practices to achieve identified outcomes	4.1 ***Monitor and review*** aspects of development and/or humanitarian assistance work on an ongoing basis 4.2 Work with partners and other contributing organisations, where appropriate, to regularly evaluate ongoing effectiveness of the program in achieving identified outcomes 4.3 Contribute evaluation results for use in ongoing decision-making to ensure the most effective outcome possible in delivery of services 4.4 Adjust or amend systems and practices as required to improve development and/or humanitarian assistance outcomes throughout the 'life' of the program 4.5 Communicate evaluation results widely to provide all stakeholders with an evidence base to support effective decision making in the field 4.6 Use open and transparent participatory processes and practices in the use and management of resources for development and/or humanitarian assistance work
5. Manage risk in a development or humanitarian assistance context	5.1 Put in place appropriate measures to establish safety and security of personnel and manage their ongoing safety and security throughout development and/or humanitarian assistance work 5.2 Manage ***specific risks*** in relation to development or humanitarian assistance work 5.3 Manage risk associated with adverse publicity that may impact the success of the program relating to issues 5.4 Manage risk associated with personnel working under pressure and in difficult conditions, especially over extended periods of time 5.5 Manage risk associated with working in highly complex and rapidly changing contexts and needing to respond quickly and effectively to largely unpredictable and challenging issues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- A range of management strategies and practices appropriate for use in development and/or humanitarian assistance contexts and their contribution to aid effectiveness
- Values, principles and ethics underpinning work in the sector
- International conventions and legal obligations and responsibilities arising from them
- Legal and ethical responsibilities, including work health and safety (WHS) and environmental regulations, equal employment and anti-discrimination requirements as well as responsibilities in the field context
- Development strategies, institutions and procedures of partner countries
- Effective approaches to address communication issues and achieve identified outcomes in a management role in a development and/or humanitarian assistance context
- Donor priorities and requirements
- Detailed knowledge of theoretical thinking and topical issues related to development and/or humanitarian assistance
- Project management
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards)
- Agency guidelines, such as:
  - Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
  - U.S. Agency for International Development Field Operational Guide (USAID FOG)
  - United Nations High Commissioner for Refugees (UNHCR) guidelines, especially on specific projects for vulnerable groups
  - other relevant agency guidelines
- Common field operational practices
- Partner country's national development strategies, institutions and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Manage the delivery, evaluation and continuous improvement of services in a development and/or humanitarian assistance context
- Support partner countries to exercise effective leadership in implementing and coordinating their development policies and strategies to achieve identified goals and objectives
- Use high level communication and interpersonal skills to manage effectively
- Manage stakeholder relationships in the context of a development and/or humanitarian assistance project or program
- Manage and promote effective team work in a context where team composition may change rapidly and frequently
- Actively seek to collaborate with partners to create added value and greater development effectiveness
- Work with partner countries and other contributing organisations to monitor and evaluate development and/or humanitarian assistance work on an ongoing basis
- Continuously improve systems to manage for development results at all stages of program delivery and support evidence-based decision making
- Demonstrate full transparency and accountability for the use of development resources in program delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use high level communication and interpersonal techniques
- Provide leadership in line with work role
- Manage problem solving and implementation of solutions
- Efficiently manage project or program in line with work role responsibilities
- Manage personnel from a wide range of cultural backgrounds

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific manuals)
  - relevant documents (such as staff assessments, memos, leave records and performance reviews)
  - relevant equipment (such as vehicles, office equipment and communications equipment)
  - managers, co-workers and other staff

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- While it is unethical and inappropriate to place a candidate in real danger, a life-like simulation may provide the best opportunity to observe 'near-real' responses
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

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RANGE STATEMENT

Partners may include:	• Host governments • Donor agencies • Project participants • Other government and/or non-government organisations
Complex and difficult decision may include:	• Decisions involving complex cultural and ethical considerations such as dealing with corruption, treatment of women, treatment of people with a disability • Managing issues relating to power structures and conflict between social, political, religious or ethnic groups • Responding to highly complex and rapidly changing contexts and challenges

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RANGE STATEMENT

International standards and conventions may include:

- Universal Declaration of Human Rights (1948)
- Convention on the Prevention and Punishment of the Crime of Genocide (1948)
- European Convention on Human Rights (1950)
- Convention on the Elimination of all forms of Racial Discrimination (1965)
- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1966)
- American Convention on Human Rights (1969)
- The four Geneva Covenants of 1949 and their two Additional Protocols of 1977
- Convention on the Status of Refugees (1951) and the Protocol Relating to the Status of Refugees (1976)
- Convention on the Elimination of all forms of Discrimination Against Women (1979)
- African Charter on Human and People's Rights
- Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (1984)
- Convention on the Rights of the Child (1989)
- Convention on the Status of Refugees (1994)
- Guiding Principles on Internal Displacement (1998)
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards) organisational policy and procedure documents
- The Oxfam Gender handbook (while not a formal standard or convention is clearly a well respected benchmark for many non-government organisations)
- Convention on the rights of persons with disabilities
- Principles of Aid effectiveness as embodied in the Paris Declaration (2005) and Accra principles (2008)

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RANGE STATEMENT

Monitor and review program or project may include:

- How identified ethical issues are considered and incorporated in the program design
  For instance, in designing a project in a conflict environment, considering if provision of aid will:
  - have a positive effect on the conflict (i.e. help people to stop fighting)
  - add to the conflict (i.e. increase competition and mistrust)
- How identified culturally sensitive issues are considered and incorporated in the program design
  For instance, in designing a program efforts are made to ensure that:
  - the program assists the affected people without political, religious or gender discrimination
  - programs are carried out in a way that uses and enhances local knowledge and skills
- Program goal and purpose
- Program outputs
- Project activities
- Implementation plan and schedule,
- Program inputs or resources required
- Program impacts,
- Management of risks
- Constraints and assumptions
- Program sustainability
- Management structure and staffing requirements
- Addressing principles of development and/or aid effectiveness

Specific risks may include:

- Issues that may impact infrastructure, including transport, food security and communication systems
- Emergency situations
- Political instability and/or corruption

Unit Sector(s)

Not Applicable

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CHCDHA502B Manage humanitarian assistance operations

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDHA502A Manage humanitarian assistance operations	CHCDHA502B Manage humanitarian assistance operations	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to effectively manage local relief operations while supporting the strategic objectives of the organisation and adhering to organisation and international policy and practice requirements

Application of the Unit

Application

This unit may be applied in a range of humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

The application context is very demanding, with very low levels of support and infrastructure present and work must be undertaken at a rapid rate and simultaneously with multiple other tasks

These skills and knowledge are to be applied within the scope of the person's role and authority

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise and lead a ***humanitarian assistance team***	1.1 Prepare preliminary estimates of human, financial and other resource needs based on the scope of likely humanitarian response 1.2 Coordinate with key organisation support units, including human resources, information technology and logistics for support and advice, and establish close working relationship with these units 1.3 Implement ***management information systems*** according to organisation guidelines 1.4 Provide orientation and briefing to the team in line with the ***concepts and principles of aid effectiveness and community development***

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ELEMENT	PERFORMANCE CRITERIA
2. Plan the operation	2.1 Develop operational plan and business plan that is aligned with program strategy, using ***appropriate tools***
	2.2 Determine key activities appropriate to the ***response level*** and according to organisational guidelines, program design, donor and grant requirements
	2.3 Formulate immediate action steps to involve stakeholders
	2.4 Gather data to determine program design and response, geographic targets, population targets and the range of other essential critical decisions required for program effectiveness
	2.5 Ensure planning includes issues of ***stakeholders with special needs and disadvantages***
	2.6 Prepare schedules to ensure that ***resources*** are brought in at the right times

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ELEMENT	PERFORMANCE CRITERIA
3. Implement and manage the humanitarian assistance project cycle	3.1 Conduct and lead team ***assessments*** in a timely manner 3.2 Implement planning and design ***processes*** according to organisation guidelines 3.3 Ensure that funding is available 3.4 Define roles and responsibilities of key ***external stakeholders*** 3.5 Delegate tasks to appropriate personnel 3.6 Ensure that design and management of relief response complies with organisational policies and other international humanitarian standards 3.7 Manage ***project cycle*** to maximise program effectiveness and to ensure processes are being followed 3.8 Monitor and assess changing and evolving needs as the situation develops 3.9 Monitor and assess initial response and its long-term implications, and make decisions according to assessment 3.10 Monitor and assess expenditures according to organisation guidelines 3.11 Document project activities and progress and ensure documentation of best practice and innovation into project plans and budgets 3.12 Prepare update and situation reports
4. Maintain local security strategy	4.1 Conduct security assessments in coordination with security officer and other relevant key officers 4.2 Determine ways to protect and secure organisation and project ***assets*** and resources 4.3 Coordinate with security officer to ensure that critical documents such as evacuation and field security policy, operation and contingency plans are developed and updated 4.4 Ensure staff safety according to organisation standards and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Build strategic alliances with ***key stakeholders***	5.1 Build positive relationships with key stakeholders during the initial months of the response 5.2 Conduct regular consultations with key stakeholders and provide relevant updates 5.3 Advocate as required to ensure inclusion and engagement of stakeholders with special needs and disadvantages

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Organisation goals, structures, policies and procedures, support systems and personnel
- Humanitarian assistance operations
- Program and project management
- Project cycle and field operations
- Human resource management principles
- Financial procedures
- Management information systems
- Donor priorities and structures
- Planning tools and assessment tools
- Strategic planning
- All legislation relevant to the organisation's operation
- Critical path/program evaluation and review technique (PERT) methodology
- Consultative methods and processes
- Performance management
- Relevant organisation software
- Local and international work health and safety (WHS) requirements
- Emergency and development programming
- High level of understanding of emergency relief administration, program response, program design and project writing
- Strong knowledge of computer applications including word processing and spreadsheets
- Early warning analysis and emergency program
- Implementation of emergency relief and disaster mitigation (ERDM) strategies as defined by documents, meetings and other gatherings
- Food aid programming or logistics
- International humanitarianism, sphere standards and international codes of conduct
- Transition management
- Security assessments
- Relevant organisation codes of conduct
- Agency guidelines, such as:
  - Australian Agency for International Aid (AusAID) guidelines, including

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Development for All (Disability) Strategy and Child Protection Policy
- U.S. Agency for International Development Field Operational Guide (USAID FOG)
- United Nations High Commissioner for Refugees (UNHCR) guidelines, especially on specific projects for vulnerable groups
- other relevant agency guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively plan, organise and manage international humanitarian assistance operations, develop and prepare operational and business plans, and security and contingency plans
- Effectively ensure staff safety, security arrangements and available funding
- Effectively use culturally appropriate and sensitive assessment and monitoring methods, prepare and produce assessment, monitoring and situation reports including findings and recommendations
- Effectively communicate with, work safely, coordinate and build positive relationships with affected communities, relief team, key support units and other relevant key stakeholders and agencies
- Comply with relevant organisation, international and donor policies, procedures and requirements
- Use high-level diplomacy skills for relationship building with local government, multilateral organisations, donors and other non-government organisations
- Work with a reasonable level of comfort in high tension and high security risk situations
- Maintain performance expectations in diverse cultural contexts, psychologically stressful environments and physical hardship conditions with limited resources
- Demonstrate a high degree of negotiation and persuasion skills to seek funding commitments from donors, special arrangements and concessions from local governments
- Promote team building environment and transfer skills and knowledge to team
- Adjust to harsh living conditions and demonstrate emotional maturity

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in:
  - people capacity building
  - mentoring, coaching and training
  - using appropriate communication and interpersonal techniques with colleagues and others and participating in a team environment to complete tasks
  - identifying problems and appropriate response procedures and initiating new ideas or work methodologies
  - accurately planning and organising work activities

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- efficiently managing self responsibilities and timelines for completion of work
- thinking, problem solving and conceptual techniques
- analysis and evaluation
- performance management, planning and coordination
- project management and report writing
- working safely and encouraging a safe workplace
- networking

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including humanitarian assistance operations and security manuals)
  - relevant documents (such as assessment notes response plans and reports) and standards documents
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and local staff

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EVIDENCE GUIDE

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-the-job assessment in the humanitarian assistance environment
- Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Humanitarian assistance team may include:	• Highly experienced professionals in:
	  • needs assessment
	  • programming
	  • project management
	  • health
	  • nutrition
	  • food distribution
	  • logistics
	  • water and sanitation
	  • finance
	  • disaster mitigation
	  • agriculture
	  • human resource

Management information systems may include:	• Schedules of meetings with sector managers and other key staff • Internal tracking and evaluation systems • Prescribed organisation software systems • Hard copy or electronic reporting systems • External reporting systems, including schedule of reports to organisation and donor

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Appropriate tools may include:

- Critical path method
- Mapping needs
- Resources
- Competitors
- Competencies and using intersections as the basis for planning
- Complementarity to regional strategies and plans
- Complementarity to national strategy and plan

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RANGE STATEMENT

Response level may include:

- The first 24 to 72 hours, first 7 days, first 30 days, next 90 days, following one year
- Response level according to critical criteria such as:
  - national office capacity
  - donor funding potential
  - staff required
  - capacity to support
- Terms such as low level, medium level, maximum level

Stakeholders with special needs and disadvantages may include:

- Refugees
- Children
- The elderly
- Widowed
- People with disabilities

Resources may include:

- Project supplies and equipment such as:
  - blankets, water, water container, food, cooking kits, clothes and plastic sheeting
  - communications equipment including:
    - satellite phones, cellular phones, fax machines, hand held radios and high frequency radios
  - laptop computers with all necessary software
  - information, manuals, policies and forms needed for administration and operations

Assessments may include:

- Early warning indicators for communities
- Assessment surveys
- Area Development Program (ADP) or Village Damage and Needs assessment forms
- Checklist on external stakeholders

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RANGE STATEMENT

Processes may include:

- Concept phase
- Seed phase
- Design
- Implementation phase
- Exit strategy

External stakeholders may include:

- International organisations such as:
  - World Health Organisation (WHO)
  - World Food Program (WFP)
  - United Nations Children's Fund (UNICEF)
  - United Nations Development Program (UNDP)
  - United Nations High Commissioner for Refugees (UNHCR)
  - World Bank
  - U.S. Agency for International Development (USAID)
  - Australian Agency for International Development (AusAID)
  - Canadian International Development Agency (CIDA)
- International non-government organisations
- National Council of Churches
- Government donors
- Government ministries (e.g. in health, agriculture and labour)

Project cycle may include:

- Assessment
- Analysis
- Design
- Marketing
- Monitoring
- Reporting
- Evaluation

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RANGE STATEMENT

Assets may include:

- Vehicles
- Office equipment
- Office machinery
- Office furniture
- Communication devices

Key stakeholders may include:

- Local government
- Other government agencies
- Local partners
- Donors
- International non-government organisations
- United Nations agencies

Unit Sector(s)

Not Applicable

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CHCDHA503A Design, monitor and evaluate development and/or humanitarian assistance programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to develop a strategic program design, based on the analysis of needs and resources data previously undertaken, and taking into account gender, human rights, environmental and other humanitarian and development issues

Application of the Unit

Application	This unit may be applied in a range of development and humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA) The program design is documented in an operational plan These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify strategic priorities in a development and/or humanitarian assistance context	1.1 Work collaboratively with local and/or international partners to identify priorities which maximise long term development and self reliance of target communities and groups
	1.2 Ensure identified priorities maximise cross project efficiencies and build on existing strengths and capacities of stakeholders and local infrastructure
	1.3 Ensure identified priorities take into account ***external influences*** likely to impact future projects
	1.4 Ensure identified priorities reflect and take into consideration application of the ***concepts and principles of aid effectiveness and community development***
	1.4 Clarify potential sources of funding that may be available to address identified priorities

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ELEMENT	PERFORMANCE CRITERIA
2. Work collaboratively to design a development and/or humanitarian assistance program	2.1 Consult with partners working in the sector to identify the range and coverage of separate projects planned or operating concurrently in the geographical area and sector 2.2 Identify, capture and maximise ***efficiency gains*** from integrating projects 2.3 Identify and document ***cross sectoral issues*** in partnership with other organisations and target community or group 2.4 Ensure program design incorporates measures to effectively address cross sectoral issues 2.5 Ensure documentation clearly communicates to personnel the implications of cross sectoral issues 2.6 Ensure program design adheres to organisation policies, procedures and document in line with any accepted formats and proformas 2.7 Ensure program design includes criteria for evaluation of impact and effectiveness and processes for monitoring implementation as a basis for evaluation
3. Prepare operational plan	3.1 Prepare ***operational plan*** which reflects needs identified during consultation and information gathering stage and conforms to organisation standards 3.2 Submit draft design for review to appropriate personnel, partnering organisations and representatives of the target community or group 3.3 Evaluate feedback and appropriately incorporate into operational plan 3.4 Identify ***performance indicators*** in project plan as well as methodology for data collection

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor implementation of program	4.1 Collect ***program information*** as outlined in project plan about program activities, outcomes achieved, expenditure and issues arising 4.2 Interview ***key stakeholders*** using ***culture and gender sensitive interview techniques*** and arrangements 4.3 Seek feedback regarding program activities, program outcomes and impact on the community, personnel behaviour and performance and recommendations for changes or for future programs 4.4 Identify and appropriately investigate unforeseen aspects of program activities 4.5 Actively consider cross sectoral issues in monitoring the project, taking into consideration ***field constraints***
5. Evaluate impact of program	5.1 Analyse data and feedback and use as the basis for evaluating the impact of the program and how effectively it is addressing the established criteria 5.2 Identify extent to which program has achieved identified outcomes 5.3 Compare findings from the data and feedback against the established criteria to determine the impact of the program 5.4 Identify and document alternative and unplanned program outcomes and impacts 5.5 Compare program expenditure against budgets and available ongoing funding 5.6 Identify ***appropriate adjustments*** to the program 5.7 Prepare relevant documentation to report on the program, including recommendations for changes to address ***performance variations*** 5.8 Report on the program evaluation to relevant stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Agency guidelines, such as:
  - Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
  - U.S. Agency for International Development Field Operational Guide (USAID FOG)
  - United Nations High Commissioner for Refugees (UNHCR) guidelines, especially on specific projects for vulnerable groups
  - other relevant agency guidelines
- Analytical tools and techniques appropriate to local context and data being analysed
- Basic logframe
- Broad knowledge of humanitarian and development assistance theoretical thinking and topical issues
- Capacity and vulnerability framework (People Oriented Planning)
- Data collection techniques
- Donor priorities, organisation structures and key staff, funding guidelines and reporting requirements
- General project cycle
- Local Capacities for Peace (LCP)/Do No Harm framework
- Organisation internal politics and informal power or influence relationships
- Organisation policies and procedures relating to issues such as:
  - donor relations
  - data collection
  - assessment techniques
  - confidentiality
- Organisation software relevant to programming sector
- Organisation structure, including formal lines of reporting and responsibility

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REQUIRED SKILLS AND KNOWLEDGE

- Organisation support systems and personnel
- Participatory Learning and Action (PLA)
- Participatory Rural Appraisal (PRA)
- Personal security
- Rapid assessment tools (e.g. 10 seed technique)
- Social, cultural and political context of the specific field environment
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with relevant organisation and donor policies and requirements
- Effectively communicate with and obtain relevant feedback and design recommendations from relevant personnel and partner organisations and target communities or groups
- Effectively communicate with key stakeholders, donors and obtain relevant feedback and recommendations for the program
- Effectively monitor and evaluate program activities and outputs, interventions, budget, staffing needs, performance and impact against goals and performance indicators, and make appropriate recommendations for modifications, future programs or planning
- Effectively prepare and produce monitoring and evaluation reports that include summary of monitoring and evaluation methodology, feedback and data summaries, key findings and recommended modifications to the program plan
- Work collaboratively to identify and agree strategic priorities, design a program and prepare an operational plan that takes into account and addresses relevant cross sectoral issues and external influences

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in:
  - accessing a variety of records and information sources
  - accurately planning and organising work activities
  - adapting to different environments and responding effectively to challenges
  - administration and routine office procedures
  - building rapport with others, including donors, local officials and community members
  - communicating effectively with a range of different audiences

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REQUIRED SKILLS AND KNOWLEDGE

- efficiently managing self responsibilities and timelines for completion of work
- identifying problems and appropriate response procedures
- initiating new ideas or work methodologies
- making rapid and accurate situational assessments, while under stress
- managing resources
- networking
- participating in a team environment to design and plan program
- program and project design, planning and report writing
- setting priorities and undertaking new tasks quickly
- thinking, problem solving and conceptual techniques
- using analytical tools and techniques
- using appropriate communication and interpersonal techniques with colleagues and others and participating in a team environment to complete tasks
- using investigative skills, including analysis and deduction

continued ...

Essential skills (*cont*):

- using language, literacy and numeracy skills such as those required to:
  - collect, analyse and organise data
  - communicate in spoken and written form with a range of audiences
  - adjust spoken and written language to suit audience
  - prepare or customise materials
- using communications equipment, including telephone, radio, satellite phone, fax and email
- using computing equipment and common software programs
- working with people from culturally and linguistically diverse backgrounds, with awareness and understanding of cultural differences and ability to express that awareness and understanding clearly and concisely

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit
- Certain aspects of program monitoring and evaluation present a greater level of difficulty, including actively considering cross sectoral issues, evaluating the impact of the project, identifying non-reported interventions and identifying staffing needs
- The type and scale of evaluation may vary considerably and it may be necessary to undertake several evaluations before gaining sufficient competency to achieve this unit
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including donor manuals)
  - relevant documents (such as assessment notes and conclusions) and standards documents
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and local staff

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EVIDENCE GUIDE

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the humanitarian assistance environment
- Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

External influences may include:

- Trends in funding opportunities, both within the organisation and from other sources
- Domestic political forces within the country
- Non-domestic political forces
- Government and non-government agencies and organisations including humanitarian agencies, World Bank and UNHCR

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Efficiency gains may include:

- Use of personnel across a number of projects or programs
- Cost savings through sharing office support for projects

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RANGE STATEMENT

Cross sectoral issues may include:

- Child protection
- Peace building
- Relief to development transition
- Sustainability of program / project (i.e. relating to whether the program activities are able to continue once project funding has ceased)
- Human rights:
  - as set out in the United Nations' Charter of Human Rights
  - target groups within a field situation maintain these rights and therefore are treated as 'rights bearers' rather than as beneficiaries
- Gender issues which encompass but are not limited to the socially defined sex roles, attitudes and values to which communities and societies ascribe as appropriate for one sex or the other:
  - gender does not describe the biological sexual characteristics by which females and males are identified
  - it is ensured that both sexes are included in data gathering using appropriate PRA exercises and 'shielding'
  - as per Oxfam Gender Training Manual which provides further guidance on gender issues
- Potential political, social and cultural impacts of project
- Environmental issues such as adhering to the minimum standards set out in the Humanitarian Charter and Minimum Standards in Disaster Response (Sphere standards)

continued ...

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RANGE STATEMENT

Cross sectoral issues may include (*contd*):

- International standards and conventions on environmental issues include:
  - Organisation for Economic Co-operation and Development (OECD) Environmental Checklist
  - Accelerator Mass Spectrometry (AMS) Environmental Markers
  - AMS Generic Field Codes
  - World Bank Environmental Assessment Sourcebook
  - Convention on Biological Diversity (Rio de Janeiro, 1992)
  - United Nations Framework Convention on Climate Change (New York, 1992)
  - International Convention to Combat Desertification (1994)
  - Basel Convention on the Control of Trans-boundary
  - Movements of Hazardous Wastes and their Disposal (Basel, 1989)
  - Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) (Washington, 1973)
  - Vienna Convention for the Protection of the Ozone Layer (Vienna, 1985)
  - Montreal Protocol on Substances that Deplete the Ozone Layer (Montreal, 1987)
  - Convention on Wetlands of International Importance Especially as Waterfowl Habitat (Ramsar, 1971)

Operational plan includes:

- Goals and objectives
- Outputs
- Indicators
- Resource requirements
- Timelines

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RANGE STATEMENT

Performance indicators will depend on the nature of the program and may include:

- Achievement of goals in areas such as:
  - health statistics (such as mortality rates and weight for age ratios)
  - food distribution
  - commodity distribution
  - infrastructure establishment
  - micro economic development
- Improved outcomes for the community in specified areas of community living
- Enhanced community capacity to address identified issues
- Achievement of identified goals within a specified timeframe

Program information may include:

- Internal or external information, such as
  - monthly project reports
  - financial reports
  - project activity schedules
  - project logbooks
  - receipts and invoices
  - data from related projects
  - international agency reports (World Bank, UNHCR and data from government agencies
  - data from other organisations

Key stakeholders may include:

- Program staff
- Host governments
- Donor agencies
- Program participants
- Other organisations

Culture and gender sensitive interview techniques may include:

- Separating genders
- Separating age cohorts
- 'Shielding' the group from overt influence

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RANGE STATEMENT

Field constraints may include:	• Local political environment • Technological infrastructure • Environmental conditions • Road and transport networks • Ethnic or religious tensions • Criminal activity • Cultural factors
Appropriate adjustments may refer to changes to the program to better address issues and achieve outcomes and may include:	• Changes to design of certain elements of the program • Additional or different resources to be applied • Training or development of personnel involved
Performance variations may include:	• Program activities that have not been planned but could occur or are occurring and are not being reported by local personnel

Unit Sector(s)

Not Applicable

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CHCDHA504A Manage complex funding arrangements in development and/or humanitarian assistance

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to manage budgets and track financial income and expenditure while satisfying multiple donor requirements and local legislative demands

Application of the Unit

Application

This unit may be applied in a range of development and/or humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

Managing complex funding arrangements may primarily apply in work environments with program or project funding to multiple projects from multiple donors

These skills and knowledge are to be applied within the scope of the person's job and authority

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify financial environment	1.1 Determine ***local legislative requirements***, including taxation, labour laws, ***currency transaction restrictions*** and regulations and other liabilities
	1.2 Ensure financial context reflects the ***concepts and principles of aid effectiveness and community development***
	1.2 Negotiate ***donor requirements***, in cooperation with organisation offices, both local, regional and off-shore
	1.3 Determine ***local financial environmental constraints***
	1.4 Anticipate funding requirements, including cash requirements, and ensure they are projected by fiscal year and life of project

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate donor requirements to staff	2.1 Communicate multiple donor requirements to field, national office and other organisation staff, including initial briefings and ongoing communication to ensure compliance 2.2 Where project is operating in a country with existing national office, specifically outline ***major differences*** between donor requirements and existing financial requirements 2.3 Explain major differences between various ***donors*** to field and national office staff, as required
3. Comply with donor requirements	3.1 Meet donor reporting requirements consistently and in a timely manner, and include appropriate data in required format 3.2 Ensure variances to budget are within approved ranges 3.3 Outline ***circumstances*** where an amendment to a grant might be possible, and discuss options for grant amendments, including formal and informal, verbal and written amendments and required supporting documentation
4. Manage expenditure within complex funding arrangements	4.1 Develop budgets which facilitate the clear tracking of funds from different donors to their specifically funded projects 4.2 Manage program funding to multiple projects from multiple donors 4.3 Ensure ***core costs*** are covered from grants 4.4 ***Monitor*** and ***control expenditure*** to ensure that it does not exceed ***available funding***

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- Social, cultural and political context of relief environment
- Organisation structure, including formal lines of reporting and responsibility
- Organisation internal politics and informal influence or power relationships
- Generally accepted accounting principles
- Organisation's financial software
- Donor organisation's structure and key staff
- Grant documents including contracts and standard attachments
- Industry standard finance practices
- Non-government organisation benchmarks in related areas
- Cross cultural awareness and sensitivity
- Team dynamics
- Problem solving strategies
- Organisation policies and procedures relating to issues such as:
  - banking
  - budget preparation and monitoring
  - calculation of gift in-kind values and balances
  - cash management
  - cash management
  - closeout under emergency conditions
  - currency transactions
  - document security
  - document storage
  - document storage and security
  - donor relations
  - emergency evacuation of personnel, records and assets

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REQUIRED SKILLS AND KNOWLEDGE

- end of financial year closeout
- end of funding cycle closeout
- end of project closeout
- evaluation methodologies
- financial standards
- personal security

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Manage funding arrangements at a number of levels of complexity from a small scale intervention in a region with stable government and good financial and other infrastructure, through to a range of multi-sectoral interventions involving diverse donors during a complex humanitarian emergency
- Effectively interpret key donor requirements of a major external donor and a major internal donor, and communicate and interpret these requirements (including major differences) to relevant staff
- Comply with organisation and donor policies and requirements of varying levels of complexity, including monitoring activities of other staff and negotiation with donors over grant amendments
- Effectively determine legal requirements, restrictions, donor requirements, financial environment constraints, and prepare report with recommendations
- Effectively determine or anticipate funding requirements for the fiscal year and life of project/s, and negotiate donor requirements
- Ensure that donor requirements are met or renegotiated and communicated effectively with donors, staff, other finance staff and other colleagues
- Effectively develop budgets and ensure core costs are covered
- Effectively monitor and control expenditure and prepare reports, and manage funding arrangements from multiple donors and multiple projects
- Effectively communicate with key stakeholders including project partners, relevant staff, donors and other colleagues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies

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REQUIRED SKILLS AND KNOWLEDGE

- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Apply project management and evaluation skills
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:
  - awareness and understanding of cultural differences
  - ability to express that awareness and understanding clearly and concisely
- Communicate effectively with a wide range of different audiences
- Interpret and explain complex formal documents and systems and assist others to apply them in the workplace
- Prepare written advice and reports requiring reasoning and precision of expression
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology
- Apply skills in:
  - investigation, including analysis and deduction
  - working as part of a team
  - mediation and negotiation
  - coaching
  - presentation
  - directing and supervising others
  - administration
  - listening
  - negotiation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit
- Assessors need to be aware of potential complexities and note that complying with donor requirements in a straightforward, small scale grant situation may not provide evidence against all performance criteria within this unit
- Assessors unable to assess through observation in a relief environment should particularly ensure the validity of evidence and determine with care the level of complexity at which management was undertaken
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed independently, however, holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment must comply with relevant regulatory requirements and/or standards
- Resources required for assessment include access to:
  - workplace location or simulated workplace
  - specifications and work instructions
  - policy manuals and procedure manuals (international and local, including sector specific finance manuals)
  - relevant documents (such as contracts, records of communications with donors, staff briefing notes and records)
  - relevant equipment (such as office equipment and communications equipment)
  - managers, co-workers and other finance staff

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Given the nature of this unit, assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Local legislative requirements may include:

- Requirements unique to the local context
- Requirements which are common to many countries and/or areas
- Taxation requirements
- Customs and excise requirements
- Currency taxation requirements
- Labour and industrial relations requirements

Currency transaction restrictions may include:

- Limits on the amount of foreign currency able to be imported into or transported within the country
- Requirements that only certain banks or entities carry out currency transactions

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

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RANGE STATEMENT

Key donor requirements may include:

- Reporting data and information requirements
- Reporting timeframes and frequency
- Reporting formats
- Project flexibility
- Purchasing standards
- Use of funds for overhead costs
- Restriction on purchase from certain countries
- Level of back-up documentation required to support reports
- Tracking of staff time
- Utilities
- Rentals etc
- Need to expend funds or percentage of funds within donor country of origin
- Budget variance allowances

Local financial environmental constraints refer to:

- The sum of issues impacting on financial operations, including but going beyond local legislative restrictions to aspects such as:
  - currency and banking laws
  - financial infrastructure
  - economic health
  - inflation
  - price volatility
- Other factors may include:
  - scarcity of goods and/or services
  - local monopolies
  - inflation rate
  - transportation difficulties
  - criminal activity
  - numbers of traders
  - scarcity of currency
  - black market or barter systems

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RANGE STATEMENT

Major differences may include:

- Financial information required
- Reporting formats
- Operation to different financial year ends or funding and reporting cycles
- Audit requirements

Donors may include:

- Government:
  - Australian Agency for International Development (AusAID)
  - Canadian International Development Agency (CIDA)
  - European Union (EU)
  - Japan International Cooperation Agency (JICA)
  - U.S. Agency for International Development (USAID)
- Multilateral:
  - World Food Program (WFP)
  - United Nations Children's Fund (UNICEF)
  - United Nations High Commissioner for Refugees (UNHCR)
- Private donor:
  - internal
  - external
- Corporate donor
- Local representatives of all of the above
- Local host government

Circumstances may include:

- The number of beneficiaries has changed significantly
- The price of material and supplies has changed significantly
- Emergency circumstance prevented completion of the project
- Insufficient funding in some line items due to inflation
- Currency exchange rate

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RANGE STATEMENT

Core costs may include:	• Some operational costs • Travel • Capital expenses • Staff training • Cost of maintaining local or regional office
Monitor expenditure may include:	• Collation of financial information to enable production of monthly reports • Working closely with field staff or managers where expenditure levels are of concern
Control expenditure involves:	• Feeding information about remaining funds back to field managers prior to expenditure of funds and then not processing requisitions once all funds have been expended
Available funding may include:	• The unspent portion of funds which have been promised by donors, funds which are actually currently available (which may include both more and less than the level of funding originally committed to by the donor)
Options for negotiation may include:	• Reporting deadlines • Country of origin restrictions on purchase of goods • Overhead rates • Disposition of assets • Carry-forwards/project extensions (cost or no cost) • Pre-approvals/pre-authorisations • Amendments to budgets • Changes in interventions

Unit Sector(s)

Not Applicable

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CHCDHA505B Develop and manage implementation plans

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDHA505A Develop and manage implementation plans	CHCDHA505B Develop and manage implementation plans	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to prepare implementation plans and manage the execution of the proposed activities in the plan

Application of the Unit

Application

This unit may be applied in a range of development field environments and should reflect the concepts and principles of aid effectiveness and community development (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop implementation plans	1.1 Formulate ***implementation plan*** for a specific project in consultation with ***key stakeholders*** and according to relevant formats and checklists
	1.2 Ensure plan addresses all stages of the ***general project cycle*** for a development and/or humanitarian assistance project and reflects the ***concepts and principles of aid effectiveness and community development***
	1.3 Ensure implementation plan conforms to strategy, policies, standards and decisions agreed during community action planning processes
	1.4 Ensure implementation plan clearly shows the roles and responsibilities of different stakeholders and human resources needs
	1.5 Ensure implementation plan clearly articulates the detailed work-schedule and ***major milestones***
	1.6 Develop clear monitoring mechanisms or plans to support the implementation plan
	1.7 Determine the ***field constraints*** and prepare contingency plans to manage the risks and assumptions
	1.8 Submit draft implementation plan for review to relevant personnel involved in consultation processes
	1.9 Collect feedback from reviewers and incorporate relevant information in the final plan

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ELEMENT	PERFORMANCE CRITERIA
2. Coordinate preparations for execution of the plan	2.1 Determine personnel needs, and recruit and train the required number of personnel
	2.2 Inform and consult senior management about the plan and other relevant information
	2.3 Develop terms of reference for process and performance monitoring requirements, in consultation with relevant field personnel and other stakeholders
	2.4 Determine relevant and appropriate monitoring checklists, formats and ***methodology***
	2.5 Ensure availability of required tools and equipment
	2.6 Formulate ***contractual provisions*** according to prevailing norms, standards and program and/or organisation requirements
	2.7 Mobilise key stakeholders, including external or local contractors for effective implementation

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor execution of the implementation plan	3.1 Determine ***data collection tools and techniques*** for monitoring which are appropriate to the local context, and use them in a culturally sensitive manner 3.2 ***Involve*** all relevant stakeholders in the monitoring process 3.3 Ensure any construction work adheres to standards, and all built structures are according to the design 3.4 Alter designs only when the site condition requires a different approach 3.5 Monitor quality of workmanship to meet the design requirements 3.6 Employ qualified persons to carry out the construction work 3.7 Ensure construction work complies with relevant ***precautionary or work health and safety (WHS*)** ***measures*** 3.8 Obtain feedback from stakeholders regarding the applicability of the process, suitability of the intervention, staff performance and recommendation for future interventions 3.9 Adhere to the monitoring plan strictly and inform key stakeholders of any deviations in the plan 3.10 Make on-site decisions according to the needs and urgency, and if major and necessary deviations result from the implementation plan

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ELEMENT	PERFORMANCE CRITERIA
4. Prepare and submit monitoring reports	4.1 Collect and validate comparative data using appropriate methods 4.2 Analyse data and feedback, and use them as basis for response to performance 4.3 Determine relevant and applicable information from the monitoring conducted and make adjustments to the plan when necessary 4.4 Determine ***performance variations*** according to program and/or organisation guidelines 4.5 Prepare monitoring reports according to program and/or organisation and donor requirements and circulate to relevant stakeholders for feedback and action

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- General context of development and humanitarian assistance environment and key components of the relief and development project cycle
- In-depth understanding of technical, design and legislative aspects of specific programs and project activities
- Project management, monitoring mechanisms, evaluation and performance management
- Program and/or organisation structure, including formal lines of reporting and responsibility
- Emergency management concepts, principles and guidelines
- Problem solving and decision making techniques
- Donor priorities and requirements
- Contract provisions and management
- WHS measures
- Basic research, demographic and economic analysis techniques
- Data collection and techniques
- Sectoral requirements
- Relevant policies, procedures and guidelines relating to issues such as:
  - data collection and analysis
  - risk management
  - evaluation
  - security of personnel and assets
  - currency transactions and security
  - document storage and security
  - data gathering, reporting and recording
  - evaluation methodologies
  - industry standard risk evaluation practices
  - relevant benchmarks in related areas
  - cross cultural awareness and sensitivity
  - relevant manuals and standards

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively develop and produce implementation plan for specific projects or interventions
- Effectively monitor implementation of activities and make necessary adjustments to the plan
- Effectively identify personnel requirements, develop terms of reference, employ qualified persons, monitor performance and make recommendations
- Effectively ensure availability of tools and equipment, develop and monitor appropriate mechanisms (such as monitoring and contingency), and prepare relevant plans and reports
- Effectively communicate with, work safely, involve and mobilise key stakeholders including target communities, key staff and others
- Comply with relevant organisation, international and donor standards, policies, procedures and requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop planning processes
- Conduct site investigation and/or inspections
- Monitor procedures and work progress
- Make adjustments or changes to the design or plans
- Interpret and apply relevant plans, procedures and policies
- Coordinate activities
- Respond to identified problems and concerns in the field
- Use safety equipment and personal protective equipment
- Select and use appropriate technology
- Work with people from culturally and linguistically diverse backgrounds, communicate effectively with a range of different audiences using appropriate communication and interpersonal techniques
- Interpret and explain complex formal documents and systems and assist others to apply them in the workplace and prepare written advice and reports requiring reasoning and precision of expression
- Evaluate and prioritise risks and use emergency risk modelling processes to estimate risk
- Deal with ambiguous situations
- Participate in a team environment to complete tasks
- Identify problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies

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REQUIRED SKILLS AND KNOWLEDGE

- Accurately plan and organise work activities
- Assess tools, machinery and equipment techniques
- Apply skills in:
  - project management and evaluation
  - use of communications equipment, including telephone, radio, satellite phone, fax and email
  - identification of stakeholders
  - consultation and negotiation with stakeholders
  - risk analysis
  - problem definition
  - adaptability
  - presentation
  - efficient management of self, responsibilities and timelines for completion of work
  - use of effective thinking, problem solving and conceptual techniques

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit

Access and equity considerations:

- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
- Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

Context of and specific resources for assessment:

- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Resources required for assessment include access to actual community development context or a realistic simulation

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EVIDENCE GUIDE

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- Underpinning knowledge may be assessed through:
  - written assignments
  - project reports
  - debriefings
  - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Implementation plan refers to:

- Detailed framework prepared in consultation with the target communities and generally includes:
  - key strategies
  - sequence of activities
  - relevant processes and procedures
  - human resources needs
  - capacity building initiatives
  - work schedules
  - monitoring mechanisms
  - resource allocation and utilisation plans
  - resource requirements and budget

Key stakeholders may include:

- Field staff
- Community based organisations
- Community leaders or representatives
- Organisation/program personnel and managers
- Local government representatives and line-agency offices
- Non-government organisation representatives
- International non-government organisation representatives (e.g. Oxfam, Care International, Red Cross, Water Aid)
- Civil society groups
- Bi-lateral and multilateral agencies (e.g. United Nations and World Bank)

General project cycle may consist of:

- Assessment
- Analysis
- Planning
- Designing
- Marketing
- Implementing
- Monitoring
- Reporting
- Evaluation
- Transition

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RANGE STATEMENT

Concepts and principles of aid effectiveness and community development include:

- Ownership, including:
  - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
  - coordinating development actions
  - involving communities and local government in decision making, implementation, monitoring and evaluation
  - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
  - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
  - manage for development results
  - support evidence-based decision making
- Mutual accountability, involving demonstration of:
  - full transparency and accountability for the use of development resources in program delivery

Major milestones may refer to:

- Indicators in work schedule and may include:
  - commencement of work
  - completion of work
  - reporting dates
  - monitoring visits
  - mid and project end evaluations

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RANGE STATEMENT

Field constraints may include:

- Non-availability of skilled labour
- Non-availability of resources
- Road blockade due to landslide or other disasters
- Non-availability of volunteer labour due to peak season of cultivation, festival time and other related activities
- Potential conflicts, riots and violence
- Cultural and social taboos and beliefs

Methodology refers to:

- Methodology used in monitoring
- This may vary depending on the type of monitoring to be conducted and may involve:
  - participatory monitoring
  - monitoring by external experts
  - process monitoring
  - performance monitoring
  - impact monitoring
  - compliance monitoring
  - baseline monitoring

Contractual provisions may include:

- Lump-sum contract
- Labour contract
- Build-operate and transfer contract
- Item-wise contract
- Material contract
- Fixed-term contract

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RANGE STATEMENT

Data collection tools and techniques may include:

- Interviewing
- Brainstorming
- Direct observation
- Participatory mapping
- Ranking
- Focus group discussions
- Venn diagram
- Community meetings
- Transect walk
- Time-use analysis
- Trend analysis
- Household surveys using structured and semi-structured questionnaires
- Wealth ranking
- Pair-wise ranking
- Matrices

Involve refers to:

- How relevant stakeholders may be involved in monitoring and may include activities such as:
  - planning
  - review of project outputs
  - data gathering
  - field visits and interviews
  - monitoring impact
  - report writing

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RANGE STATEMENT

Precautionary or work health and safety (W*HS*) *measures refer to*:	• Measures that need to be considered during construction work and may include:
	  • effective supervision
	  • carefully designed work methods and well trained workers
	  • regular changeover of workers
	  • safety equipment and first aid kit on site
	  • fencing around the site
	  • provision of a guard or watch man
	• Precautionary or WHS concerns may include:
	  • lack of expert supervision
	  • careless worker and work methods
	  • tiredness and lack of concentration
	  • faulty equipment
	  • interference by casual onlookers and animals
	  • children playing on unattended sites

Performance variations may include:	• Project activities that have not been planned but could occur or are occurring, and are not reported by local staff

Unit Sector(s)

Not Applicable

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CHCDIS220B Prepare for disability work

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required as an introduction to working with people with a disability

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of the delivery of quality services for people with disabilities	1.1 Demonstrate understanding of key *issues* facing people with disabilities and their carers 1.2 Demonstrate understanding of the policy, regulatory, legislative and legal requirement *context* applying to disability work 1.3 Demonstrate *commitment to access and equity principles* 1.4 Take into account personal values and attitudes regarding disability when planning and implementing work with people with disabilities 1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate the capacity to support rights, *interests* and needs of people with disabilities	2.1 Demonstrate understanding of strategies that assist in people with disabilities to exercise their *rights* and independence 2.2 Acknowledge *different client requirements* 2.3 Comply with legal responsibilities and duty of care 2.4 Report situations that may pose a health or safety issues, according to organisation procedures 2.5 Apply a range of *models for working in the sector* to meet different client needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of developmental and acquired disabilities
- Understanding different client requirement according to different disabilities
- Knowledge of networks in the disability sector
- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of empowerment/disempowerment in relation to people with disabilities
- Principles of access and equity
- Principles and practices of confidentiality
- Awareness of discriminatory actions
- Common risks to safety
- Role of guardianship board, public trustee and independent advocate
- Awareness and understanding of consent and strategies utilised to determine ability to consent

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate an understanding of the rights and responsibilities of people with disabilities, stereo types that may exist about people with disabilities and awareness of the impact of own attitudes on working with people with disabilities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of skills in interpersonal communication with clients and other stakeholders

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the particular workplace context
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Context includes:

- The relevant statutory framework
- Historical context of work e.g. changing attitudes, changing approaches to working with clients
- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Political context e.g. government policies and initiatives
- Economic context e.g. the current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability

Issues include:

- Access to services for people with disabilities and their carers
- Meeting individual needs and personal goals of people with disabilities
- Family and carer issues
- Grief and loss

Models for working in the sector may include:

- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Respite care
- Home based support
- Community access
- Advocacy
- Employment support
- Lifestyle support
- Business services
- Support

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RANGE STATEMENT

The underpinning values and philosophies of the sector may include:	• A holistic and consumer-centred approach • Community education • Delivery of appropriate services • Commitment to meeting the needs and upholding the rights of clients • Commitment to empowering clients

Different client requirements may depend upon:	• Type of disability such as:
	  • physical
	  • sensory
	  • intellectual
	  • psychiatric
	• Support availability including:
	  • family
	  • financial
	  • physical and emotional
	  • employment
	  • education and training
	  • presence of a terminal illness/condition

Policy and legislative requirements include:	• Disability Services Act • Disability Discrimination Act • Privacy Act • Equal employment opportunity principles • Guardianship Board • Individual rights • Disability service standards • Nurses Act • Medical Act • Medication regulations

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RANGE STATEMENT

Commitment to access and equity principles includes:	• Creation of a client oriented culture • A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
Rights include principles expressed in:	• Charters of rights • Outcomes standards documents • General human rights • Freedom from discrimination • Freedom of information
Rights include:	• Privacy • Confidentiality • Common law • To be treated in a dignified, safe and comfortable manner • To express own feelings • Friendship • Freedom of association • Choice to participate • Access to complaint mechanisms
Interests include:	• Financial • Accommodation • Services • Recreation

Unit Sector(s)

Not Applicable

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CHCDIS301C Work effectively with people with a disability

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS301B Work effectively with people with a disability	CHCDIS301C Work effectively with people with a disability	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

Application of the Unit

Application

This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of the delivery of quality services for people with disabilities	1.1 Demonstrate understanding of key *issues* facing people with disabilities and their carers 1.2 Work with understanding of the *context* of policy, regulatory, legislative and legal requirements as they apply to the area of disability work 1.3 Demonstrate *commitment to access and equity principles* 1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities 1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate effectively with people with a disability	2.1 Identify specific communication needs of people with a disability including, where appropriate: • identifying and using techniques, devices and aids specific to each person with a disability • translation and language interpreters • cultural interpreters • referral to specialists 2.2 Identify areas of mistrust or conflict that may require conflict resolution 2.3 Identify need to include additional people including trusted friends, case workers, family members or adults 2.4 Select from a range of appropriate communication strategies and employ to: • establish rapport • exchange information • facilitate resolution of issues • defuse potentially difficult situations 2.5 Apply effective communication where appropriate to provide a brief intervention 2.6 Give feedback and advice in a way which reflects current identified good practice 2.7 Show due regard to individual differences, needs and *rights* in communicating with clients and colleagues 2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate the capacity to support *rights, interests and needs* of people with disabilities	3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence 3.2 Acknowledge *different client requirements* and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities 3.3 Comply with legal responsibilities and duty of care 3.4 Report situations that may pose health or safety issues according to organisation procedures 3.5 Apply *different models for working in the sector* as required to meet client needs
4. Demonstrate the capacity to provide support across a range of disability types	4.1 Apply fundamental knowledge of physical and psychological *stages of human development* 4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development 4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay 4.4 Demonstrate understanding and application of support practices for a range of types of disability
5. Respond to situations of risk or potential risk to people with disabilities	5.1 Identify and *respond to situations of risk* and report to *appropriate people* 5.2 Report uncharacteristic behaviours and *behaviours of concern* 5.3 Report situations of risk which may adversely effect the health of people with disabilities 5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness and understanding of consent and strategies utilised to determine ability to consent
- Awareness of discriminatory actions
- A range of developmental and acquired disabilities, including:
  - acquired brain injury
  - autism spectrum disorder
  - cognitive disability
  - developmental delay
  - intellectual disability
  - neurological impairment
  - physical disability
  - sensory disability, including hearing, vision impairment
  - speech/language disability
- Common risks to safety
- Communication needs, strategies and resources in relation to people with disabilities
- Consumer needs and rights including duty of care
- Different types of requirements likely to be associated with different disabilities
- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Indicators of abuse and/or neglect in relation to people with disabilities
- Networks in the disability sector
- Principles and practices of:
  - access and equity
  - confidentiality
  - empowerment/disempowerment in relation to people with disabilities
- Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices
- Relevance of the work role and functions to maintaining sustainability of the workplace,

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REQUIRED SKILLS AND KNOWLEDGE

including environmental, economic, workforce and social sustainability

- Role of guardianship board, public trustee and independent advocate
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- Underpinning philosophies and values, including:
  - commitment to empowering clients
  - commitment to meeting the needs and upholding the rights of clients
  - community education and capacity building
  - competency and image enhancement as a means of addressing devaluation
  - delivery of person-centred services
  - holistic and client-centred approach
  - practices which focus on the individual person
  - rightful place in community
  - self determination
  - strengths-based support
  - the impact of social devaluation on an individual's quality of life
  - the social model of disability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of:
  - the rights and responsibilities of people with disabilities
  - stereotypes that may exist about people with disabilities
  - the impact of own attitudes on working with people with disabilities
- Make informed observations and report appropriately
- Respond to situations of risk or potential risk

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in interpersonal communication with clients and other stakeholders
- Communicate effectively with people with a range of different disabilities
- Recognise and act upon opportunities to enhance sustainability in the workplace

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability
- Historical context of work e.g. changing attitudes, changing approaches to working with clients
- Political context e.g. government policies and initiatives
- The relevant statutory framework

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RANGE STATEMENT

Stages of human development may relate to:	• Stages of cognitive development • Stages of physical development • Stages of psychosocial development
Issues may include:	• Access to services for people with disabilities and their carers • Family and carer issues • Grief and loss • Support in meeting individual needs and personal goals of people with disabilities
Different models for working in the sector may include:	• Advocacy • Behaviour management • Business services support • Case management • Community access • Community development and education • Employment support • Health promotion • Home based support • Lifestyle support • Peer support/self help • Residential services • Respite care • Working with families
The underpinning values and philosophies of the sector may include:	• A holistic and person-centred approach • Commitment to empowering clients • Commitment to meeting the needs and upholding the rights of clients • Community education • Delivery of appropriate services

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RANGE STATEMENT

Different client requirements may depend upon:

- Type of disability, including:
  - cognitive
  - intellectual
  - physical
  - psychiatric
  - sensory
- Support availability including:
  - education and training
  - employment
  - family
  - financial
  - physical, emotional and behavioural
- Presence of a chronic illness/condition

Policy and legislative requirements include:

- Disability Discrimination Act and associated standards
- Disability Service Standards
- Disability Services Acts (Commonwealth and State)
- Equal employment opportunity principles
- Guardianship Board
- Medical legislation
- Medication regulations
- Nurses Act
- Office of the Public Advocate
- Privacy Act
- Restrictive practices legislation

Commitment to access and equity principles includes:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Client oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
- Implementation of person-centred practices

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RANGE STATEMENT

Rights include principles expressed in:

- Charters of human rights
- Disability standards
- Freedom from discrimination
- Freedom of information

Rights include:

- Access to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Friendship
- Privacy
- To be treated in a dignified, safe and comfortable manner
- To express own feelings

Interests include:

- Accommodation
- Financial
- Recreation
- Services

Appropriate people include:

- Administrators
- Carers
- Colleagues
- Disability services
- Emergency services
- Health care services
- Health workers
- Home and community care services
- Relatives
- Supervisors

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RANGE STATEMENT

Behaviours of concern may include but are not limited to:	• Physical aggression to self and/or others • Problems associated with eating • Refusal to accept services • Repetitive actions or questions • Resistance to personal care • Sexually inappropriate behaviour • Sleep disturbances • Social withdrawal • Socially inappropriate behaviour • Verbal disruption • Wandering or intrusiveness •
Respond to situations of risk in the context of the work role may include:	• Identifying risks • Providing information on risks or potential risks • Risk minimisation • Strategies for preventing abuse of people with disabilities

Unit Sector(s)

Not Applicable

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CHCDIS302A Maintain an environment to empower people with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to facilitate the empowerment of a people with disability by fostering self determination, independence and strengths

Application of the Unit

Application	The skills and knowledge of this unit of competency requires the worker to foster independence and strengths in people with disability The skills and knowledge should be applied in conjunction with an individualised support plan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work to enhance the independence and 'self-determination' of the person with a disability	1.1 Encourage and support independent action and thinking by the person with the disability 1.2 Identify options for action on relevant issues and discuss with the person with the disability and/or their advocate/s /carer 1.3 Listen to and act upon decisions and/or preferred options of the person with the disability and/or their advocate/s /carer are within organisation policies and protocols 1.4 Provide assistance to person with a disability, their carers and significant others as appropriate to enhance communication of their needs, interests and requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Foster the independence of a person with a disability	2.1 Develop and support strategies to promote independence, taking differences into account 2.2 Provide on-going support, where required, to maximise independence of person with disability 2.3 Encourage colleagues to promote independence of *people with disability* 2.4 Encourage people with disability to participate in appropriate *forums* and provide them with information and skills to do so 2.5 Identify and utilise compensatory aids and modifications in the environment that promote individual strengths and capacities
3. Contribute to the development and review of *policy and legislation* related to disabilities and disability services	3.1 Encourage people with disability and/or their advocate/s /carer to express their views about policies, legislation and empowerment 3.2 *Report* non-compliance with legislation and/or policy and protocols to an appropriate person 3.3 Contribute to review of legislation and policy frameworks 3.4 Provide feedback from consumers through appropriate mechanisms 3.5 Work as member of team to research and contribute to policies on empowerment

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the legislative processes related to the rights of people with disability
- Strategies for supporting independent action and thinking
- Basic principles of person-centred practice
- Basic principles of strengths-based practice
- Basic principles of active support
- Basic principles of lobbying
- Strategies for reinforcing the rights of people with disability to contribute and to be heard
- Concepts of self-advocacy
- Social justice principles
- Roles and responsibilities in contributing to the review of legislation and policy frameworks
- Principles and practices of public speaking
- Mechanisms for providing feedback to consumers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Liase and report appropriately to supervisor
- Demonstrate understanding and application of legislation and policy related to providing services in the disability sector
- Promote the self-determination and empowerment of people with disability

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REQUIRED SKILLS AND KNOWLEDGE

- Support strengths-based practices
- Demonstrate understanding of impact of personal values and attitudes on providing an effective service

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement and support and speak in small and large public forums
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a intermediate nature within organisation protocols
- Work effectively with clients, colleagues and supervisors.
- Implement education programs for individuals and small groups in relation to sexuality
- Examine impact of personal values and attitudes on service delivery
- Support diversity in relationships and sexual expression

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	  • an appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, either alone or with family or carers
- Individuals living in supported community accommodation
- Individuals living in funded residential facilities
- Prospective individuals to the service or services

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Supported employment venues
- Open employment venues
- Community/government agencies

Policy and legislation may include those related to:

- Access and equity
- Building codes and standards
- Criminal acts
- Disability discrimination
- Disability service standards
- Disability services
- Equal employment opportunity
- Freedom of information
- Guardianship
- Occupational health and safety
- Privacy
- Public health
- Restrictive practices

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RANGE STATEMENT

Report may include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

Forums may include:

- Internal and external committees
- Seminars
- Conferences
- Open meetings
- Political campaign meetings
- Court and tribunal appearances

Strategies for supporting people with disability to express their ideas and opinions may include:

- Role modelling
- Training
- Provision of information to support views
- Connecting individual's with lobbyist and people with appropriate expertise
- Assistance with preparation of reports/submissions and speech writing

Sexuality and identity needs may include:

- Love and affection
- Relationships and intimacy
- Touch
- Physical appearance
- Need for privacy and discretion
- Access to assistive/protective devices
- Safety
- Sexual health
- Contraception
- Pregnancy, child birth and parenting

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Unit Sector(s)

Not Applicable

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CHCDIS313A Support people with disabilities who are ageing

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to support a person with a disability who is ageing The unit covers identifying current and future needs, supporting the rights and interests of the person, independent thinking and action and understanding and supporting a person with a disability who has dementia

Application of the Unit

Application	The application of this unit will depend on the work roles and responsibilities and requirements of the work environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist people with disabilities who are ageing to identify their current and future needs	1.1 Identify, discuss and implement appropriate *strategies to meet the current and future needs of people with disabilities* who are ageing 1.2 Uphold the dignity, privacy and personal choice of people with disabilities who are ageing in relation to needs, within organisation constraints 1.3 Assist people with disabilities to evaluate and select strategies to meet their current and future requirements and achieve their goals 1.4 Encourage *significant others* to participate in the identification and evaluation of strategies where appropriate
2. Support the interests and needs of people with disabilities who are ageing	2.1 Identify information and skills required by people with disabilities to meet their future requirements 2.2 Provide or develop opportunities to obtain information and develop skills 2.3 Provide individual and group support to promote physical, psychological and social independence in accordance with resources and *organisation policies and procedures*

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ELEMENT	PERFORMANCE CRITERIA
3. Encourage and support people with disabilities who are ageing to exercise independent action and thinking	3.1 Describe opportunities for people with disabilities who are ageing to enhance their independence, discuss with them and/or their significant others and justify choices 3.2 Encourage, listen to and act upon decisions and opinions of people with disabilities who are ageing, within the constraints of organisation policies and procedures 3.3 Support participation of people with disabilities in *appropriate community settings and forums*, with information and training if required 3.4 Develop strategies to promote independence, taking into account individual differences 3.5 Document information within organisation procedures/guidelines and report to appropriate co-workers
4. Support the interests, rights and needs of people with disabilities with pervasive age related changes, including people with dementia	4.1 Respond appropriately to physical, psychological and social changes in people with disabilities who are ageing and report uncharacteristic behaviours that may be the affect of progressive/pervasive conditions 4.2 Monitor and record signs of dementia and other progressive conditions that may have an adverse effect on the health of people with disabilities who are ageing

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles and practices which focus on the individual person
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Organisation policy and procedures, including occupational safety and health, lifestyle and futures planning, duty of care and dignity of risk
- Disability Service Standards
- Organisation policy and procedures, including occupational safety and health (particularly manual health), lifestyle and futures planning, duty of care and dignity of risk
- Individual needs assessment, specifically changing needs
- Promoting successful ageing
- Stress and coping with change
- Grief and loss, bereavement
- Bereavement
- Life span development
- Contemporary views on ageing
- Impact of physical, psychological and social change on the person who is ageing
- Empowerment for people with disabilities
- Issues and services available for people who are ageing
- Understanding of dementia

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Provide a range of supports that identify, document and respond to individual current and future needs
- Communicate and interact with the individual, family, other relevant stakeholders and staff
- Identify necessary skills and attributes to maintain or improve independence
- Implement strategies to assist the individual to maintain or increase degree of independence
- Demonstrate understanding of the aspects and affects of dementia as it relates to a person with a disability
- Address other specific issues confronting older people including dysphagia and incontinence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Sensitively and respectfully communicate and respond to the individual needs of people with disabilities who are ageing
- Demonstrate application of skills in:
  - a range of oral and written communication skills
  - observation and needs assessment
  - skills development techniques
  - developing and maintaining positive relationships
  - carrying out changing needs assessments

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or a simulated environment under the normal range of conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to all relevant resources commonly provided in the disability service setting, including:
  - appropriate documentation and resources normally used in the workplace
  - relevant organisation policy and procedure manuals, legislation and standards
  - organisation mission statement, strategic and business plan
  - other documentation relevant to the work context such as:
    . individual routines and support plans
    . changing needs assessment tools
    . referrals forms

Method of assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Related units:

There are no pre-requisites for this unit but it is recommended that participants demonstrate basic knowledge and skills in supporting a person with a disability

It is suggested that this unit is assessed after completion of the following units of competence:

- CHCDIS301A Work effectively with people with a disability
- CHCDIS302A Maintain an environment designed to empower people with disabilities

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The needs of people with disabilities include:

- Psychological
- Physical
- Social
- Cognitive

Strategies to meet current and future needs of people with disabilities include:

- Conducting changing needs assessments
- Conducting futures planning with the person
- Developing individual action plans with the person with a disability that address their changing needs
- Referrals to appropriate specialist services such as, occupational therapy, physiotherapy

Significant others may include:

- Family
- Advocates / carer
- Support person
- Key worker
- Team members
- Health and other professionals

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RANGE STATEMENT

Organisation policies and procedures may include:	• Legislation • Disability Service standards • Policies and procedures, such as duty of care, dignity of risk • Budget allocations • Individual funding plans
Appropriate community settings and forums may include:	• Generic services • Advocacy groups • Consumer groups

Unit Sector(s)

Not Applicable

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CHCDIS322A Support community participation and inclusion

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to maximise the participation of a person with a disability into various community settings, functions and activities to enhance their psychosocial well being and lifestyle

Application of the Unit

Application	The knowledge and skills of this unit of competency are used within the framework of an individualised support plan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the person with a disability to engage with a *social network* and the broad community	1.1 Identify interests, abilities and requirements of person with disability in order that they may engage with a social network 1.2 Match relevant options, networks and services to requirements of person with disability 1.3 Identify and access *appropriate resources* according to organisation policy and protocols 1.4 Provide information about options available to person with disability and/or their advocate/s /carer 1.5 Recognise and accommodate individual choices and cultural differences

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ELEMENT	PERFORMANCE CRITERIA
2. Support strategies for community participation and inclusion according to *individualised plan*	2.1 Support the person and, where appropriate their family, to implement strategies to address barriers to participation, according to the individualised plan 2.2 Assist the person and, where appropriate their family, to identify and access community options that will meet needs identified in the individualised plan 2.3 Support the person and, where appropriate their family, to access opportunities to establish connections through shared interests 2.4 Assist the person, if appropriate, to become an active member of their local neighbourhood 2.5 Provide the person and, where appropriate their family, the necessary supports for participation, according to the individualised plan 2.6 Assist person with disability and, where appropriate their family to select activities that will enhance successful integration 2.7 Provide support in a manner that provides a positive role model and promotes development and/or maintenance of the person's skills 2.8 Identify aspects of involvement in the individualised plan outside scope of knowledge, skills and/or job role and seek appropriate support 2.9 Identify strategies for community participation and inclusion that may require review and report to supervisor
3. Assist in minimising isolation for *people with disabilities*	3.1 Assess physical barriers to participation and identify solutions with involvement of person with disability 3.2 Recognise own limitations in addressing issues and seek advice when necessary 3.3 Assist the person and, where appropriate their family, to implement strategies to address transport issues according to the individualised plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the legislative processes related to the rights and responsibilities of people with a disability
- Understanding of elements of best practice in the area of community inclusion
- Strategies for identifying the psychosocial interests, abilities and requirements of a person with a disability
- Strategies for matching options, networks and services to the requirements of people with a disability
- Knowledge of programs and agencies that support community integration
- Transport services available for people with various types of disabilities
- Strategies for providing community education
- Aids and equipment used to facilitate community integration
- Group dynamics
- Working with families and family systems
- Role of carers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Liaise and report appropriately to agencies
- Promote community integration to enhance the psychosocial well being of people with a disability
- Uphold rights and responsibilities of people with a disability through community

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REQUIRED SKILLS AND KNOWLEDGE

integration

- Implement a wide range of activities for facilitation of community integration
- Implement individualised community support plan
- Apply aids and equipment as required to facilitate community participation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply problem solving skills that require negotiation and medication skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situation and settings
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	  • appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation
Related units:	This unit should be assessed after or in conjunction with related units: • CHCDIS301A Work effectively with people with a disability • CHCDIS302A Maintain an environment designed to empower people with disabilities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

People with disabilities may include:

- Individuals at any stage of the life span
- Individuals living in the community, either alone or with family or carers
- Individuals living in supported community accommodation
- Prospective individuals to the service or services

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Respite services
- Supported employment venues
- Community/government agencies

Social network may include:

- Family groups
- Support groups
- Direct neighbourhood or local community
- Work groups
- Sports and other recreation groups
- Age-related groups (youth or senior citizens)
- Community centres
- Clubs

Individualised plan may include:

- Relevant stakeholders
- Community inclusion goals
- Strategies
- Who is responsible for actioning
- Review dates

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RANGE STATEMENT

Elements of inclusion best practice may include:	• Person-centred support • Capacity thinking • Building alliances within the community • Create understanding • Open choices and opportunities • Raising expectations • Nurture relationships
Appropriate resources may include:	• Specialised transport • Mobility aids • Communication aids • Personnel
Examples of physical entry and exit issues may include:	• Kerbs • Lifts • Ramps • Lighting • Signs • Amenities

Unit Sector(s)

Not Applicable

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CHCDIS323A Contribute to skill development and maintenance

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to participate in supporting people with disability to develop and maintain skills in order to maximise independence

Application of the Unit

Application	This unit may apply to working with people with disability in a range of residential and community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a context of *skill development* and maintenance	1.1 Demonstrate an understanding of *current philosophies, theories and practices* relating to skill development and maintenance for *people with* disability
	1.2 Demonstrate an understanding of the importance of skills and competency to a sense of independence and empowerment
	1.3 Demonstrate an understanding of the impact of incidental learning
	1.4 Demonstrate a person-centred approach in all interactions with the client

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to skills assessment	2.1 Provide information about client demonstration of *skills* in different environments to the planning process 2.2 Conduct review of client skills and competencies as required to address organisation policy and procedures 2.3 Provide feedback to supervisor about any changes in client's status likely to have an impact on skill development and maintenance 2.4 Participate in assessment in a manner that respect a client's rights and dignity 2.5 Where appropriate, support the engagement of *relevant others* in the assessment process
3. Provide strengths-based support	3.1 Encourage client to identify strengths 3.2 Work in a manner that acknowledges the client as their own expert 3.3 Provide support for the client to identify resources to compliment strengths 3.4 Encourage support to mobilise their strengths
4. Provide active support	4.1 Encourage people with disability to engage as actively as possible in all living activities 4.2 Monitor level of engagement for possible changes 4.3 Identify strategies and opportunities to maximise engagement

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ELEMENT	PERFORMANCE CRITERIA
5. Utilise incidental learning opportunities to enhance skills development	5.1 Identify situations as potential informal learning opportunities and encourage learning 5.2 Withdraw support to an appropriate level as directed in order to encourage experiential learning 5.3 Provide appropriate constructive information and feedback to person with disability as soon as possible in appropriate format 5.4 Provide encouragement when person with disability takes initiative in learning situation 5.5 Identify and describe a range of informal learning opportunities in context of organisation policies and procedures
6. Support implementation of person-centred skills development plans	6.1 Interact with person with a disability in a manner that is motivating and empowering and demonstrates respect for the person 6.2 Communicate with supervisor or relevant others if experiencing difficulty in implementing the skills development plan 6.3 Collate and maintain records to assist with monitoring and review of person-centred skills development plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current practices, philosophies and theories, including:
  - the social model of disability
  - the impact of social devaluation on an individual's quality of life
  - competency and image enhancement as a means of addressing devaluation
  - practices which focus on the individual person
  - strengths-based practice
  - active support
  - person-centred practice
  - rightful place in community
  - community education and capacity building
  - self determination
- Foundation knowledge of lifespan development
- Concepts and their relationship, including:
  - vulnerability
  - power
  - independence
- Basic knowledge of assessment processes relating to skills development and maintenance
- Knowledge of assessments processes and protocols used by the organisation/service
- Understanding of communication needs, strategies and resources
- Principles of access and equity
- Principles and practices of confidentiality
- Tools, equipment and other resources used in the learning process
- Various teaching and learning strategies
- Strategies for identifying and maximising informal learning opportunities

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REQUIRED SKILLS AND KNOWLEDGE

- Services and resources available to people with special learning needs
- Basic knowledge of:
  - task analysis
  - prompting, principles of prompting and fading prompting
  - strategies to create independence
  - reinforcers
  - motivators to learn
  - common de-motivators and blocks
- Understanding of maintenance techniques and generalisation
- Understanding of incidental learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with people with a range of different disabilities
- Use communication techniques / devices that meet the client's communication needs
- Identify skill and competency requirements
- Apply skills in interpersonal communication with clients and other stakeholders
- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies and protocols
- Liaise and report to relevant personnel
- Demonstrate and apply knowledge of learning and development in order to implement skills development plans for a person with a disability
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Use communication techniques that encourage and motivate
- Demonstrate appropriate prompting during training session
- Demonstrate appropriate application of reinforcers during training session
- Demonstrate understanding of incidental learning opportunities

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situation and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Current philosophies, theories and practices includes:

- Practices which focus on the individual person
- Strengths-based practice
- Active support
- Person-centred practice

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RANGE STATEMENT

Skills may include:

- Communication
- Personal hygiene
- Meal preparation
- Transport
- Money handling
- Dressing
- Grooming
- Eating
- Working
- House hold tasks
- Recreational activities

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, alone, with a partner, sharing with others or with family or carers
- Individuals living in supported community accommodation
- Individuals living in funded residential facilities

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Supported employment venues
- Open employment venues
- Community/government agencies
- Open employment venues
- Voluntary agencies
- Training agencies

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RANGE STATEMENT

Skills development may be in:

- Life skills
- Vocational skills
- Social skills
- Personal support skills
- Developing and maintaining relationships including intimate relationships
- Maintaining physical health including sexual health
- Safety

Learning strategies may include:

- Role modelling
- Demonstration
- Skills component mastery
- Contextualisation
- Drama and role plays
- Peer education

Relevant others may include:

- Advocate/s
- Behavioural consultants (for acquired brain injury)
- Carers
- Colleagues
- Development officers
- Disability support workers
- Educational psychologists
- Employment officers
- Family
- Friends
- Occupational therapists
- Outreach workers
- Programming staff
- Relatives
- Supervisors
- Teachers
- Technicians

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Unit Sector(s)

Not Applicable

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CHCDIS400C Provide care and support

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by staff to provide support and assistance to maintain quality care for people with disabilities

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts not necessarily within the disability sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain an appropriate relationship with people with disabilities	1.1 Ensure all dealings with people with disabilities aim to generate a trusting relationship, and include protecting confidentiality, privacy, individual choice and decision-making 1.2 Demonstrate respect for *individual differences* in all dealings with people with disabilities 1.3 Demonstrate support for the interests, *rights* and decision-making of people with disabilities in all dealings
2. Provide appropriate *support* to people with disabilities	2.1 Support people with disabilities in accordance with their needs, rights and self determination 2.2 *Assist* people with disabilities according to organisation guidelines 2.3 Support people with disabilities to meet their cultural needs 2.4 Seek assistance when it is not possible to provide appropriate support to people with disabilities

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ELEMENT	PERFORMANCE CRITERIA
3. Assist in maintaining an environment that enables maximum independent living	3.1 Plan all support for people with disabilities to enable them to direct their own care where appropriate, within organisation procedures 3.2 Assist in maintaining a safe and healthy environment, including minimising physical dangers and risks 3.3 Support people with disabilities to maintain a clean and comfortable environment 3.4 Respond to situations of risk to health and safety in accordance with organisation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant organisation policies and procedures and responsibilities within it
- Relevant policies, protocols, and practices of the organisation in relation to own work activities
- Basic knowledge of different types of disabilities and their effect on client needs
- Understanding of support requirements for people with disabilities
- Different religious, cultural, spiritual, physical and ceremonial perspective
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health
  - acquired brain injury

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide appropriate support to the range of clients accessing the services of the organisation

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship appropriate to work with people with disabilities
  - oral communication necessary to develop a trusting relationship with people with disabilities:
  - language may be English or community language as required by service or organisation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should consider the range of clients and situations encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Individual differences may be:

- Culture
- Age
- Economic
- Social
- Gender
- Physical
- Emotional
- Cognitive
- Intellectual
- Language

Rights may be detailed in:

- Service/outcomes standards documents
- Legislation
- Organisation policies and practices

Support will be in the context of services offered including:

- Personal support
- Employment support
- Community access
- Accommodation support
- Lifestyle support

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RANGE STATEMENT

Assist may include:

- Providing information
- Assistance with mobility or providing specific support such as transport
- Encouragement and support for decisions and actions
- General household assistance and maintenance

Unit Sector(s)

Not Applicable

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CHCDIS404C Design procedures for support

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by staff to design models for support including assessing requirements and designing and implementing procedures

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts not necessarily within the disability sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess personal support requirements of person with a disability	1.1 Actively involve the person with a disability, *significant others* and other support staff in the assessment process and/or encourage them to participate 1.2 Identify, analyse and record all *relevant information* on person with disability and his/her personal support requirements according to organisation procedures 1.3 Identify and minimise safety issues and risks associated with addressing personal support requirements of person with a disability
2. Design individual personal support procedures	2.1 Discuss options for designing procedures and justify choices within relevant organisation policies and procedures 2.2 Implement process for evaluation and review of the procedure

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ELEMENT	PERFORMANCE CRITERIA
3. Implement individual personal support procedures	3.1 Identify support procedures for person with disability 3.2 Train staff to apply support procedures 3.3 Evaluate implementation of the support procedure and change procedures where necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Role and responsibilities of self and others in the organisation
- Impact of disability on person with disability
- Impact of disabilities upon people with disabilities
- Assessment processes
- Support procedures for daily living
- Program planning
- Basic training processes
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people

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REQUIRED SKILLS AND KNOWLEDGE

- mental health
- acquired brain injury

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Match client support requirements with support procedures
- Identify and evaluate effectiveness of support procedures

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Address occupational health and safety issues to minimise risk
- Demonstrate application of skills in:
  - communication
  - casework assessment skills
  - program design and planning
  - informal or formal training

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should consider the requirements of particular support procedures
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • a relevant workplace or an appropriately simulated environment where assessment may take place
Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Significant others include:

- Family
- Friends
- Other support people and advocates
- Carers

Relevant information includes:

- Written and verbal records
- Observations
- Requests

Implementation of the support procedures may be evaluated through:

- Observation
- Reviewing objectives and outcomes of procedures
- Feedback from people with disabilities and their significant others

Unit Sector(s)

Not Applicable

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CHCDIS405A Facilitate skills development and maintenance

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to develop, implement and review formal skills development/maintenance plans with a person with a disability

Application of the Unit

Application	This unit may apply to work with people with disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess learning ability and needs of person with disability	1.1 Work with the person with a disability and relevant others and within job role boundaries, to assess person's skill development/maintenance needs using recognised assessment/planning tools 1.2 Identify *skills development and/or maintenance* opportunities for inclusion in individualised plans 1.3 Document assessment outcomes in line with organisation guidelines 1.4 Make referrals to other staff or specialist services as appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. Develop person-centred skill development/maintenance plan	2.1 Using appropriate communication techniques, engage the person with a disability in identifying their learning goals 2.2 Identify and describe a range of *learning strategies* and opportunities to address person's goals 2.3 Develop formal person-centred skills development/ maintenance plans using appropriate methodology and, where appropriate, in conjunction with other relevant personnel 2.4 Document person-centred skills development/ maintenance plans in the person's support plan
3. Implement skills development/ maintenance plan	3.1 Work with the person with a disability to implement skills learning and maintenance strategies in a manner that is motivating and empowering and demonstrates respect for the person 3.2 Inform colleagues and relevant of the person-centred skills development/maintenance plans and provide guidance to ensure they are implemented in a consistent way 3.3 Access and utilise equipment and resources as required to facilitate the learning process 3.4 Maintain records to demonstrate achievements against person-centred skills development or maintenance plan and assist with monitoring and review
4. Evaluate skills development and review plan	4.1 Monitor progress and provide feedback to person with disability and/or their advocate/s regarding progress towards learning objectives 4.2. Review records as a basis for evaluating effectiveness of person-centred skills development/ maintenance plan and make changes as required 4.3 Identify opportunities to maintain and enhance skills in an ongoing way

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ELEMENT	PERFORMANCE CRITERIA
5. Use incidental learning opportunities to enhance skills development	5.1 Identify situations as potential informal learning opportunities and encourage learning 5.2 Withdraw support to an appropriate level as directed in order to encourage experiential learning 5.3 Provide appropriate constructive advice and feedback to person with disability as soon as possible in appropriate format 5.4 Provide encouragement when person with disability takes initiative in learning situation 5.5 Identify and describe a range of informal learning opportunities in context of organisation policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current practices, philosophies and theories, including:
  - the social model of disability
  - the impact of social devaluation on an individual's quality of life
  - competency and image enhancement as a means of addressing devaluation
  - practices which focus on the individual person
  - strengths-based practice
  - active support
  - person-centred practice
  - rightful place in community
  - community education and capacity building
  - self determination
- Social, sexual, emotional psychological and cognitive development across the lifespan
- Overview of adult and childhood learning theories
- Assessment processes relating to skills development and maintenance
- Tools, equipment and other resources utilised in the learning process
- Various teaching and learning strategies
- Strategies for identifying and maximising informal learning opportunities
- Services and resources available to people with special learning needs
- Task analysis
- Prompting, principles of prompting and fading prompting
- Strategies to create independence
- Reinforcers
- Motivators to learn
- Common de-motivators and blocks
- Understanding of maintenance techniques and generalisation

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REQUIRED SKILLS AND KNOWLEDGE

- Understanding of incidental learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding and adherence to own work role and responsibilities
- Follow organisation policies and protocols
- Liaise and report to relevant personnel
- Demonstrate and apply knowledge of learning and development in order to assess, determine, implement, monitor and evaluate skills development of a person with a disability
- Collaborate and network with relevant people in order to achieve learning and skills development and maintenance objectives
- Demonstrate appropriate task breakdown
- Apply communication techniques that encourage and motivate
- Use appropriate prompting during training session
- Apply reinforcers appropriately during training session
- Demonstrate appropriate use of incidental learning opportunities
- Use communication techniques / devices that meet the client's communication needs

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues

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REQUIRED SKILLS AND KNOWLEDGE

- industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double digit numbers
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situation and settings

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or simulation of realistic workplace setting for assessment
  - relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related unit:

This unit builds on the skills and knowledge acquired in the following unit, but there is no pre-requisite requirement:

- CHCDIS323A Contribute to skills development and maintenance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, alone, sharing with others or a partner or with family or carers
- Individuals living in supported community accommodation
- Individuals living in funded residential facilities

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Supported employment venues
- Open employment venues
- Community/government agencies
- Voluntary agencies
- Training agencies

Skills development and/or maintenance may be in:

- Life skills
- Vocational skills
- Social skills
- Personal support skills
- Developing and maintaining relationships including intimate relationships
- Maintaining physical health including sexual health
- Safety

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RANGE STATEMENT

Learning strategies may include:

- Role modelling
- Demonstration
- Skills component mastery
- Contextualisation
- Drama and role plays
- Peer education

Assessment tools include:

- Formal skills assessment tools
- Lifestyle planning tools
- Observation checklists
- Assessment tools specific to the organisation
- Assessment tools specified by the specialist

Formal skills development plans document:

- Learning objective
- Performance expectations
- Criteria for achievement
- When formal training occurs
- Resources and equipment required
- Baseline assessment
- Progress and independence
- Task analysis
- Prompting
- Reinforcement
- Training sequence

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RANGE STATEMENT

Relevant people may include:

- Advocate/s
- Behavioural consultants (for acquired brain injury)
- Carers
- Development officers
- Disability support worker
- Educational psychologists
- Employment officers
- Occupational therapists
- Outreach worker
- Programming staff
- Teachers
- Technicians

Unit Sector(s)

Not Applicable

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CHCDIS408D Support people with disabilities as workers

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS408C Support people with disabilities as workers	CHCDIS408D Support people with disabilities as workers	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required by staff to support people with disabilities in a workplace to maximise their performance through working safely and effectively

Application of the Unit

Application This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Enhance safety at work for people with disabilities	1.1 Ensure equipment is adapted and modified to be safe and meet work health and safety (WHS) guidelines where required 1.2 Support people with disabilities to work safely within organisation policies and procedures 1.3 Ensure organisation and legislative health and safety procedures are identified and followed
2. Monitor work performance	2.1 Monitor performance within established criteria and provide constructive feedback 2.2 Develop and implement *strategies to improve performance* where necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Quality measures used in quality assurance or total quality management
- Relevant production processes
- Organisation and legislative policies and procedures relating to people with disabilities as workers
- Impact of disability/disabilities on people with disabilities
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply appropriate understanding of work carried out by people with disabilities
- Work within procedures for supporting people with disabilities as workers

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- relevant production processes
- applying appropriate competencies outlined in standards belonging to the relevant industry or occupation
- communication and consultation with workplace clients and stakeholders

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should consider the particular requirements of services and workplaces
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Types of work include:	• Supported employment • On-the-job training • Open employment
Examples of organisation and legislative policies and procedures include those on:	• WHS • Infection control
Examples of processes used to monitor work performance may include:	• Quality assurance • Total quality management
Strategies to improve performance may include:	• Reworking of product • Changing the work method • Changing the work equipment

Unit Sector(s)

Not Applicable

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CHCDIS409B Provide services to people with disabilities with complex needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS409A Provide services to people with disabilities with complex needs	CHCDIS409B Provide services to people with disabilities with complex needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers to provide services to people with disabilities with complex or special care needs under supervision of a relevant professional

Application of the Unit

Application

This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate and prioritise the needs of a person with complex care issues	1.1 Demonstrate understanding of the impact of dual/multiple diagnosis can have on identifying and prioritising needs 1.2 Utilise purpose designed tools to assess specific problems of the older person according to job role and responsibilities 1.3 Seek advice from health professionals and other *relevant personnel* when analysing and interpreting assessment data 1.4 Recognise the impact of complex care issues on the carer/s

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ELEMENT	PERFORMANCE CRITERIA
2. Liaise and negotiate with appropriate personnel in the development of a service delivery plan	2.1 Utilise best practice guidelines when choosing strategies to address *complex and/or special needs* 2.2 Liaise with relevant experts and health professional/s when developing service delivery plans 2.3 Negotiate and establish goals with the person, their advocate/s and/or their significant other/s, aiming to achieve maximum quality of life 2.4 Access and/or negotiate *resources* in order to deliver identified services 2.5 Access community support agencies to facilitate the achievement of established goals
3. Coordinate the delivery of the service delivery plan	3.1 Delegate services and care activities to *appropriately skilled workers* 3.2 Recognise when a service and/or care worker is no longer able to provide the level of service required 3.3 Provide support and respite for the carer/s 3.4 Determine all service providers' understanding of the service delivery plan and their roles and responsibilities within that plan
4. Coordinate the monitoring, evaluation and review of the service delivery plan	4.1 Determine all service providers' understanding of the mechanism/s for providing feedback on the effectiveness of the service delivery plan 4.2 Seek feedback from all service providers when evaluating effectiveness of the service delivery plan and re-prioritising care needs 4.3 Seek feedback from the person and/or their advocate when evaluating effectiveness of the service delivery plan 4.4 Seek advice and assistance from relevant health professionals when the person's goals are not being reached

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of own work role and responsibilities
- Understanding of basic knowledge of physiology and psychology of a range of disability types and principles of assessment in determining, monitoring and evaluating the service needs of the person with complex or special needs as it relates to the work role
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the manifestations and presentation of common health problems associated with different disability types
- Understanding of the manifestations and presentation of behavioural problems associated with different disability types
- Impact of cultural and individual differences of service plan development and delivery
- Role and function of various health professionals
- Types of community services and the services each provides
- Role of carers
- Principles and practices of assessment of individuals with complex and/or special needs
- Strategies for conducting assessment of people with complex and/or special needs
- Assessment tools used in the assessment of complex and/or special needs
- Strategies for analysing and interpreting data
- Processes and practices in developing and managing service delivery plans
- Principles of delegation and supervision
- Strategies for conducting effective case conferences
- Principles and practices of case management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prioritise and manage the changing service needs of clients with complex and special care needs

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REQUIRED SKILLS AND KNOWLEDGE

- Liaise and report to appropriately persons/agencies
- Adhere to own work role and responsibilities
- Recognise own limitations and the need for assistance
- Work collaboratively with colleagues, health professionals and other services
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives
- Safely use and coordinate the use of relevant technology effectively in line with work health and safety (WHS) guidelines

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Apply basic knowledge of physiology and psychology of different types of disability and principles of assessment in determining, monitoring and evaluating the service needs of the older person with complex or special needs as it relates to the work role
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - resources normally used in the workplace

Method of assessment may include:

- Observation of work activities
- Observation of simulation and/or role play
- Written tasks
- relevant formal and informal education/training courses
- Case studies and scenarios
- Interviews/Questioning
- Role plays

Related units:

This unit of competency should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with disabilities
- CHCICS402B Facilitate individualised plans

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Complex and/or special needs may include an older person with one or more of the following:

- Mental health problem
- Behavioural problems
- Dual diagnosis e.g. intellectual disability/autism
- Chronic pain
- Medical issues associated with the disability
- Developmental or acquired disability
- Dysphagia
- Acquired brain injury
- Alcohol and other drug misuse/abuse problem
- Chronic health problem

Data collection methods may include:

- Use of industry specific assessment tools
- Use of best practice focus assessment tools
- Interviews
- Observation
- Review of previous health records
- Consultation with the older person, their advocate/s, informal carer/s and/or significant other/s

Health records may include:

- Assessments
- Plans of care
- Case histories
- Progress notes
- Test results
- Referral records
- Observation charts
- Medication charts

Resources may include:

- Financial
- Aids and equipment
- Qualified health specialists (wound consultants, continence advisors, palliative care consultants)

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RANGE STATEMENT

Reporting may be, and include:

- Verbal:
  - telephone
  - face-to-face
  - case conferences
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

Relevant personnel may include:

- Aboriginal and Torres Strait Islander Health Worker
- Carer
- Dietician
- Diversional therapist
- Drug and alcohol worker
- Neuropsychologist and behaviour consultant for people with an acquired brain injury
- Occupational therapist
- Pain specialist
- Pharmacist
- Physiotherapist
- Psychiatrist
- Psychologist
- Respiratory technician
- Social worker
- Speech Pathologist
- Wound consultant

Work collaboratively may include:

- Liaison
- Asking and clarifying
- Seeking feedback
- Providing information and reports
- Identifying and exploring perceptions and expectations
- Negotiation

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Unit Sector(s)

Not Applicable

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CHCDIS410A Facilitate community participation and inclusion

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to develop and facilitate strategies for individual participation in various community settings, functions and activities to enhance the psychosocial well being and lifestyle of a person with a disability

Application of the Unit

Application	The knowledge and skills of this unit of competency are used within the framework of an individualised support plan for a person with a disability

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the person with a disability to identify and engage in social networks within the broad community	1.1 Work with the *person with disability* to identify their strengths, interests, abilities and support requirements so they may engage with a *social network* 1.2 Work with the person to identify an appropriate social network and to clarify the support they will need to actively engage with this network 1.3 Work with the person to identify any *possible barriers to participation and inclusion* 1.4 Work with the person to develop strategies to manage potential barriers 1.5 Promote and raise awareness of community inclusion through community education and involvement of *people with disability* 1.6 Research, identify and network with relevant services to explore community inclusion opportunities 1.7 Match relevant services and networks to the requirements of person with disability 1.8 Identify and access *appropriate resources* according to organisation policy and protocols 1.9 Provide information about options available to person with disability and/or their advocate /carer 1.10 Recognise and accommodate individual choices and spiritual/cultural differences

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ELEMENT	PERFORMANCE CRITERIA
2. Assist the person with a disability and relevant others to develop and implement *individualised community support plan*	2.1 Support the person to develop a person-centred individualised plan to participate in the community 2.2 Assist the person to establish their requirements in order to maximise their participation in community life 2.3 Assist the person, if appropriate, to become an active member of their neighbourhood and local community 2.4 Assist the person to develop strategies to address barriers to participation, and include them in the individualised plan 2.5 Assist the person to identify and access community options that will meet their needs as identified in the individualised plan 2.6 Assist the person to access opportunities to establish connections through shared interests with other community members 2.7 Provide the person with necessary supports for participation, according to the individualised plan 2.8 Assist person and their family/carer to select activities that will enhance inclusion 2.9 Give support in a manner that provides a positive role model and promotes development and/or maintenance of the person's skills 2.10 Where appropriate, support other workers to implement the individualised community support plan 2.11 Identify aspects of worker involvement in the individualised plan outside scope of knowledge, skills and/or job role and respond accordingly 2.12 Identify strategies for community participation and inclusion that may require review and consult with the person

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ELEMENT	PERFORMANCE CRITERIA
3. Develop strategies to minimise isolation for person with a disability	3.1 Identify requirements for support, devices, aids and environmental modification and develop strategies to deal with these in conjunction with person and/or their advocate/s /carer 3.2 Identify support or devices required to assist with communication 3.3 Assess physical barriers to participation and identify solutions with involvement of person with disability 3.4 Recognise own limitations in addressing issues and seek advice when necessary 3.5 Where appropriate, identify and assess barriers to communication/social participation caused by cognitive deficits associated with acquired brain injury and develop solutions 3.6 Discuss travel and transport issues with person and identify strategies to address these 3.7 Put in place processes to evaluate ongoing success of strategies
4. Determine *risks associated with supporting community participation* and inclusion	4.1 Conduct location or activity risk assessment specific to the person's circumstances 4.2 Discuss elements of risk with the person and appropriate others 4.3 Work with the person and appropriate others to identify strategies to remove or reduce risk 4.4 Develop strategies to remove or reduce risk according to organisation policy and procedures and legislative requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Relevant policies, protocols and practices of the organisation in relation to work role
- Legislative processes related to the rights and responsibilities of people with disability
- Elements of best practice in the area of community inclusion
- The social model of disability and the impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Principles of active support
- Broad understanding of lifespan development
- Strengths-based and person-centred practice
- The impact of stigma
- Principles of risk assessment and mitigation
- Duty of care requirements
- Strategies for:
  - Identifying psychosocial interests, abilities and requirements of people with disability
  - Matching options, networks and services to the requirements of people with disability
  - Creating independence
  - Providing community education
  - Communication to assist with community participation
- Programs and agencies that support community inclusion
- Financial supports to assist with accessing the community
- Worker role in assisting the client with financial management
- Transport services available for people with various types of disabilities
- Aids and equipment used to facilitate community inclusion
- Group dynamics
- Working with families and family systems

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REQUIRED SKILLS AND KNOWLEDGE

- Role of carers
- Task analysis
- Prompting, principles of prompting and fading prompting
- Reinforcers
- Motivators to learn and common de-motivators and blocks
- Maintenance techniques and generalisation
- Incidental learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Promote community inclusion to enhance the psychosocial well being of people with disability
- Develop individualised community support plans
- Uphold rights and responsibilities of people with disability through community inclusion
- Educate the community in a way that promotes a positive image of the person/people with disability
- Coordinate a wide range of activities for facilitation of community inclusion
- Network
- Support other workers to implement strategies that support community participation and inclusion
- Develop strategies that minimise the impact of stigma
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Demonstrate appropriate task breakdown
- Apply communication techniques that encourage and motivate
- Use appropriate prompting and application of reinforcers during training session
- Demonstrate appropriate use of incidental learning opportunities
- Develop communication strategies to address identified needs or issues

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures

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REQUIRED SKILLS AND KNOWLEDGE

- Liaise and report appropriately to agencies
- Communicate effectively with people with disability and their carers
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply problem solving skills that require negotiation and medication skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives
- Apply aids and equipment as required to facilitate community inclusion

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situation and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

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EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit should be assessed in conjunction with related unit:

- CHCDIS301A Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, alone, sharing with others, with a partner or with family or carers
- Individuals living in supported community accommodation

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RANGE STATEMENT

Social network may include:

- Family groups
- Support groups
- Direct neighbourhood or local community
- Work groups
- Sports and other recreation groups
- Age-related groups (youth or senior citizens)
- Community centres
- Clubs
- Church groups

Individualised community support plan may include:

- Relevant stakeholders
- Community inclusion goals
- Strategies to achieve goals
- Finance and budget
- Opportunities for further inclusion
- Who is responsible for actioning
- Review dates

Possible barriers to participation and inclusion may include:

- Stigma
- Skills
- Behaviour
- Transport
- Accessibility
- Finance

Elements of inclusion best practice may include:

- Person-centred support
- Capacity thinking
- Building alliances within the community
- Create understanding
- Open choices and opportunities
- Raising expectations
- Nurture relationships

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RANGE STATEMENT

Networking may include:

- Building on the skills of the person
- Identifying associations and networks if individuals that share the person's interests
- Learning about the neighbourhood
- Asking the following:
  - with whom would the person enjoy spending time
  - where could the person make a difference
  - who could add to the knowledge and experience the person has
  - what roles could the person take
  - is there someone who would be able to support the person
- Equipment/resources required

Appropriate resources may include:

- Specialised transport
- Mobility aids
- Communication devices/aids
- Personnel

Examples of physical entry and exit issues may include:

- Kerbs
- Lifts
- Ramps
- Lighting
- Signs
- Amenities

Location risk may include:

- Safety of specific premises
- Safety of the activity

Risks associated with supporting community participation may include:

- Non-acceptance
- Poor match with activity and the group

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Unit Sector(s)

Not Applicable

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CHCDIS411A Communicate using augmentative and alternative communication strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to communicate with people who have complex communication needs (CCN) through effective use of augmentative and alternative communication (AAC) strategies and systems

Augmentative and alternative refers to methods that replace or supplement speech to address the needs of people whose oral speech skills limit their ability to meet their participation and communication needs

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required and individuals will take responsibility for their own outputs

Note that application of this unit may vary according to signs/language used in specific geographical areas or for participants working with specific CALD groups

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the current *communication* ability and needs of the person	1.1 Work in collaboration with relevant others to identify the communication needs of person with a disability 1.2 Use appropriate tools to identify the level of their current communication ability, in line with own work role and organisation requirements 1.3 Document the outcomes of this process in line with organisation procedures 1.4 Identify the need to consult with additional people including family members 1.5 Make appropriate referrals to *professionals and other service providers* as required

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ELEMENT	PERFORMANCE CRITERIA
2. Develop effective *augmentative and alternative communication strategies*	2.1 Apply understanding of *augmentative and alternative* communication 2.3 Develop communication strategies to meet individual needs and level of communication 2.4 Take into account the person's history and preferences when developing communication strategies 2.5 Adjust available tools and programs to address individual needs and preferences 2.6 Seek advice from other staff and relevant others
3. Implement augmentative and alternative communication strategy	3.1 Demonstrate the use of *different strategies and devices* in augmentative and alternative communication 3.2 Apply understanding of participation model as a communication strategy 3.3 Document communication strategies in the person's communication support plan or person-centred plan 3.4 Organise the environment to *optimise communication opportunities* 3.5 Reinforce communication by timely and appropriate response 3.6 Identify difficulties experienced by the person communicating and respond to difficulties within own work role and responsibilities 3.7 Communicate difficulties outside own role and responsibilities to *appropriate person* 3.8 Contribute to consistent use of the communication strategy by following established directions, by providing information and training and by maintaining contact with *other users* or support persons 3.9 Set up and maintain recording system to assist with *monitoring and review*

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor, report and review communication strategies	4.1 Review recordings to monitor success of communication strategies and make changes as required 4.2 Identify *barriers* to the effective use of augmentative and alternative communication strategies and devices 4.3 Work with *other relevant people* to overcome the barriers 4.4 Implement any modifications to communication strategies and devices 4.5 Identify opportunities to increase communication vocabulary 4.6 Maintain records according to established directions and within organisation protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles and practices of augmentative and alternative communication
- The process for assessing for the use of augmentative and alternative communication
- Understanding of the different levels of communication
- Recognition of communication styles of individuals
- Different communication skills relevant to client group e.g. signing
- Basic knowledge of causes of communication impairment
- Cross cultural communication protocols
- Understanding of the influence of communication on behaviour
- Understanding of the person's communication level and its impact on skill development
- Understanding of the person's communication level and its impact on their active community participation
- Roles and functions of different professionals in the development, implementation and maintenance of augmentative and alternative communication strategies and devices
- Available range of communication aids and their correct use
- Augmentative and alternative communication strategies and their correct use for the person's level of communication
- The total communication environment and the need for consistency
- Role and responsibility as part of a team that supports augmentative and alternative communication
- Task analysis
- Prompting, principles of prompting and fading prompting
- Strategies to create independence
- Reinforcers
- Motivators to learn
- Common de-motivators and blocks
- Understanding of maintenance techniques and generalisation

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REQUIRED SKILLS AND KNOWLEDGE

- Understanding of incidental learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Participate in a multi-disciplinary team
- Follow established augmentative and alternative communication strategy interaction guidelines
- Use augmentative and alternative communication strategies and devices
- Respond appropriately to each individual's augmentative and alternative communication strategy
- Identify barriers to effective communication using augmentative and alternative communication strategies/devices
- Monitor effective communication using augmentative and alternative communication strategies/aids
- Use observation skills
- Apply techniques to work with specialists and relevant others
- Use effective communication skills including:
  - development of rapport
  - active listening
  - make reasonable adjustments to own communication techniques to meet individual needs
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Demonstrate appropriate task breakdown
- Apply communication techniques that encourage and motivate
- Use appropriate prompting and application of reinforcers during training session
- Demonstrate appropriate use of incidental learning opportunities

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The individual being assessed must demonstrate the use of five different strategies/aids used for AAC in a range of different environments
- Assessment of this unit must occur in a real or simulated workplace
  Such an environment must provide a typical range of augmentative and alternative communication requirements
- The specific assessment context will be defined by the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- The competencies described need to be assessed over time and events, under normal workplace conditions
- Assessment should not require a higher level of communication competency than that required by work responsibilities

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Augmentative and alternative communication includes:

- Augmentative and alternative communication (AAC) is used to increase understanding of spoken language and to augment or supplement expression
- AAC systems comprise communication aids, symbols, strategies and techniques or methods
- AAC systems include both aided and unaided strategies, including access techniques

Communication refers to the manner in which the meaning of a message is transmitted/ received, and includes:

- Unaided using, for example:

1. natural gestures
2. facial expression
3. eye contact
4. vocalisation
5. key word signs - Makaton vocabulary

- Aided where the person communicates using a communication aid (i.e. something other than their body), such as:
  - real objects
  - photographs
  - line drawings
  - communication aids, such as 'Chat Books', 'Personal Communication Dictionaries', 'Books About Me'
  - electronic device with speech output

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RANGE STATEMENT

Communication symbol refers to a system of representing meaning:

- When people speak, their meaning is represented by spoken words which act as 'symbols'
- Where a person is unable to speak, their meaning has to be represented by a different set of symbols
- These communication symbols include:
  - spoken words - traditional orthography (letters/ words)
  - photographs
  - pictographs / line drawings - set of pictorial symbols (e.g. picture communication symbols, boardmarkers, softpics, compics)
  - written text - key word signs - also termed 'symbolic language' as the sign represents a concept
  - key word signs - Makaton vocabulary, etc
  - manual signs

Communication strategies refer to:

- Strategies for initiating and maintaining an interaction with a communication partner
- A specific way of using communication strategies within everyday situations, including, for example:
  - community request card for shopping
  - personal communication dictionary of idiosyncratic signs

Communication access refers to:

- A means of access - technique
- Addresses the method of transmitting messages, such as:
  - scanning
  - eye gaze
  - auditory scanning
  - via a keyboard, pointed index finger or switching
- Communication strategies / devices may range from high technology (use of computers and voice output communication devices) through to pointing with a fist to a communication board

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RANGE STATEMENT

Understanding AAC systems may include:	• Choice, selection and use of a symbol system and appropriate communication strategy/device • Being an effective communication partner by being familiar with a range of AAC strategies/devices • Being familiar with range of strategies required to implement a system effectively
Assessment tools include:	• Observation checklists such as Checklist of Communication Competence • Assessment tools specific to the organisation • Assessment tools specified by the specialist
Professionals and other service providers may include:	• Speech pathologist • Psychologist • Carer/family • Education staff • Support staff • Occupational therapist
Different strategies and devices may include, but are not limited to:	• Chat books • Choice making using object symbols • Choice making using photos or line drawings • Choice making using real life experiences • Community request cards • Finger spelling • Head wand or head stick • Icon • Large print • Leisure pack • Key word signing - Makaton vocabulary • Mime • Personal communication dictionary • Activity Sequence Boards • Picture exchange communication system (PECS) • Voice output communication aids (VOCA)

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RANGE STATEMENT

Monitoring and review include:

- Observations made by self or others
- Reviewing documentation detailing use of communication strategy/strategies as described in communication support plan
- Informal and formal discussions with client and relevant others regarding effectiveness of communication strategy
- Client planning meetings

Appropriate information may include:

- Essential communication requirements in a specific setting, including:
  - work
  - school
  - home
  - day service
  - shops
- Communication barriers in a specific setting, including:
  - access to communication partners familiar with AAC strategies
  - lack of trained staff
  - lack of awareness by staff
  - noise and environmental distractions
  - lack of privacy and space
  - comfort and positioning requirements

Environmental factors that optimise communication opportunities may include:

- Comfort
- Ready access to communication aids
- An environment that fosters communication

Environmental factors that optimise the use of the communication strategy may include:

- Appropriately trained staff
- Appropriately trained carers
- Consistency across different settings
- Time for communication

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RANGE STATEMENT

Appropriate person may include:

- Speech pathologist
- Psychologist
- Carer/family
- Education staff
- Support staff
- Occupational therapist
- Supervisor
- Disability worker

Other users may include:

- Work
- School
- Home
- Day service
- Shops
- Community services
- Recreational facilities

Barriers may include but are not limited to:

- Opportunity barriers (those outside the person) such as policy, practice, attitude, knowledge and skill
- Access barriers (relating to the person) such as linguistic, cognitive , motor and sensory skills
- Note frameworks such as:
  - the 'Participation Model' by Beukelman and Mirenda is used within the AAC community to ascertain barriers in access and opportunity [*Ref 'Augmentative and Alternative Communication*: *Supporting Children and Adults with Complex Communication Needs' David R. Beukelman and Pat Mirenda 2005*]
  - *Checklist of Communication Competencies* (*Bloomburg and West 1999*)

Unit Sector(s)

Not Applicable

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CHCDIS507C Design and adapt surroundings to group requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by staff to design and implement measures to maximise convenience of use of various physical settings in the community at large for people with disabilities as a group through assessing and adapting locations and designing new locations

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess *locations*	1.1 Assess group's requirements in the context of the existing location with active participation of people with disabilities and other staff involved
	1.2 Assess physical entry and exit and discuss any problems with active participation of people with disabilities involved
	1.3 Identify requirements for aids, environmental modification and support and develop strategies to deal with these with active participation of people with disabilities involved
	1.4 Recognise and explain individual and cultural differences relating to assessment of locations, and develop strategies to deal with these

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ELEMENT	PERFORMANCE CRITERIA
2. Design and/or use appropriate aids	2.1 Discuss options for adaptations and design of aids and justify choices 2.2 Design appropriate aids according to group requirements 2.3 Carry out adaptations to location and environment in response to identified group requirements 2.4 Put in place a process for evaluation and review of adaptations, including setting dates and identifying people to contribute
3. Design new location to group requirements	3.1 Actively involve people with disabilities, significant others and other support staff in process of identifying building requirements 3.2 Plan and note physical entry and exit with group's requirements in mind 3.3 Identify and record requirements for aids, environmental design and support, and strategies to deal with these 3.4 Recognise own limitations and seek *expert assistance* where necessary 3.5 Make reports and recommendations on building requirements to managers or *boards of management* 3.6 Recognise and describe individual and cultural differences impacting on the design of locations and develop strategies to deal with these

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies and procedures relating to the design and adoption of group surroundings
- Impact of disabilities on people with disabilities
- Occupational health and safety guidelines
- Ergonomics
- Range of available aids
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify specific requirements of people with disabilities
- Apply consultation requirements relating to proposed adaptations
- Demonstrate application of skills in:
  - designing

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REQUIRED SKILLS AND KNOWLEDGE

- assessment
- communication with individuals and groups

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should consider the particular requirements of services and workplaces

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Locations may refer to:

- Workplaces
- Community centres
- Residences
- Educational and recreational facilities
- Various service facilities

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RANGE STATEMENT

Examples of physical exit and entry issues involve:	• Curbs • Lifts • Lighting • Signs
Environmental support may involve:	• Volunteers • Co-workers • Training officers being trained to support the person with a disability
Examples of assessment processes include:	• Job or activity analysis • Task analysis
Expert assistance may come from:	• Architects • Builders • Other specialists
Examples of boards of management include:	• Appointed management committees • Elected management committees • Chief executive officers

Unit Sector(s)

Not Applicable

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CHCDIS509E Maximise participation in work by people with disabilities

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS509D Maximise participation in work by people with disabilities	CHCDIS509E Maximise participation in work by people with disabilities	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by staff to support people with disabilities in a workplace to prepare for employment and maximise their performance through working safely and effectively, matching jobs and people and understanding related industrial issues

Application of the Unit

Application

This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare people with disabilities to work in open and supported employment	1.1 Identify and adapt various job search techniques and teach to people with disabilities where necessary 1.2 Refer people with disabilities to, or register them with, appropriate agencies 1.3 Provide people with disabilities with information about their working conditions, rights and responsibilities 1.4 Assist clients to identify work health and safety (WHS) issues associated with work

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ELEMENT	PERFORMANCE CRITERIA
2. Match workplace/job and person with a disability	2.1 Assess work requirements, abilities and interests of person with disability in accordance with organisation procedures 2.2 Follow relevant organisation procedures to match person with disability and job 2.3 Redesign jobs where necessary to match ability of person and requirements of job or employer 2.4 Provide information and/or training re disabilities as necessary, to *others* in selected workplace 2.5 Ensure working conditions are negotiated between the *relevant parties* 2.6 Ensure relevant parties are aware of specific WHS issues related to work for each client and potential co-workers
3. Assess skills and productivity for wages	3.1 Analyse job and tasks involved to identify productive units and record information 3.2 Determine the pro rata legal wage to be paid to workers with a disability who cannot work at full productive capacity, using a transparent wage assessment tool or process that complies with relevant legislation 3.3 Conduct regular wage reviews according to the requirements of the legal wage agreement under which the worker with a disability is paid
4. Provide information on the industrial relations system as it relates to the employment of people with disabilities	4.1 Provide people with disabilities with information about industrial awards and their implications for employment 4.2 Provide people with disabilities with information about the role of relevant *industrial parties*

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ELEMENT	PERFORMANCE CRITERIA
5. Monitor employment opportunities	5.1 Develop and maintain positive relationships with (potential) employers of people with disabilities 5.2 Evaluate job vacancies to determine their relevance to interests of people with disabilities 5.3 *Identify relevant job vacancies* and refer to people with disabilities as appropriate 5.4 Initiate, conduct and document research into identified employers' businesses and jobs 5.5 Monitor and document trends in industry to enhance the placement of people with disabilities in the long term 5.6 Evaluate job vacancies to determine their relevance to interests of people with disabilities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Up-to-date knowledge of employment opportunities and/or programs for clients (targeted to people with disabilities, or general)
- Federal and state government programs and assistance relating to workplace participation by people with disabilities
- Relevant industrial legislation listed in this unit's Range Statement
- Marketing theory and techniques
- Negotiation techniques
- Impact of disability on people with disabilities
- Potential WHS issues and risks associated with person with a disability undertaking specific work
- Human development - psychological, cognitive, social and physical
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maximise participation in work based on available jobs or employment opportunities

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - task or job analysis
  - marketing
  - negotiation
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should consider the requirements of particular work roles and responsibilities

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Types of employment include:

- Supported
- Open

Relevant parties include:

- Employer
- Person with a disability
- Support networks for workers
- Union representative
- Wage assessor
- Carer

Industrial and statutory conditions include:

- Awards
- Registered agreements
- Other relevant wage/salary systems relating to employment for people with disabilities
- Knowledge of incentives and other assistance available to employer and apprentice including Disabled Apprentice Wage Support Scheme
- Individual contracts

Industrial parties include:

- Unions
- Employer organisations
- Industrial commissions

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RANGE STATEMENT

Others include:	• People with disabilities • Other staff • Other organisations • Carers
Identify relevant job vacancies will consider:	• Preferences of clients • Chosen career options of clients • Alternative opportunities
Potential employers include:	• Community organisations • Private organisations • Government organisations

Unit Sector(s)

Not Applicable

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CHCDIS511A Coordinate services for people with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by staff to develop and monitor supports and programs according to the needs of people with disabilities and within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of people with disabilities

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate commitment to high quality services for people with disabilities	1.1 Demonstrate consideration and understanding of the *context*, models of service delivery, *underpinning values and philosophies of the sector*, in all work undertaken 1.2 Ensure all work undertaken is consistent with current relevant policies and legislative requirements for models of best practice service delivery for people with disabilities 1.3 In all work, demonstrate understanding of *issues* facing people with disabilities and their carers 1.4 Demonstrate *commitment to access and equity principles* through all work in the sector

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ELEMENT	PERFORMANCE CRITERIA
2. Develop and implement programs for meeting client needs	2.1 Undertake appropriate planning to ensure client needs are met
	2.2 Put in place mechanisms to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate
	2.3 Develop required programs
	2.4 Review client services in consultation with clients and other relevant people
	2.5 Ensure client service delivery upholds the organisation's reputation, addresses individual client differences and meets duty of care responsibility
	2.6 Identify and address problems in addressing client needs in accordance with organisation procedures
	2.7 Maintain all relevant documentation relating to clients and the service delivery and communicate in accordance with organisation procedures
	2.8 Maintain high standards of client service delivery in line with procedural and legislative requirements
	2.9 Seek provision of services from other workers or agencies as required
	2.10 Facilitate *strategies* and opportunities to meet the needs of people with disability and develop according to organisation policies and procedures
	2.11 Facilitate individual differences, *rights*, needs and preferences within programs
	2.12 Incorporate special needs in the development of programs and services
	2.13 Communicate the needs of clients to carers and other workers as appropriate
	2.14 Make available appropriate program resources

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ELEMENT	PERFORMANCE CRITERIA
3. Review and monitor programs	3.1 Ensure changes to client service are within policy and budgetary frameworks 3.2 Undertake training as required for implementation to meet changing client needs and community expectations 3.3 Modify specified aspects of the service or service delivery as needed to meet changing client and service requirements 3.4 Ensure changes to client service are within procedural and legislative requirements and maintain high standards of delivery 3.5 Undertake appropriate planning to ensure client needs are met 3.6 Develop required programs 3.7 Make referrals to external services as appropriate
4. Support rights, *interests* and *needs* of people with disabilities	4.1 Support and encourage people with disabilities to exercise their rights and independence where appropriate 4.2 Recognise *different client requirements* in service delivery 4.3 Comply with legal and ethical responsibilities and duty of care
5. Develop and implement a framework for quality service delivery	5.1 Devise strategies to ensure the delivery of high quality services continue to reflect best practice 5.2 Establish and implement *protocols* and procedures for managing service delivery to reflect best practice in the disability sector 5.3 Identify and address *barriers* in the organisation that may impact on delivery of high quality service 5.4 Regularly update procedures for managing service delivery to reflect current best practice, relevant legislative changes, and changing client needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation relating to disability issues
- Relevant specific culture and language used by people with disabilities
- Working with families and family systems
- Understanding different client requirements according to different disabilities
- Networks in the disability sector
- Consumer needs and rights including duty of care
- Principles of empowerment/disempowerment in relation to people with disabilities
- Principles of access and equity
- Current issues facing clients and existing services for addressing needs and rights
- Principles and practices of confidentiality
- Working with people from culturally and linguistically diverse backgrounds
- Working with people at risk of self-harm
- Organisation policies, practices and programs relating to the work role
- Organisation occupational health and safety policies and procedures
- Organisation philosophy and guidelines
- Rights and responsibilities of people with disabilities
- Understanding of stereotypes of people with disabilities
- Available client services
- Awareness of own attitudes to people with disabilities
- Awareness of discriminatory actions
- Common risks to safety
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse

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REQUIRED SKILLS AND KNOWLEDGE

- cultural and linguistic diversity
- risk of self-harm
- women
- men
- community education
- Aboriginal and Torres Strait Islander people
- mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Coordinate service or a range of services in the disability sector
- Develop or influence policy relating to quality service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal communication with clients and other stakeholders
  - program development, review and revision

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should relate to requirements of the particular workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Protocols include:

- Communication with clients
- Assessment of client needs
- Collection, recording and reporting of information
- Processes for decision-making for consideration of client needs

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RANGE STATEMENT

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g. changing attitudes; changing approaches to working with clients
- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Political context e.g. government policies and initiatives
- Economic context e.g. the current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability

Issues include:

- Access to services for people with disabilities and their carers
- Meeting individual needs and personal goals of people with disabilities
- Family and support structures
- Income and employment service
- Training for people with disabilities
- Participation and integration in the community
- Grieving and loss

Different models of work in the sector may include:

- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Community access respite care
- Home based support
- Behaviour management
- Advocacy
- Employment support
- Lifestyle support
- Business services support
- Education and training

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RANGE STATEMENT

The underpinning values and philosophies of the sector may include:

- A holistic and consumer-centred approach
- Community education
- Targeting of appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering clients

Different client requirements may depend upon:

- Type of disability e.g.
  - physical
  - sensory
  - intellectual
  - psychiatric
  - cognitive
- Support availability including:
  - family
  - carer
  - financial
  - physical and emotional
  - behaviour management
  - employment
  - education and training

Policy and legislative requirements include:

- Disability Discrimination Act
- Disability Service Standards
- Disability Services Act
- Equal Employment Opportunity principles
- Guardianship Board
- Individual rights
- Medical Act
- Medication regulations
- Nurses Act
- Privacy Act
- Restrictive practices legislation

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RANGE STATEMENT

A commitment to access and equity principles includes:	• Creation of a client oriented culture • A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
Rights include principles expressed in:	• Charters of rights • Outcomes standards documents • General human rights • Freedom from discrimination • Freedom of information
Rights may be detailed in:	• Legislation • Resident handbooks • Mission statements • Industry and organisation service standards
Rights include:	• Privacy • Confidentiality • Common law • To be treated in a dignified, safe and comfortable manner • To express own feelings • Freedom of association • Choice to participate • Access to complaint mechanisms
Interests include:	• Financial • Accommodation • Services • Recreation

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RANGE STATEMENT

Needs may include:

- Personal
- Security
- Safety

Strategies include those to address:

- Service access
- Individual needs
- Decision-making and choice
- Privacy, dignity and confidentiality
- Participation and integration
- Valued status
- Complaints and disputes
- Service management
- Abuse prevention

Barriers may include:

- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Client service strategies
- Social, cultural and religious
- Physical and economic

Unit Sector(s)

Not Applicable

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CHCDISP801B Facilitate dispute resolution in the family law context

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to facilitate family dispute resolution with the aim of assisting families to reach mutual agreement on issues related to relationships, children, property and assets

This unit requires a candidate to have experience and competence in the facilitation of a basic mediation process

It expands on basic mediation principles and process and outlines dispute resolution skills specific to *family dispute resolution* in the family law context, including, mediation, conciliation, facilitation and conferencing

Application of the Unit

Application

This unit applies to Dispute Resolution Practitioners performing complex family dispute resolution using a variety of facilitative processes within the Family Law environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain participants' agreement to enter into facilitated dispute resolution	1.1 Explain the facilitated dispute resolution process to potential participants 1.2 Advise participants of the *practitioner's role and any limitations* in relation to the provision of advice or other services 1.3 Discuss with the participants the family dispute resolution practitioner's specific procedures and practices 1.4 Explain *limitations on confidentiality* and obtain written agreement to participate in dispute resolution process
2. Assist participants to define and clarify the issues	2.1 Engage with participants using a range of *interpersonal and effective communication skills* and organisation resources to identify *parenting and property or assets issues* for consideration 2.2 Screen for family violence using a range of *tools* prior to the commencement of the dispute resolution process 2.3 Identify the most appropriate *dispute resolution process* for the client's presenting circumstance 2.4 Explain the practitioner's chosen process for dispute resolution 2.5 Document information and actions according to organisation policy and/or relevant legislation
3. Assist communication and information exchange between participants	3.1 Use a broad *range of facilitation skills* to encourage active listening between participants 3.2 Manage the interactions between participants to ensure fair and respectful engagement 3.3 Conduct separate sessions where appropriate 3.4 Manage power imbalances in the dispute resolution session

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ELEMENT	PERFORMANCE CRITERIA
4. Invite the framing of disputes so as to increase the range of options	4.1 Assist participants to develop agendas for the process that consider the broader range of issues 4.2 *Provide expert information in a facilitative role*, whilst maintaining impartiality, and *client self determination*, refraining from advising on a particular outcome 4.3 Assist parties to communicate on issues that impact on children, with regard to practitioner's legislative requirements to consider best interests of the child
5. Encourage mutual personal understanding between participants	5.1 Encourage participants to acknowledge each other's needs, fears and concerns using *communication techniques* 5.2 Identify and encourage cooperative behaviour and demonstrated and/or expressed intentions to commit to resolving disputes 5.3 Monitor and manage any disruptive behaviours and communications
6. Assist participants to generate and evaluate options	6.1 Use techniques and strategies to aid participant to generate potential options for dispute resolution 6.2 Encourage discussion about the effects of each option on parties involved in the dispute, with particular consideration for children affected by the agreement to be made 6.3 Promote and monitor the best interests of the child in participants' agreements, including *assessment of risk to vulnerable parties* 6.4 Document outcomes and agreements according to organisation and legislative requirements. 6.5 Explain any legal obligations of agreements reached, if applicable 6.6 Provide participants with appropriate referral supports post dispute resolution

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Contemporary research and approaches in the provision of conflict management
- Contemporary research and approaches in responding to needs of Aboriginal and Torres Strait Islander families and communities
- Contemporary research and approaches in responding to needs of culturally and linguistically diverse families and communities
- Thorough understanding of the provision for children and property in the Family Law Act, Child Support (Assessment)Act
- Impact of conflict, particularly high and/or ongoing conflict, on children, and the use of child focused and child inclusive techniques to address and minimise these impacts where required in job role
- Understanding and relevant application within job role context of main concepts of family, couple and child dynamics in normal developmental and abnormal forms
- An understanding of the sources of power imbalances in relationships and an ability to recognise and respond appropriately to the indicators of such imbalances in their clients.
- Procedures and instruments to screen for abuse before and during the dispute resolution process in addition to safety planning requirements and procedures for clients and staff as well as limitations.
- Community, educational or other resources for referral or use within the dispute resolution process
- Other dispute resolution options such as litigation or community based interventions, as well as their strengths and limitations
- Self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process
- Range of impacts of separation and divorce on couples, parents, children and other family members

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Apply dispute diagnostic skills including:
  - recognising indicators of substance abuse
  - recognising and responding appropriately to the indicators of domestic and family violence and abuse and power imbalances in client situations
  - identifying, responding to and managing cultural dimensions of the conflict
  - recognising own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
- Apply relationship skills including:
  - effective liaison and working relationships with other allied professionals
  - establishing and maintaining trust and respect
  - encouraging client self determination
  - recognising own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
  - applying age appropriate methods of relating to and eliciting perceptions, information and responses from children who have experienced high levels of parental conflict
- Apply content management skills including:
  - obtaining, identifying, analysing, prioritising and evaluating information
  - assessing the issues and options and reasoning logically
  - reading, comprehending and using relevant documentation
  - writing clearly and concisely using neutral language
  - creating, maintaining and organising records and materials in an appropriate manner
  - eliciting information from other professionals in the dispute resolution process
  - using and exchanging information in a manner that broadens rather than limits the participants' options.
  - recognise issues that may undermine the dispute resolution process, like mental health, alcohol and other drug issues
- Apply process skills including:
  - conducting appropriate intake procedures and ascertaining appropriateness of mediation for participants
  - assisting participants to articulate concerns, negotiate and develop an agenda
  - assisting participants in converting positions of interest and to explore own underlying interests and become aware of others, particularly children
  - work within a child focused approach.
  - encourage clients to focus on future options and contingencies and to create and assess workable options
  - assist clients to understand consequences of their suggestions and plans

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills.
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including:
  - facilitated family dispute resolution
  - family conciliation
  - co-facilitated dispute resolution
  - with voluntary and involuntary participants
  - case of parenting and property disputes
  - multiparty dispute resolution
  - complex cases

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

Dispute resolution skills involving actual client contact are to be assessed *initially* in simulated settings

- If successful, further assessment is to be conducted during workplace application under direct supervision of an experienced and qualified dispute resolution practitioner
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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EVIDENCE GUIDE

Related units:	This unit is most appropriately assessed in conjunction with related unit: • CHCDISP802B Implement dispute resolution strategies

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriateness of process may include:	• Parties' particular circumstances • Benefits and risks of the process • Alternatives open to the participants
Practitioner's role and any limitations may include:	• Legal advice • Legal representation • Therapeutic intervention limitations
Limitations on confidentiality may include but are not limited to:	• Mandatory obligations on matters of child abuse and/or domestics and family violence • Criminal matters with risk to self and/or others • Duty of Care to self, client, community and colleagues • Disclosed risks of harm for client, staff, community • Other applicable legislation and regulations within work role and jurisdictions

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RANGE STATEMENT

Interpersonal and effective communication skills may include:	• Approach is non-judgemental • Displaying empathy to for all participants before, during and after the process • Active, effective and appropriate listening • Clarifying information and assumptions • Speaking clearly, simply, effectively at the communication and comprehension level of the participants • Establish rapport with each of the participants and demonstrating respect for individual difference • Questioning to elicit information, feeling, fears and perspectives • Working effectively with interpreters
Parenting and property or assets issues may include but is not limited to:	• Asset division • Child support payments • Residency of children • Contact with non resident parents • Variations and/or review of existing agreements
Tools for screening for family violence may include:	• Documented questionnaires and procedures for gathering information in relation to risk • Scripts and preambles • Defined questions • Measures and rating scales of risk

Dispute resolution process may include but is not limited to:	• Forms of mediation:
	  • facilitative
	  • settlement oriented
	  • therapeutic
	  • evaluative
	  • narrative

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RANGE STATEMENT

Range of facilitation skills may include:	• Mirroring strategy • Role modeling cooperation and listening through co-facilitation/mediation • Reframing issues • Respectful interruptions • Encouraging active listening • Formulating transition statements for clarification • Recognising power imbalances and manage high levels of conflict • Managing risk issues if necessary and terminate the process of dispute resolution safely • Knowing how and when to use individual sessions
Provide expert information in a facilitative role may include:	• Expert information which does not infringe upon participant self determination, however, assist the participants to view situations more broadly with the aid of expert information • The expert information provide is considered an intervention or facilitative strategy which acts as a bridge between the principle of self determination and any legislative requirements
Client self determination means:	• Managing the process of dispute resolution in a non directive manner whereby participants determine the outcome • The facilitative role does not include the provisions of advice or determination of dispute resolution.
Communication skills to encourage effective participation may include:	• Reframing positional statements in terms of underlying interests, such as needs, fears, and concerns • Clarifying information and assumptions from both participants • Summarising communications and consolidating areas of participants' agreements • Giving constructive feedback • Working effectively with interpreters

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RANGE STATEMENT

Assessment of risk to vulnerable parties may include:	• Processes for evaluating the nature of specific risks to safety for individual clients using tools and structured clinical judgement
	• The content of risk may relate to:
	  • exposure to violence
	  • mental health issues
	  • children's and parenting issues

Risk may include but is not limited to:	• Being physically hurt, intimidated, bullied, harassed or controlled • Threatened with physical harm, intimidation, bullying or harassment • Harm or threat of harm to children • Harm or threat of harm to pets and loved ones • Harm or threat of harm to property • Inability to fully participate in significant events such as court ordered mediations • Having residential address known by a person who uses violence against you

Unit Sector(s)

Not Applicable

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CHCDISP802B Implement family dispute resolution strategies

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to apply essential processes in family dispute resolution, specifically in the family law context

Issues for dispute may be related to relationships, children, property and/or assets

This unit expands on basic dispute resolution and outlines dispute resolution strategies specific to *family* dispute resolution in the family law context

Application of the Unit

Application

This unit applies to Dispute Resolution Practitioners performing complex family dispute resolution using a variety of facilitative processes within the Family Law environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respect and utilise other professionals	1.1 Promote cooperation with other professionals 1.2 Encourage clients to use *other professional resources* 1.3 Inform co-facilitators and others involved of developments in the family mediation process

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ELEMENT	PERFORMANCE CRITERIA
2. Conduct the family dispute resolution process in a procedurally fair manner	2.1 Ensure that participants reach agreement freely, voluntarily, without undue influence and on the basis of informed consent 2.2 Ensure each participant has equal opportunity to speak, be heard and present needs, interests and concerns 2.3 Assess the *capacity for participants to engage* in the dispute resolution process 2.4 Assist participants to understand the implications and ramifications of available options 2.5 Provide sufficient opportunity for participants to access advice and information from *other experts* 2.6 Intervene in *manipulative or intimidating* negotiation tactics 2.7 *Obtain an undertaking* from participants in financial and/or property disputes to disclose financial and related circumstances 2.8 Advise participants of the desirability and availability of independent legal advice 2.9 Encourage participants, where appropriate to obtain independent legal advice 2.10 Assist participants to assess the feasibility and practicality of any proposed agreements in both the long term and short term

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ELEMENT	PERFORMANCE CRITERIA
3. Advise on and/or determine the process whereby resolution is attempted	3.1 Inform participants of own qualifications and experience in dispute resolution 3.2 Facilitate disputes within own limits of competence 3.3 Refer participants to professional experts for psychological, counselling and/or legal interventions 3.4 Facilitate participants' awareness of the interests of others affected by the dispute and proposed agreement 3.5 Assist participants to consider the needs and interests of other parties, especially children, to the dispute 3.6 Make available information about own training, education and expertise to aid participants' self determination in the dispute resolution process
4. Respect confidentiality of participant information	4.1 Discuss with participants their expectations of confidentiality before undertaking the family dispute resolution process 4.2 Include provisions for confidentiality in any written agreements to enter the process 4.3 Inform participants of the *limitations of confidentiality* 4.4 Explain obligations of confidentiality and seek agreement for private sessions with participants 4.5 Inform participants of any subpoena, or other notification to testify or to produce documents as soon as possible. 4.6 Obtain participants' consent to discuss the content of dispute resolution process with parties' lawyers and/or other expert advisors 4.7 Disclose to participants' representatives substance of agreements reached only after obtaining permission from the respective parties 4.8 Maintain confidentiality in the storage and disposal of client records

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ELEMENT	PERFORMANCE CRITERIA
5. *Terminate a family dispute resolution process* whenever continuation of the process is likely to harm or prejudice one or more participants	5.1 Respond to issues of *misuse of the dispute resolution process* 5.2 Terminate or suspend the dispute process when it is being used for purposes other than mutual attempt to arrive at a fair solution or its usefulness has been exhausted 5.3 Withdraw from the dispute resolution process when a proposed agreement is being reached that is considered by the practitioner to be unconscionable 5.4 Assist participants to access further process options for dealing with their dispute

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Contemporary research and approaches in the provision of conflict management
- Contemporary research and approaches in responding to needs of Aboriginal and Torres Strait Islander families and communities
- Contemporary research and approaches in responding to needs of Culturally and linguistically diverse families and communities
- Thorough understanding of the provision for children and property in the Family Law Act, Child Support (Assessment)Act
- Impact of conflict, particularly high and/or ongoing conflict, on children, and the use of child focused and child inclusive techniques to address and minimise these impacts
- Understanding and relevant application within job role context of main concepts of family, couple and child dynamics in normal developmental and abnormal forms
- An understanding of the sources of power imbalances in relationships and an ability to recognise and respond appropriately to the indicators of such imbalances in their clients.

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REQUIRED SKILLS AND KNOWLEDGE

- Procedures and instruments to screen for abuse before and during the dispute resolution process in addition to safety planning requirements and procedures for clients and staff as well as limitations.
- Community, educational or other resources for referral or use within the dispute resolution process
- Other dispute resolution options such as litigation or community based interventions, as well as their strengths and limitations
- Self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process
- Range of impacts of separation and divorce on couples, parents, children and other family members

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply dispute diagnostic skills including:
  - recognising indicators of substance abuse
  - recognise and respond appropriately to the indicators of domestic and family violence and abuse and power imbalances in client situations
  - identifying, responding to and managing cultural dimensions of the conflict
  - recognise own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
- Apply relationship skills including:
  - effective liaison and working relationships with other allied professionals
  - establishing and maintaining trust and respect
  - encouraging client self determination
  - recognising own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
  - applying age appropriate methods of relating to and eliciting perceptions, information and responses from children who have experienced high levels of parental conflict
- Apply content management skills including:
  - obtaining, identifying, analysing, prioritising and evaluating information
  - assessing the issues and options and reasoning logically
  - reading, comprehending and using relevant documentation
  - writing clearly and concisely using neutral language
  - creating, maintaining and organising records and materials in an appropriate manner
  - eliciting information from other professionals in the dispute resolution process
  - using and exchanging information in a manner that broadens rather than limits the participants' options
- Apply process skills including

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REQUIRED SKILLS AND KNOWLEDGE

- conducting appropriate intake procedures and ascertaining appropriateness of mediation for participants
- assisting participants to articulate concerns, negotiate and develop an agenda
- assisting participants in converting positions of interest and to explore own underlying interests and become aware of others, particularly children
- work within a child focused approach.
- encouraging clients to focus on future options and contingencies and to create and assess workable options
- assisting clients to understand consequences of their suggestions and plans

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including:
  - facilitated family dispute resolution
  - family conciliation
  - co-facilitated dispute resolution
  - with voluntary and involuntary participants
  - case of parenting and property disputes
  - multiparty dispute resolution
  - complex cases

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate person

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EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

Dispute resolution skills involving actual client contact are to be assessed *initially* in simulated settings

- If successful, further assessment is to be conducted during workplace application under direct supervision of an experienced and qualified dispute resolution practitioner
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is most recommended but not required to be assessed with

- CHCDISP801B Facilitate dispute resolution in a family law context

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Other professional resources may include:

- Lawyers
- Counsellors
- Community Health
- Mental Health
- Community Welfare agencies
- Child Support Agency
- Centrelink
- Child Protection agencies
- Children's Contact Services
- Family Relationship Centres
- Parent Educators
- Domestic violence services

Capacity for participants to engage in the process may include:

- Unwilling
- Intellectual and/or other disability or special needs
- Cultural or religious factors
- Language
- Legal requirements

Manipulative or intimidating tactics may include:

- Coercion by one party over another
- Aggressive body language
- Inappropriate expressions of emotions
- Real or perceived threatening behaviour or language
- Silence, stalling, sabotage and dominance of time in the process
- Withdrawing with intent terminate the session before agreements reached as a matter of abuse of power
- Refusing to negotiate on any issue

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RANGE STATEMENT

Obtain an undertaking for disclosure of financial and related circumstances:	• Obtaining disclosure only if relevant to the issue of disputer resolution and only in accordance with the provisions of the Family Law Act
Limitations of confidentiality may include:	• Statutory, judicially or ethically mandated reporting • Potential and/or real risk of harm to self or others disclosed during the dispute resolution process
Terminate a family dispute resolution process may relate to reasons which include but are not limited to :	• When the process is being misused by participants • When the usefulness of the process has been exhausted
Misuse of the dispute resolution process may include:	• Delaying proceedings in the hope of reinforcing the continuation of an existing arrangement with respect to assets and children • Buying time in order to dissipate or conceal assets • The dispute resolution practitioner is of the opinion that one or both parties is in some way acting in bad faith

Unit Sector(s)

Not Applicable

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CHCDISP803B Facilitate dispute resolution in an impartial manner and adhere to ethical standards

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to perform family dispute resolution processes ensuring impartiality and applying ethical standards specifically in the family law context Issues for dispute may be related to relationships, children, property and/or assets

Application of the Unit

Application	This unit applies to dispute resolution practitioners performing complex family dispute resolution using a variety of facilitative processes within the Family Law environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Disclose actual and potential grounds of bias and conflicts of interest	1.1 Inform participants they may retain the dispute resolution practitioner by informed, written waiver of the conflict of interest 1.2 Withdraw from the dispute resolution practitioner role when a *bias or conflict of interest* impedes *impartiality* regardless of participant's express agreement
2. Identify and disclose potential grounds of bias or conflict of interest at any time in the process	2.1 Take reasonable steps to minimise the risk of being in a position of potential bias or conflict of interest before the process commences 2.2 Ensure participants have time to select an alternative family dispute resolution practitioner
3. Avoid conflict of interest and/or perceived conflicts of interest when recommending other services	3.1 Provide a range of options when *referring participants* to services or individual professionals 3.2 Maintain respectful and legal practices when managing participant information

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ELEMENT	PERFORMANCE CRITERIA
4. Apply ethical standards to the dispute resolution process	4.1 Remind participants of their right to terminate the dispute resolution process if they perceive the practitioner to be partial 4.2 Maintain professional and personal boundaries as a dispute resolution practitioner 4.3 Adhere to own *professional code of ethics* when practicing as dispute resolution practitioner

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Practitioners' professional ethical standards
- Knowledge of what constitutes bias and perceived bias
- Knowledge of what constitutes conflict of interest and perceived conflict of interest
- Working knowledge and application of impartiality for dispute resolution practitioners when required to inform clients of legal parameters
- Contemporary research and approaches in the provision of conflict management approaches
- Contemporary research and approaches in responding to needs of Aboriginal and Torres Strait Islander families and communities
- Contemporary research and approaches in responding to needs of culturally and linguistically diverse families and communities
- Thorough understanding of the provision for children and property/financial matters in the Family Law Act, and Child Support (Assessment)Act within specified job role
- Impact of conflict, particularly high and or/ongoing conflict, on children, and the use of child focused and child inclusive techniques to address and minimise these impacts
- Understanding and relevant application within job role context of main concepts of family, couple and child dynamics in normal developmental and abnormal forms

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REQUIRED SKILLS AND KNOWLEDGE

- An understanding of the sources of power imbalances in relationships and an ability to recognise and respond appropriately to the indicators of such imbalances in their clients.
- Procedures and instruments to screen for abuse before and during the dispute resolution process in addition to safety planning requirements and procedures for clients and staff as well as limitations.
- Community, educational or other resources for referral or use within the dispute resolution process
- Other dispute resolution options such as litigation or community based interventions, as well as their strengths and limitations
- Self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process
- Range of impacts of separation and divorce on couples, parents, children and other family members

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Avoid bias and conflict of interest and how to avoid professional breaches of conduct and ethical standards and how to manage them when/if they arise
- Apply dispute diagnostic skills including:
  - recognising indicators of substance abuse
  - recognise and respond appropriately to the indicators of domestic and family violence and abuse and power imbalances in client situations
  - identifying, responding to and managing cultural dimensions of the conflict
  - recognise own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
- Apply relationship skills including:
  - effective liaison and working relationships with other allied professionals
  - establishing and maintaining trust and respect
  - encouraging client self determination
  - recognising own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
  - applying age appropriate methods of relating to and eliciting perceptions, information and responses from children who have experienced high levels of parental conflict, where relevant to job role
- Apply content management skills including:
  - obtaining, identifying, analysing, prioritising and evaluating information
  - assessing the issues and options and reasoning logically
  - reading, comprehending and using relevant documentation
  - writing clearly and concisely using neutral language

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REQUIRED SKILLS AND KNOWLEDGE

- creating, maintaining and organising records and materials in an appropriate manner
- eliciting information from other professionals in the dispute resolution process
- using and exchanging information in a manner that broadens rather than limits the participant's options

- Apply process skills including:
  - conducting appropriate intake procedures and ascertaining appropriateness of mediation for participants
  - assisting participants to articulate concerns, negotiate and develop and agenda
  - assisting participants in converting positions of interest and to explore own underlying interests and become aware of others, particularly children
  - working within a child focused approach.
  - encouraging clients to focus on future options and contingencies and to create and assess workable options
  - assisting clients to understand consequences of their suggestions and plans

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including:
  - facilitated family dispute resolution
  - family conciliation
  - co-facilitated dispute resolution
  - with voluntary and involuntary participants
  - case of parenting and property disputes
  - multi-party dispute resolution
  - complex cases

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Dispute resolution skills involving actual client contact are to be assessed ***initially*** in simulated settings. If successful, further assessment is to be conducted during workplace application under direct supervision of an experienced and qualified dispute resolution practitioner
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Bias or conflict of interest may include:

- Relationships of a personal nature with one or more participants to the dispute
- Prior knowledge of or involvement with the client on a professional level which would be seen to be a conflict of interest
- Real and/or perceived conflicts
- Religious or cultural issues that compromise impartiality of practitioner
- Personal values that prevent impartiality of the practitioner
- Practitioner seeking to make inappropriate personal gain monetary or otherwise from the vulnerability of the client and/or their information.
- Practitioners refraining from becoming involved in relationships with parties
- Client's inappropriate attempt to exchange information

Impartiality means:

- Freedom from favouritism or bias either in word or action or the omission of action, or the appearance of such favouritism or bias

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RANGE STATEMENT

Professional code of ethics may include but is not limited to:

- Social workers
- Psychologists
- Lawyers
- Counsellors
- Community and welfare workers
- Dispute resolution practitioners

Referral to other services may include:

- Lawyers
- Counsellors
- Community health
- Mental health
- Community welfare agencies
- Child support
- Centrelink
- Child protection agencies
- Children's contact services
- Family relationship centres
- Parent educators
- Domestic and family violence services

Unit Sector(s)

Not Applicable

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CHCDISP804B Create an environment that supports the safety of vulnerable parties in dispute resolution

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required by family disputer resolution practitioners to create an environment that supports the physical and emotional protection of vulnerable parties

Application of the Unit

Application	This unit applies to dispute resolution practitioners performing complex family dispute resolution using a variety of facilitative processes within the family law environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Assess suitability of dispute for resolution processes* in the context of *family domestic violence*	1.1 Demonstrate familiarity with *standard protocols that screen* for the existence of family violence 1.2 Seek *specialist assistance* to implement the screening protocols where appropriate 1.3 Ensure protocols are in place before entering into an agreement to act as a third party 1.4 Demonstrate recognition of the impact of *dynamics of family domestic violence* on the dispute resolution process 1.5 Demonstrate recognition of the possible impact and *risk* of dispute resolution process on the safety concerns of family members

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ELEMENT	PERFORMANCE CRITERIA
2. Take appropriate measures to ensure the safety of participants in the dispute resolution process when family violence is present	2.1 Activate appropriate pre determined security protocols 2.2 Establish a climate for the disclosure of family domestic violence and current safety concerns 2.3 Use video conferencing or other personal protective and screening measures 2.4 Establish separate sessions for the participants and enable a *support person* to attend the family dispute resolution sessions 2.5 Refer participants to appropriate community supports and alternative programs 2.6 Suspend or terminate the family dispute resolution session with appropriate steps to protect the safety of the participants
3. Implement procedures that manage violent, controlling, intimidating behaviour that may occur in dispute resolution process	3.1 Identify behaviours of intimidation, control and manipulation that people who use violence may attempt in the session 3.2 Establish each person's understanding of essential rules for respectful and safe participation in the process 3.3 Implement strategies to ensure the equal participation and expression of key concerns and issues by each party

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Contemporary research and approaches in the provision of conflict management
- Contemporary research and approaches in responding to needs of Aboriginal and Torres Strait Islander families and communities
- Contemporary research and approaches in responding to needs of Culturally and linguistically diverse families and communities
- Impact of conflict, particularly high and/or ongoing conflict, on children, and the use of child focused and child inclusive techniques to address and minimise these impacts
- Understanding and relevant application within job role context of main concepts of family, couple and child dynamics in normal developmental and abnormal forms
- An understanding of the sources of power imbalances in relationships and an ability to recognise and respond appropriately to the indicators of such imbalances in their clients.
- Procedures and instruments to screen for abuse before and during the dispute resolution process in addition to safety planning requirements and procedures for clients and staff as well as limitations.
- Community, educational or other resources for referral or use within the dispute resolution process
- Self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process
- Range of impacts of separation and divorce on couples, parents, children and other family members
- Knowledge of behaviour and socialisation theories including those which emphasise that thinking patterns can be changed to give people acceptable and constructive alternatives to harmful behaviour
- Understanding of the prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility

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REQUIRED SKILLS AND KNOWLEDGE

- Knowledge which incorporates theories and concepts of planning and control procedures, resource management and risk management
- A knowledge of techniques for dealing with potentially volatile clients and group situations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply dispute diagnostic skills including:
  - recognising indicators of substance abuse
  - recognise and respond appropriately to the indicators of domestic and family violence and abuse and power imbalances in client situations
  - identifying, responding to and managing cultural dimensions of the conflict
  - recognise own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
- Apply relationship skills including:
  - effective liaison and working relationships with other allied professionals
  - establishing and maintaining trust and respect
  - encourage client self determination
  - recognise own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
  - apply age appropriate methods of relating to and eliciting perceptions, information and responses from children who have experienced high levels of parental conflict
- Apply process skills including:
  - conducting appropriate intake procedures and ascertaining appropriateness of mediation for participants
  - assisting participants to articulate concerns, negotiate and develop an agenda
  - assisting participants in converting positions of interest and to explore own underlying interests and become aware of others, particularly children
  - work within a child focused approach.
  - encourage clients to focus on future options and contingencies and to create and assess workable options
  - assist clients to understand consequences of their suggestions and plans
- Use response skills which include maintaining separate confidentiality strategies when working with users of violence, their partner and family members
- Apply assessment skills to identify needs and related issues which impact on user of violence, partner and family members
- Use problem solving skills for a broad range of unpredictable problems involving analysis, assessment, evaluation and the ability to adjust plans and acquire additional resources to assist users of violence, their partner, and/or family

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate skills in dealing with volatile and potentially volatile clients and group situations

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Facilitate separate sessions with a high degree of risk management measures
- Set up and facilitate a video conference
- Seek professional supervision as appropriate
- Apply ethical standards in cases of family violence

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills.
- Observation of workplace performance is essential for assessment of this unit.
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including :
  - facilitated family dispute resolution
  - family conciliation
  - co-facilitated dispute resolution
  - with voluntary and involuntary participants
  - case of parenting and property disputes
  - multiparty dispute resolution
  - complex cases where family violence is/has been a factor

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

Dispute resolution skills involving actual client contact are to be assessed *initially* in simulated settings

- If successful, further assessment is to be conducted during workplace application under direct supervision of an experienced and qualified dispute resolution practitioner
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Family and domestic violence refers to:

- Violent, threatening, patterned and repeated use of coercive or controlling behaviour that occurs in current or past family, domestic or intimate relationships
- This can include not only physical assaults but an array of power and control tactics used along a continuum in concert with one another, direct or indirect threats, sexual assault, emotional and psychological torment, economic control, property damage, social isolation and behaviour which causes a person to live in fear
- The blame for abuse and violence is often wrongly attributed to the person who is subject to the violence leaving them feeling responsible
- The use of abuse and violence is often wrongly and/or excused by external circumstances such as alcohol, unemployment

Specialist assistance may include:

- Supervisors
- Team leaders
- Specialist domestic and family violence workers

Standard protocols that screen for family violence may include:

- Documented questionnaires and procedures for gathering information in relation to risk
- Scripts and preambles
- Defined questions
- Measures and rating scales of risk

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RANGE STATEMENT

Support person may include:

- Friend or relative
- Representative
- Advocate
- Legal representative

Community resources may include:

- Domestic violence services
- Lawyers
- Counsellors
- Community health
- Mental health
- Community welfare agencies
- Child support
- Centrelink
- Child protection agencies
- Children's contact services
- Family relationship centres
- Parent educators
- Behaviour change groups such as alcohol and other drugs (AOD) support groups, users of violence groups

Assess suitability of dispute for resolution processes includes assessment of risk to vulnerable parties, which may involve:

- Processes for evaluating the nature of specific risks to safety for individual clients using tools and structured clinical judgement
- The content of risk may relate to:
  - exposure to further violence
  - mental health issues
  - children's and parenting issues

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RANGE STATEMENT

Risk may include but is not limited to:

- Being physically hurt, intimidated, bullied, harassed or controlled
- Threatened with physical harm, intimidation, bullying or harassment
- Harm or threat of harm to children
- Harm or threat of harm to pets and loved ones
- Harm or threat of harm to property
- Inability or reduced ability to effectively participate in significant events such as compulsory family dispute resolution
- Inability or reduced ability to negotiate free and fair arrangements whether by reason of a history of domestic violence or otherwise
- Having residential address known by a person who uses violence against you

Unit Sector(s)

Not Applicable

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CHCEDS301B Comply with legislative, policy and industrial requirements in the education environment

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCEDS301A Comply with legislative, policy and industrial requirements in the education environment	CHCEDS301B Comply with legislative, policy and industrial requirements in the education environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit covers the skills and knowledge required to participate in quality improvement activities, monitor and obtain feedback on work performance, maintain compliance with legislation and industrial instruments that relate to the education support worker role

Application of the Unit

Application

This unit applies to education support work roles in a variety of education contexts including school or other education industry environment

Work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify legislative and policy requirements	1.1 Access current workplace information that covers the range of *legislation and guidelines* relevant to the job role
	1.2 Confirm with senior staff key requirements of relevant legislation
	1.3 Clarify and confirm understanding of legislation to ensure consistency of interpretation and application
	1.4 Clarify and confirm understanding of legislation integration to form a legislative framework in the *education environment*
	1.5 Obtain advice from supervisor when *conflicting legislative directives* are found

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ELEMENT	PERFORMANCE CRITERIA
2. Comply with legislative and policy requirements	2.1 Undertake work in accordance with requirements of legislation and organisation policies 2.2 Report promptly, incidents of non compliance resulting from breaches of legislation 2.3 Inform authorised persons or bodies of *inadequacies in workplace procedures* which may contribute to non compliance 2.4 Review own conduct and seek feedback from others to confirm continuing compliance with legislation, policy and procedures 2.5 Report *changes to personal circumstances* affecting compliance in a *regulated education environment*
3. Identify and comply with *industrial instruments* relating to the job role	3.1 Identify the industrial award relevant to the job role and identify key responsibilities 3.2 Source and read any relevant certified agreements 3.3 Clarify award conditions with appropriate personnel as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understand and adhere to own work role and responsibilities
- Legislation relating to the education sector, the education support workers role and key requirements of each
- Integration of legislation to form legislative framework for the education environment
- Curriculum and curriculum framework
- Organisations policies and procedures for responding to legislative issues
- Duty of care responsibilities as applies to non teaching staff
- Safe working practices
- Potential hazards and risks for students resulting from breaches of relevant legislation or policy
- Key requirements of Industrial awards
- Relevant code/s of ethics
- Equal employment opportunity and equity and diversity principles

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow school/centre policies and procedures
- Identify inappropriate conduct
- Undertake basic research and evaluation of enabling legislation, awards, certified agreements, workplace policies and work procedures
- Liaise with and report to relevant personnel

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REQUIRED SKILLS AND KNOWLEDGE

- Respond to diversity, including gender and disability in compliance with legislation and policies
- Apply environmental and work health and safety (WHS)
- Undertake self assessment
- Communicate with others involving exchanges of complex oral and written information
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Legislation and guidelines will be specific to the particular education environment and may relate to but are not limited to:	• Public sector employment • Affirmative action • Education and/or training legislation • Codes of ethics/conduct • Child protection legislation • Student protection/safety policies • Employment law • Legislated standards • Information and records management standards • Organisations enabling legislation and regulations • Security, storage, handling and classification of documents • Financial management an accountability • Anti corruption legislation • Anti-discrimination • Professional standards • Employee relations • Duty of care • WHS • Criminal, contract and administrative laws
Education environment may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre
Conflicting legislative directives may include:	• Apparent contradictions between statutes • Apparent conflict between statutes and policy requirements

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RANGE STATEMENT

A regulated education environment includes:	• Schools and other education facilitates where potential employees are required to undergo background checks in compliance with legislation designed to protect students • Schools and other education facilities where the employment of teaching staff and the operation of the facility are regulated by government
Changes to personal circumstances that must be reported may include:	• Any change to the individuals criminal history *- a persons criminal history changes if they are charged or convicted of a criminal offence, whether or not a conviction is recorded* • Student temporarily or permanently residing with staff
Inadequacies in workplace procedures may include:	• Insufficient financial/other controls • Records processes unable to be audited • Ambiguous guidelines • No guidelines or policies • Unnecessary complexities • Use of non current legislation • Inadequate employment procedures • Inadequate/sufficient training • Inaction where an employee's criminal history changes
Industrial instruments may include:	• Awards • Certified agreements • Workplace agreements • Contracts of employment

Unit Sector(s)

Not Applicable

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CHCEDS302A Facilitate implementation of planned educational programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required to assist the teacher /s in delivering planned education programs Classroom level support is provided to ensure the learning environment is inclusive and relevant, and appropriately resourced and maintained

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to planning and preparation of educational program	1.1 Contribute to implementation, planning and preparation in accordance with lesson plan /s and *educational requirements* under guidance of teacher or other education professional 1.2 Show clear understanding of objectives and outcomes of *educational programs* 1.3 Show clear understanding of the relationship of objectives and outcomes of educational programs to learning areas, curriculum and curriculum framework 1.4 Demonstrate compliance with curriculum-related performance management reporting requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate the implementation of planned educational program	2.1 Organise and distribute notes and students' work 2.2 Guide students in the location and use of relevant materials needed to participate in the lesson or activity 2.3 Provide assistance with *general activities* 2.4 Implement *classroom strategies* to support student's individual needs under teacher direction 2.5 Assist students in moving from one piece of equipment to another, if required, according to teacher direction 2.6 Assist the teacher in identifying and representing educational needs of students 2.7 Provide assistance to students in the operation of computers during the delivery of planned education program
3. Contribute to a consistent and stable learning environment	3.1 Understand and implement classroom routines appropriately 3.2 Explain routines and give support to parent/carer helpers as required 3.3 Undertake responsibilities and duties in a positive manner to promote cooperation and good relationships 3.4 Provide suggestions for environmental modifications to suit the individual needs of students in accordance with established guidelines 3.5 Assist teacher in understanding when there is communication difficulty between them and a student
4. Contribute to individual and group *assessment* in consultation with the teacher	4.1 Record and report observations as specified in the job role 4.2 Provide contributions to reviews/case conferences of students when requested 4.3 Encourage, acknowledge and act upon constructive student and teacher feedback

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Education system's policies and procedures
- Structure of the education system
- School/centre's policies and procedures
- Curriculum and curriculum framework
- Duty of care responsibilities
- Safe working practices
- Potential hazards and risks for students
- State and federal legislative and regulatory requirements
- Industrial awards and duty statements
- Relevant code/s of ethics
- Cultural and linguistic background of students and families
- Developmental milestones of children/young people (cognitive, motor, language, social, emotional)
- Child management techniques
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self identity
- Understand own work role and responsibilities

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective application of skills in:
  - team work
  - negotiation
  - communication/interpersonal skills of questioning, informing, listening and

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REQUIRED SKILLS AND KNOWLEDGE

discussing
- organisation planning, administrative support skills
- time management skills
- active listening
- study skills

- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the working environment
- Liaise with and report to relevant personnel
- Apply knowledge of learning and development to role and responsibilities
- Support the implementation of planned education programs
- Contribute to the assessment of students
- Support and encourage a positive approach to learning
- Communicate with children/young people verbally and non-verbally to set and apply appropriate limits, taking into account the child/young person's age, development, culture and needs whilst valuing individuality and differences

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessments can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Educational environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special educational centre
- Community education centre

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RANGE STATEMENT

General activities may include:

- Hearing student reading
- Writing
- Cutting
- Pasting

Educational requirements will vary according to such variables as:

- Students from a range of ethnic backgrounds
- Aboriginal or Torres Strati Islander students
- Students with a disability or disabilities
- Students who are learning English as their second or later language
- Students with special social, emotional, health and / or psychological needs
- Age and ability of students
- Personal characteristics of students
- Individual learning styles of students

Educational programs may include:

- Literacy and numeracy
- Remediation skills
- Life skills
- Communication and speech
- Individual and class social skills
- Arts
- English
- Health and physical education
- Languages other than English
- Mathematics
- Science
- Society and environment
- Technology and enterprise
- Therapy programs

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RANGE STATEMENT

Classroom strategies may include:

- Peer tutoring
- Multi-level teaching
- Cross-curricular teaching
- 'Buddy' support systems
- Small group instruction
- Individualised instruction
- Intensive instruction
- Demonstration
- Vertical grouping
- Peer modelling
- Individual/group assessment

Assessment includes:

Assessment tasks that are:

- Related to planned learning outcomes
- Integrated within and/or across sequences of learning experiences
- Designed to be inclusive of all students and allow students to demonstrate achievements in a variety of ways
- Designed to provide students with clear and constructive feedback on performance within an appropriate timeframe
- Designed to encourage student/peer monitoring and reflection where appropriate
- Planned and conducted in accordance with school/centre policies

Unit Sector(s)

Not Applicable

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CHCEDS303A Contribute to student education in all developmental domains

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by a teacher assistant to contribute effectively to the education of students in all developmental domains Supportive strategies acquired will enable high quality student focused learning to be delivered

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the physical development of students	1.1 Identify the stages of physical development within each phase of the Curriculum Framework 1.2 Use appropriate strategies, materials and resources to support physical development according to the school/centre policy and procedure 1.3 Report concerns about a child's physical development to the teacher in accordance with the school/centre policy and procedure 1.4 Identify the link between physical development and the learning areas in the curriculum framework

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ELEMENT	PERFORMANCE CRITERIA
2. Support the social and emotional development of students	2.1 Identify the stages of social and emotional development within each phase of development in the curriculum framework 2.2 Use appropriate strategies, materials and resources to support social and emotional development 2.3 Report concerns about a child's social and/or emotional development to the teacher in accordance to the school/centre policy and procedure 2.4 Identify the link between social and emotional development and the learning areas in the curriculum framework
3. Support the cognitive and language development of students	3.1 Identify the stages of cognitive and language development within each phase of development in the curriculum framework 3.2 Use appropriate strategies, materials and resources to support cognitive and language development 3.3 Report concerns about a child's cognitive and/or language development to the teacher according to school/centre procedure 3.4 Identify the link between social and emotional development and the learning areas in the curriculum framework

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ELEMENT	PERFORMANCE CRITERIA
4. Contribute to the inclusion of all students into the classroom and community	4.1 Encourage students to recognise and affirm differences in personal learning styles and abilities according to established guidelines 4.2 Liaise effectively with the teacher or other appropriate person concerning special requirements for an individual student 4.3 Assist students from culturally or linguistically diverse backgrounds in orientating themselves to formal and informal school/centre structures 4.4 Implement language programs fro students from linguistically diverse backgrounds 4.5 Identify various approaches to study and learning by culturally diverse students and those with different abilities 4.6 Demonstrate awareness of school/centre inclusive policy and procedure

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Education system's policies and procedures
- School/centre's policies and procedures
- Inclusive schooling policies
- Curriculum and curriculum framework
- Duty of care responsibilities
- Relevant codes of ethics
- Cultural and linguistic background of students and families
- Developmental stages of children/young people in the physical, cognitive, language, social and emotional domains
- Strategies to support the stages of development in each domain
- Materials and resources to support the stages of development in each domain
- How children learn
- Child management techniques
- Positive behaviour guidance strategies
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self identity
- Understand own work and responsibilities

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective application of skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- team work
- negotiation
- communication/interpersonal skills of questioning, informing, listening and discussing
- organisation planning, administrative support skills
- time management skills
- active listening

- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the working environment
- Liaise with and report to relevant personnel
- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Implement strategies to support the development of students
- Support and encourage a positive approach to learning
- Support an inclusive environment
- Respond effectively to behaviours
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Education environments may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special educational centre
- Community educational centre

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RANGE STATEMENT

School/centre requirements may include:	• School/centre priorities • Parent requests • Limitations of resources
Student educational requirements will vary according to variables such as:	• Students from a range of ethnic backgrounds • Aboriginal or Torres Strait Islander students • Students with a disability or disabilities • Students with special social, emotional, health and/or psychological needs • Age and ability of students • Personal characteristics of students • Individual learning styles of students
Positive behaviour may be promoted by:	• Verbal comments and attention • Appropriate physical contact e.g. hugs • Providing physical and psychological space • Opportunities to suit the child's preferences • Opportunities to 'let off steam' are created • Acknowledgement and encouragement • Talking about feelings • Anticipating trouble and re-directing or distracting child • Modelling
Behavioural guidelines may cover:	• School/centre procedures • Out of bounds areas • Expectations about behaviour with other children/adults • Positive feedback • Procedures for health and safety

Unit Sector(s)

Not Applicable

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CHCEDS304A Contribute to organisation and management of classroom or centre

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required for a teacher's assistant to provide limited organisational support in an educational environment Work is undertaken under limited supervision and generally within a team environment

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Practise effective administrative processes	1.1 Manage day-to-day *duties and tasks* within an acceptable timeframe and according to *school or centre procedures and policies*
	1.2 Use effective communication strategies to prevent misunderstandings
	1.3 Communicate progress of task as required and seek feedback on work performance
	1.4 Seek assistance from relevant colleague when difficulties arise in achieving allocated tasks

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ELEMENT	PERFORMANCE CRITERIA
2. Select and utilise equipment effectively	2.1 Identify and access required *equipment* to complete task, following instructions as required 2.2 Check equipment for serviceability in accordance with equipment instructions 2.3 Operate equipment in accordance with manufacturer's instructions and following instructions as required 2.4 Operate and maintain specialist equipment for students with particular needs according to direction and student need 2.5 Identify equipment faults and take action to ensure equipment is repaired in accordance with manufacture's instructions 2.6 Report repairs outside education support worker's responsibility to the appropriate persons
3. Prepare and maintain teaching aids, materials and resources	3.1 Prepare and maintain materials and resources for use in classes, displays and demonstrations effectively 3.2 Correctly estimate the quantities and resources to complete the task 3.3 Design and produce teaching aids according to direction 3.4 Ensure correct and efficient use of supplies 3.5 Perform clean-up duties as required according to set procedures
4. Monitor classroom supplies	4.1 Monitor stock levels to allow timely re-ordering in accordance with school/centre procedures and individual responsibility as required by job role 4.2 Obtain information on appropriate equipment or supplies required for lessons and activities as required 4.3 Report discrepancies to the appropriate person/s

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ELEMENT	PERFORMANCE CRITERIA
5. Process and maintain information (documents and records)	5.1 Process *information/documentation* in accordance with defined timeframes, guidelines and procedures 5.2 Observe school/centre security and confidentiality procedures for handling information
6. Operate computers, printers and current technological equipment used in classroom activities	6.1 Operate computers, printers, and current technological equipment in accordance with school/centre procedures and policy and manufacturer's instructions 6.2 Use software in accordance with school/centre procedures and policy and the manufacturer's / author's instructions 6.3 Identify basic functions and features using system information
7. Contribute to the organisation and coordination of school/centre activities	7.1 Conduct excursion planning, including travel arrangements and booking of appropriate facilities in accordance with school / centre procedures and guidelines and job role 7.2 Support *school/centre-related activities* in accordance with teacher direction, *safety and legal requirements*, school/centre policy and procedures and job role 7.3 Supervise students as directed by teacher during out of class activities 7.4 Organise equipment, materials and resources in accordance with teacher direction and school/centre policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Education system's policies and procedures
- Structure of the education system
- Curriculum and curriculum framework
- School/centre's policies and procedures
- Duty of care responsibilities
- Safe working practises
- Potential hazards and risks for students
- State and Federal legislative and regulatory requirements
- Industrial awards and duty statements
- Types of equipment and technology used in school/centres
- Understand own work role and responsibilities

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective application of skills in:
  - team work
  - negotiation
  - communication / interpersonal skills of questioning, informing, listening and discussing
  - organisation planning, administrative support skills
  - time management skills
  - active listening
  - safe work practices
  - using current technology including computers
  - word processing
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the working environment
- Liaise with and report to relevant personnel

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REQUIRED SKILLS AND KNOWLEDGE

- Apply knowledge of learning and development to role and responsibilities
- Use equipment, including computers and other current technology, effectively
- Prepare and maintain resources
- Support school/centre activities within own work role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - computers and other technology

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Duties and tasks may include:

- Duties/tasks defined in the job profile/job description
- Other duties requested of the Assistant by the teacher or Principal
- Administration and/or handling of money

School or centre procedures and policies may include:

- Education system's (government or non-government) policies and procedures
- Individual school's and / or centre's policies and procedures
- Goals, objectives, plans, systems, and processes
- Quality management policy and practice
- Relevant health regulations and guidelines
- State and federal legislation which impacts on the school/centre's operation such as occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

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RANGE STATEMENT

Equipment may include:

- Overhead projector
- Radio/cassette player
- CD players or Personal Listening devices
- Digital camera
- Television and VCR/DVD
- Photocopier
- Fax
- Telephone/answering machine
- Intercom
- Calculator
- Computer (PC or Laptop)
- Printer/zip drive/modem/scanner
- Filing systems

Information/documentation may include:

- Correspondence (faxes, memos, letters, email)
- Computer databases (library catalogue, student records)
- Computer files (letters, memos and other documents)
- Forms
- Invoices (from suppliers)
- Personnel records (personal details)
- Minutes of meetings

School/centre's requirements that relate to computer procedures may include:

- Log-on procedures
- Correctly identifying and opening files
- Locating data
- Saving and closing files
- Storing data
- Manufacturer's guidelines
- Security procedures
- Despatching and collecting procedures
- Procedures for updating records

Sources of help may include:

- Help function
- Assistance from another staff member
- Searching on an internet search engine

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RANGE STATEMENT

School/centre related activities may include:	• Functions • Excursions • Assemblies • Sporting events • Clubs (arts, drama, book)
Safety and legal requirements may include:	• Staff ratios • Behavioural or medical problems • Duty of care responsibilities • 'Sunsafe' policy • High risk activities • Weather • Location of activity

Unit Sector(s)

Not Applicable

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CHCEDS305A Support the development of reading skills

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit is focuses on the role of the education support worker in providing assistance to students who need additional support with their reading

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify what readers do when they read	1.1 Identify *general skills and knowledge required by readers to make meaning of texts* 1.2 Identify various *genres* that may be read 1.3 Identify *reading process* according to teacher-specified guidelines and the level of student abilities 1.4 Identify the *purposes for which readers read*
2. Select appropriate texts for student readers	2.1 Select *texts* for specific purposes according to criteria developed by teachers 2.2 Select texts under teacher direction according to students' ability
3. Implement a reading support program	3.1 Implement a reading program as directed by the teacher 3.2 Use *running records* or other agreed systems to record students' reading as directed by the teacher 3.3 Maintain student confidentiality at all times

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ELEMENT	PERFORMANCE CRITERIA
4. Support student reading program	4.1 Develop reading *support strategies* to meet individual student needs in consultation with teachers 4.2 Implement *support procedures* for readers in accordance with reading program and teacher guidelines 4.3 Support students' reading ability according to program guidelines and report progress regularly to teachers 4.4 Use support procedures to encourage the development of self reliance in students

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Policy, procedure and legislative issues affecting performance as education support workers
- Understanding of the support required by developing readers and a range of strategies that can be used to encourage independent reading
- Roles and responsibilities to education support workers and teachers in providing reading support to students
- A range of effective communication strategies for use with students and teachers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Be empathic and culturally sensitive when responding to students
- Use literacy of a level that supports the identification and collation of reading materials as directed by teaches

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REQUIRED SKILLS AND KNOWLEDGE

- Complete a sequence of tasks with direction and support from the teacher
- Interpret information from written and/or verbal directions
- Undertake simple research to identify appropriate texts and record information as appropriate
- Problem solve with respect to choosing an appropriate response, identifying problems, selecting an effective solution
- Communicate with active listening skills, give clear directions and/or instructions, frame questions to elicit thoughtful responses, express an opinion, suggest improvements to strategy/methods for assisting/supporting students and teachers
- Manage time to provide support to learners as guided by teachers
- Work in a team (e.g. consultation with the teaching team and other education support workers on workplace procedures and new approaches to accommodate individual student requirements)

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Identify what readers do when they read
- Select texts appropriate to teacher and student needs
- Implement a reading support program as directed by the teacher
- Maintain and complete required records accurately

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

General skills and knowledge required by readers to make meaning of texts may include:

- Ability to comprehend and use the language systems of the texts
- Ability to access the text (visually, physically, Braille etc.)
- Knowledge that specific texts types have their own generic structure
- Understanding that all texts convey information
- Understanding that texts are created and read for specific personal, social, scientific, cultural and aesthetic purposes
- Ability to understand the purposes of reading:
  - to enjoy
  - to appreciate
  - to critically evaluate
  - to reflect on texts to develop greater understanding
  - for research
  - to gain information
  - to compare ideas and/or theories
  - to obtain instructions/directions

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RANGE STATEMENT

Genres of texts may include:

- Literary texts - characterised by the aesthetic use of language and the imagination to explore understandings about human experience though real and imagined (including virtual) worlds

  Examples of literary texts include:

  - narrative picture books
  - novels/e-books/sort stories
  - poems (ballads, lyrics, sonnets)
  - plays/drama
  - song lyrics
  - biographies/autobiographies
  - feature films
- Everyday texts - those associated with education, leisure, work, family, and daily life:
  - factual texts/reference books/dictionaries
  - DVDs (feature films)
  - web-linked computer games
  - personal email/on-line discussions/SMS messages
  - letters/reports
  - catalogues/advertising
- Mass-media texts - those produced in a variety of paper and electronic media for a mass audience:
  - television programs
  - newspaper stories
  - magazine features
  - radio talkback
  - television news
  - feature films
  - web pages

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RANGE STATEMENT

Reading process may include:

- Using cues - we get cues from:
  - Within ourselves:
    - our language abilities
    - our knowledge and attitudes
    - within the text
    - knowing what makes sense (meaning - semantics)
    - knowing the way things are said (grammar - syntax)
  - Within the words:
    - knowing the word by sight
    - working out how to day the word
    - phonics -sounding it out
    - structural analysis - breaking it up into parts
- Non-visual information:
  - knowledge of words - e.g. meanings and correct usage
  - knowledge of language - e.g. sentence structure, grammar
- Visual information:
  - print/starting point/direction of reading
  - illustrations/diagrams/tables/photographs
- Predicting - meaning; selecting cues
- Checking - sampling text
- Confirming - if the reading makes sense
- Correcting - if the reading does not make sense by:
  - rethinking
  - rereading
  - integrating - (fitting the new knowledge with prior knowledge to confirm understanding)

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RANGE STATEMENT

Purposes for which readers read may include:	• To access information • To enjoy a specific use of words (poetry, description) • To appreciate new perspective • To confirm understanding • To obtain instructions/directions • To enjoy • To fire the imagination • To be able to discuss the texts with others • For social purposes e.g. signs, invitations, advertisements
Running records refer to:	• Running records are a means by which a record of a student's reading may be captured through the use of a specific set of symbols that can be quickly noted by the listener • The use of running records by education support workers may not be desired by all teachers • Education support workers would need to learn the system of symbols, practice until their use is automatic and determine with the teacher/s how this record-keeping tool should be used • Teachers undertake evaluation of students' reading of the texts and may use a running record made by an education support worker to inform the evaluation
Support strategies for use by those listening to reading should be used in the following order and may include:	1. Encouraging self-correction 2. Use of context clues 3. Reading on 4. Re-reading 5. Sounding out

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RANGE STATEMENT

Procedures for supporting beginning and developing readers (*determined by ability, not age*) *may include*:

- Introduce the text:
  - student chooses from a range of teacher-selected texts, made available for reading and re-reading with support and independently
- The first reading:
  - education support worker reads the text
  - education support worker and student share responses to the text
- The second reading:
  - education support worker and student read together
  - student may 'take off' on his/her own
- Supported reading:
  - student attempts to read independently
  - education support worker becomes a listener
  - education support worker waits and observes
  - education support worker gives clues and supports the student's use of strategies such as re-reading, self-correction, reading on, using phonetic elements

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RANGE STATEMENT

Procedures for supporting developing readers may include:

Stage 1

- Introduction:
  - student chooses from a range of teacher-selected texts, made available for reading and re-reading with support and independently
  - discussion of subject matter, author, type of text
- Setting the scene:
  - education support worker and student read together
  - discussion of vocabulary, characters, setting and relevant facts to confirm understanding
- Shared reading:
  - education support worker and student read together
  - education support worker and student read alternate pages or alternate paragraphs
- Independent reading:
  - supported reading (using support strategies detailed above)
  - frequent discussion of text

Stage 2

- Silent reading:
  - education support worker and student read section of text silently
  - education support worker and student discuss their understanding of the passage

Suitable texts for beginning readers may include the following attributes:

- Both fiction and factual texts
- Topics within the experience and culture of the student
- Uncluttered page layout with consistent placement of text -helps focus on print
- Diagrams/illustrations support the text - aids prediction
- Familiar signs and/or advertisements
- Rhythmical language and repetitive structure
- Short time-line required to finish

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RANGE STATEMENT

Texts for beginning/developing readers may include the following attributes:

- More complex vocabulary and sentence pattern
- Topics cover wider field - sometimes outside the student's experience
  - real life and imaginative books, articles and digital texts, traditional tales from other cultures and non fiction
  - longer timeline
  - direct speech
  - illustrations support text but don't carry story and diagrams/photographs support factual text
  - text encourages the learner too use all cue systems - graphophonic (letter/sound relationships), semantic (meaning) and syntactic (sentence structure)
- Increased sentence length; more text per page; paragraphs

Factual texts and picture books for older beginning readers may include the following attributes:

- Strong relationship between text and illustrations/diagrams/graphics
- Amount of text on each page suitable for reader
- Topics of interest relate to students chronological age
- Amount of text in whole book allowing frequent re-reading supporting the practice required to build confidence, knowledge of core words and feeling of success
- Vocabulary familiar through own use or discussion, thus aiding prediction

Unit Sector(s)

Not Applicable

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CHCEDS306A Support the development of writing skills

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit focuses on the role of education support workers in providing assistance to students in all phases of learning who need additional support with their writing

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify what writers do when they write	1.1 Identify *links between reading and writing* 1.2 Identify *skills and knowledge required by writers* 1.3 Explain the *use of genre in writing* 1.4 Identify writing processes according to specified guidelines and practices selected by teachers
2. Implement a writing program	2.1 Provide a writing program as directed by the teacher/s 2.2 Identify and implement optimum conditions for student development of specific writing skills with guidance from teacher/s 2.3 Maintain *writing records* in accordance with program/teacher guidelines 2.4 Maintain student confidentiality at all times

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ELEMENT	PERFORMANCE CRITERIA
3. Support student writing program	3.1 Determine *support strategies* to accommodate writers' ability according to teacher guidelines based on results from the organisation's formative and diagnostic assessment 3.2 Use *relationships between reading experiences and writing* to enhance the writing process 3.3 Implement *support for writers* in accordance with writing support program specifications and teacher/s directions 3.4 Evaluate students' writing ability according to writing program guidelines and teacher directions 3.5 Encourage and *support* students to become independent writers
4. Support accurate use of spelling, grammar and punctuation	4.1 Encourage students to check final written work for spelling, grammar and punctuation errors 4.2 Provide guidance and encouragement through the use and demonstration of *resources* 4.3 Use strategies in accordance with teacher evaluation of students' needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The relationships between reading and writing
- How to apply strategies to develop student's writing skills
- The purpose of formative and diagnostic assessment
- The role of the education support worker in providing writing support to students
- Policy, procedure and legislative issues affecting performance as education support workers
- A range of effective communication strategies for use with students and teachers
- A general knowledge of genres and writing styles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify the relationships between reading and writing
- Implement writing support strategies as directed by the teacher
- Implement writing support programs to support writers at various stages of development
- Maintain and complete required records

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Support the identification and collation of writing material at the appropriate level for students
- Complete a sequence of tasks with direction and support from the teacher

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REQUIRED SKILLS AND KNOWLEDGE

- Interpret information from written and/or verbal directions
- Solve problems with respect to choosing the appropriate response, identifying problems, selecting an effective solution and empathy and cultural sensitivity in responding to students
- Communicate with active listening skills, give clear directions and/or instructions, frame questions to elicit thoughtful responses, express an opinion, suggest improvements to strategy/methods for assisting/supporting students and teachers
- Manage time to provide effective support to learners as guided by teachers
- Consult with teachers and other colleagues to accommodate individual student requirements
- Use sound grammar, punctuation and spelling

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Links between reading and writing may include:

- Experience with various texts as a reader provides models for use as a writer
- Visual models of pages, paragraphs, sentences, gleaned from reading various materials help develop skills to structure own writing
- Reading aloud, or listening to texts, poems and stories develops a sense of the rhythms of language that can be used to test the effectiveness of own writing
- The effectiveness of different genres is demonstrated by reading examples of each
- The ways in which words are combined to make meaning are demonstrated as students construct meaning from texts
- Exploration of the use of alternative effects such as visual images on the creation of meaning in a text

Use of genre in writing novels involves:

- Creating text in a format that supports the purpose of the writing and assists the reader to make meaning
- Using accepted structures for the writing e.g. scientific reports, minutes of meetings, poetic conventions, newspaper articles, novels, short stories
- Using a particular style of language
- Inclusion or non-inclusion of graphics / illustrations / photographs / diagrams

Writing records refers to:

- Beginning writers record of independent writing
- Record of spelling words for beginning writers
- Record of spelling words for developing writers
- Annotated collection of writing samples (dated, support provided, etc)

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RANGE STATEMENT

Support strategies for developing writers may include:

- Provide individual support to identify the links between students' reading experiences and writing tasks
- Make the writing process explicit when working with the student
- Model different types of writing
- Support the student plan the writing task (who they are writing for, why they are writing the piece, what the message is)
- Support the student in editing their writing by providing various strategies that may be useful (questions about the writing, its effectiveness in conveying the message, choice of words, length of paragraphs, etc)
- Use technical strategies such as spelling, punctuation and word processing conventions
- Provide support to students in identifying links between their reading and writing tasks
- Encourage the student to read
- Discuss the features of the writing with the student
- Encourage the reader to build what has been read (content/structure) into a writing plan
- Discuss what the student will write about
- Prompt the composition of sentences
- Encourage the student to write simple sentences/paragraphs
- Assist with spelling, punctuation , vocabulary - clarifying meaning, use of technical terminology, listing topic related vocabulary
- Support and encourage the student o continue to gain independence in the writing process
- Assist with research, note taking and gathering information
- Encourage and assist with reading, re-reading, editing and proof reading what has been written
- Encourage self-questioning techniques
- Encourage and promote student success
- Assist with the correct use of editing functions such as spell check, cut and paste, formatting in electronics texts

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RANGE STATEMENT

Support strategies for intermediate writers may include:

- Understand the structure and purpose of different types of different types of genre
- Use assistive technology such as Text help
- Note-taking that is in line with the generic structure/organisation of the text
- Editing strategies such as self questioning techniques and RRAD (Rethink, Recognise, ADD and delete)
- Proof reading strategies for technical aspects of writing including spelling, punctuation and computer conventions
- Use appropriate vocabulary e.g. accurate scientific terms in a science report, level of formality required for the text
- Sentence structure comprehension
- Audience awareness
- Awareness of basic grammar
- Basic research skills e.g. identify the main idea, highlight key words, access reference books/websites
- Use of word classes:
  - nouns
  - pronouns
  - verbs
  - adverbs
  - adjectives
  - prepositions
  - conjunctions
  - articles

Resources that students may be taught and encouraged to use include:

- Dictionary
- Spell checker
- Thesaurus
- Encyclopaedia
- Exemplar texts from a range selected by the teacher

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Unit Sector(s)

Not Applicable

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CHCEDS307A Support the development of numeracy skills

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit focuses on the role of the education support worker in implementing numeracy programs as identified by the teacher to assist students requiring additional numeracy support

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply developmental and learning approaches to basic numeracy skills under supervision of teacher	1.1 Identify the *skills and knowledge* required by students to make meaning of numbers and basic computations 1.2 Identify numeracy processes that are relevant and appropriate to the student's ability and year level according to specified guidelines and practices of the school 1.3 Identify links between mathematical/numeracy processes and maths support strategies 1.4 Apply *learning models and language* to meet student needs
2. Implement a numeracy support program	2.1 Provide a numeracy support program as directed by the teacher, to meet the individual needs of students whilst taking into account their preferred learning styles 2.2 Select and implement *activities to support understanding* of numbers, use of number computations, measurement and numerical data 2.3 Record students' development in accordance with program/school guidelines 2.4 Maintain student confidentiality at all times

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ELEMENT	PERFORMANCE CRITERIA
3. Support student numeracy programs	3.1 Determine support strategies to accommodate student's ability according to education guidelines and teacher requirements 3.2 Evaluate student's numeracy ability with the teacher according to program guidelines and the outcomes of the approved formative and diagnostic assessment processes 3.3 Implement support procedures for numeracy students in accordance with developed program specifications and teacher/school's guidelines 3.4 Encourage the development of self-reliance in numeracy through positive feedback

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic mathematical concepts and operations relevant to the year levels and the needs of students
- Language associated with numeracy and mathematical operations
- Questions to encourage critical thinking about mathematics and its use as a learning tool
- Policy, procedure and legislative issues affecting performance as education support workers
- The role of education support personnel in providing mathematics support to students
- A range of basic communication strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Analyse what the students are doing when working mathematically and apply an appropriate model of learning to develop the student's numeracy skills
- Implement numeracy support strategies appropriate to the year level as directed by the teacher
- Implement numeracy support programs to support a range of students who may be at various levels as directed by the teacher
- Maintain and complete workplace records

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate sound mathematical skills applicable to the year levels in which they

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REQUIRED SKILLS AND KNOWLEDGE

operate, i.e. early childhood, primary, secondary

- Demonstrate empathy and cultural sensitivity in responding to students
- Demonstrate literacy abilities of a level that supports the identification and collation of mathematical support material
- Demonstrate problem solving techniques
- Demonstrate interpersonal communication (e.g. active listening, giving clear directions and/or instructions, expressing an opinion, suggesting improvements to strategy/methods for assisting/supporting students and teachers
- Manage time to provide support to learners as guided by teachers
- Consult with the teaching team and other education support workers on workplace procedures and new approaches to accommodate individual student requirements
- Complete a sequence of tasks with direction and support from the teacher
- Interpret information from written or verbal directions

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Skills and knowledge required to work mathematically across a range of developmental levels include:	• Identifying the mathematics on a range of situations from real life to purely mathematical • Identifying opportunities to apply mathematical knowledge, procedures and strategies (including increased use of technologies) • Predicting possible outcomes of investigations • Using mental computations strategies • Resolving problems with imaginativeness and inventiveness • Estimating, measuring and calculating • Interpreting and using a range of mathematical representations • Visualising mathematical ideas • Constructing physical modes to represent mathematical ideas, thinking and reasoning • Interpreting and following mathematical instructions • Representing mathematical ides in different ways • Posing problems and justifying solutions • Checking the reasonableness of conclusions and answers; and • Communicating and justifying them
Learning models and language refer to:	• These will depend upon the level of the students and the practices of the teachers • Education support workers are expected to introduce, explain and model the correct mathematical terms (as determined by teachers) and encourage students to use them appropriately

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RANGE STATEMENT

Activities to support understanding and numeracy development in students may include:	• Demonstration/modelling: discuss with the student the purpose of the learning experience • Allowing students to work it out, giving time, questioning, motivating, listening purposefully • Guided practice: work together with the student on the learning activity • Independent practice: allow the student to complete the learning activity on his/her own • Discuss the activity with the student by using open questions that encourage the student to reflect on their learning, understanding, problem solving

Unit Sector(s)

Not Applicable

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CHCEDS308A Support the development of oral language skills

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit focuses on the role of the education support worker assisting students who need additional support to develop their oral language skills

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide opportunities to stimulate the students language development	1.1 Provide *opportunities to listen to language* that reflects the age, interests and needs of the student 1.2 Use language that is relevant to the student's culture and background 1.3 Link language development to all school activities 1.4 Select *resources to support language skills* according to criteria established by the teacher and appropriate to the student's age, interests and needs
2. Implement language support program	2.1 Provide a language program as directed by the teacher or speech pathologist 2.2 Implement language program according to program specifications 2.3 Model language that is appropriate to the audience, situation, purpose and place 2.4 Use *communication strategies* that include verbal and non-verbal methods 2.5 Maintain student confidentiality in accordance with program/school guidelines

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ELEMENT	PERFORMANCE CRITERIA
3. Support student language program	3.1 Extend student's language through conversation, active listening and responding 3.2 Encourage students to express their thoughts, feelings and words 3.3 Provide opportunities to explore non-verbal forms of communications 3.4 Provide *opportunities to interact with others* through language 3.5 Determine students' *understanding of language* by listening, observing conversations and questioning 3.6 Demonstrate to the student the different *functions of language*
4. Assist students with specific communication needs	4.1 Identify communication needs in consultation with the classroom teacher 4.2 Use alternative communication techniques/strategies as directed 4.3 Promote and encourage integration and participation in class activities 4.4 Seek specialised assistance wherever required and available

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Areas of language development of a young person e.g. listening, speaking, non-verbal expression, viewing, writing
- Policy, procedure and legislative issues affecting performance
- Implications of cultural issues in the classroom/recreation areas
- Culturally based expectations about communication
- Alternative communication systems

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Stimulate students to speak, taking into account additional language needs, age, development and culture of the student
- Interact in a positive and supportive manner with the students
- Implement a language support program as directed by the teacher or speech language pathologist

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply strategies for developing comprehension and expression in students
- Apply interpersonal skills (e.g. listening and understanding directions, giving clear directions and/or instructions, expressing an opinion, suggesting improvements to strategy/methods for assisting/supporting students and teachers)
- Empathise and be culturally sensitive

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REQUIRED SKILLS AND KNOWLEDGE

- Use teamwork skills - working with teachers and students
- Complete a sequence of tasks/activities given direction and support from the teacher
- Interpret information from written and/or verbal directions
- Problem-solve by choosing appropriate responses, identifying problems, consulting with personnel
- Manage time effectively

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Opportunities to listen to language may include:

- Rhymes, poems, stories
- Language games
- Music
- Dramatic play
- Film, video, television
- Everyday conversations
- Discussions
- Transactions
  - greetings
  - shopping
  - directions
  - instructions

Resources to support language skills may include:

- Materials that stimulate verbal response
- Materials that extend understanding of vocabulary
- Pictures, poster, displays
- Books: fiction, non-fiction, picture
- Magazines, newspapers, comic books
- Bilingual charts, books
- Interesting objects
- Spoken word tapes
- Songs

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RANGE STATEMENT

Communication strategies may include:

- Verbal and written communication
  - phrases and jargon that the student uses
  - naming used by family or friends/peers
  - language specific to an area of the student's interest e.g. football/fashion
  - language suitable for he student's age and level of comprehension
  - language appropriate to each particular situation
  - language that takes into account additional learning needs
  - group or individual discussions
  - listening to informal conversation/chatting
  - volume to suite situation and audience size
  - intonation
  - articulation
  - pronunciation
  - tone of voice
  - awareness of word order patterns in Standard Australian English
- Non-verbal communication
  - working at the same level as the student e.g. sitting at the student's desk or on the floor
  - proximity to the student
  - eye contact/no eye contact
  - body language
  - facial expression

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RANGE STATEMENT

Opportunities to interact with others include:	• Reading stories/books/poetry/rhymes aloud • Reading stories/books that contain references to familiar objects or topics of interest to the student • Labelling objects and speaking in simple sentences • Responding with clear and simple answers • Involving student in songs, rhymes, poetry, plays and jokes • Involving the student in one-on-one conversations • Encouraging students to talk about what they are doing, what they like, how they feel • Encouraging students to ask questions to gather information • Encouraging participation in group discussions • Providing opportunities fort he student to speak in public and privately, with other students and adults
Understanding of language refers to:	• Age and stage of development of the student • The situation (formal, informal)
Functions of language may include:	• Informative - communicating information • Expressive - communicating or generating feelings and emotions • Directive - giving instructions or asking questions that will elicit an action/response

Unit Sector(s)

Not Applicable

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CHCEDS312A Work with diversity in the education environment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for individuals without supervisory responsibilities to work effectively with diversity

It includes recognising and valuing individual differences and working effectively with diverse clients and colleagues

Application of the Unit

Application

In practice, working with diversity is demonstrated in the context of other work activities, such as working effectively in the organisation, upholding the values of the organisation, contributing to the work team and delivering services

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise and value individual differences	1.1 Explore *diversity* to identify attributes that may be of benefit tot he school and its community 1.2 Assist *colleagues* to acknowledge and use their diverse attributes to contribute to work teams, educational outcomes and delivery of services 1.3 Use work practices that are inclusive and benefit educational outcomes, community relationships and the work environment 1.4 Identify and respond to student diversity in accordance with *legislation, policy and guidelines*
2. Work effectively with diverse students and colleagues	2.1 Develop and use a range of *communication styles* to respect and reflect the diversity of the school 2.2 Comply with the requirements of legislation, policies and guidelines relating to workplace diversity is demonstrated through personal conduct in the workplace 2.3 Seek and act upon feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Benefits of diversity of the school community and in the workplace
- Principles and practices of cultural awareness and cross-cultural communication
- How to locate legislation, policies and guidelines related to diversity
- Requirements of anti-discrimination legislation
- Direct and indirect discrimination, such as dress codes that exclude certain groups (e.g. requiring male staff to be clean shaven would indirectly discriminate against Sikhs)
- Own cultural assumptions and their effect on work practices and behaviour
- Legislative definitions of diversity
- Principles and practices of cultural awareness and cross-cultural communication
- Equal employment opportunity, equity and diversity principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use a range of communication styles to suit different audiences and purposes
- Communicate effectively with people from diverse backgrounds
- Respond to diversity, including gender and disability
- Access and read formal documents such as legislation and polices related to educational work environments
- Access legislation and codes of conduct electronically or in hard copy
- Seek feedback and act upon it
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials
  - legislation, regulations, policies and guidelines
  - definitions and benefits of workplace diversity
  - organisation's values and codes of conduct
  - organisation's procedures and protocols
  - current information on diversity issues

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Diversity may include:

- Age
- Cultural background
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Gender
- Interests
- Interpersonal approach
- Language
- Learning styles
- Life experience
- Marital status
- Personality
- Physical capability
- Political orientation
- Race
- Religious belief
- Sexual orientation
- Sexual identity
- Socioeconomic background
- Thinking styles
- Work experience
- Working styles

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RANGE STATEMENT

Colleagues may include:

- Peers
- Teachers
- Trainees
- School support staff
- Work experience personnel
- Supervisors and school management
- External stakeholders including parents, students community groups etc.

Legislation, policy and guidelines may include:

- Codes of conduct/ethics
- Community guidelines, policy and practices that may exist within specific cultural or ethnic communities
- Disability Discrimination Act 1992
- Education Standards 2005
- Human Rights and Equal Opportunity Commission Act 1984
- Privacy Act 1988
- Public sector management acts
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- State/territory legislation addressing diversity issues
- The organisation's plans strategies and policies relating to diversity
- Workplace diversity guidelines
- Workplace Relations Act 1996

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RANGE STATEMENT

Communication styles may include:	• Pace of delivery varied to audience needs • Clear articulation • Checking that the message is understood • Use of eye contact or no eye contact, dependant on the situation • Non-verbal communication techniques e.g. gestures, facial expressions, signing, positioning • Written communication in a language other than English • Speaking in a language other than English • Use of telephone translation services • Use of Braille materials • Use of pictures/diagrams

Unit Sector(s)

Not Applicable

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CHCEDS313B Communicate with students

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the requirement for education support workers to effectively communicate with students

Application of the Unit

Application	This unit applies to education support work in variety of contexts This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate effectively with students	1.1 Use positive and respectful communication styles with students in all situations
	1.2 Use *active listening* techniques
	1.3 Explore students interests and concerns through conversation where appropriate
	1.4 Communicate clearly guidelines and limits for students' behaviour
	1.5 Consider *non-verbal cues* when interacting with students
	1.6 Use *communication strategies* that are *developmentally appropriate* for effective interaction and problem solving with students

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ELEMENT	PERFORMANCE CRITERIA
2. Use current recognised good practice techniques of communication	2.1 Communicate with students to *maintain the integrity of individual rights, self-determination and personal dignity* 2.2 Adapt style and language to accommodate different cultural values, practices and cultural sensitivities 2.3 Conduct interactions with young people in a fair, equitable and positive manner 2.4 Report accurately *disclosures* that indicate a that a student is at risk of harm in accordance with *statutory requirements and organisation procedures*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of communication strategies suitable to meet students' needs
- Child protection statutory requirements (where these exist)
- Importance of stating and maintaining expectations
- Importance of principles and practices to enhance sustainability in the workplace
- Indicators of potential abuse and/or neglect
- Organisation policies and procedures relating to communicating with and about students
- Requirements of anti-discrimination legislation
- Stages of child development in relation to communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Active listening
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role
- Communicate effectively with individuals from diverse cultural backgrounds
- Develop positive interpersonal relationships with members of the school community for the benefit of students
- Recognise non-verbal cues used by student
- Use non-verbal communication and cues appropriate to the needs if individuals

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Active listening involves:

- Checking understanding through restating using own words, summarising or asking questions
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Focusing attention on the speaker
- Ignoring distractions
- Listening with the senses
- Responding to questions
- Suspending own opinions and emotions
- Taking a position close to the speaker

Non-verbal cues may include:

- Body language
- Emotional state of student
- Eye contact
- Speed of delivery e.g. hesitation or rushed speech
- Tone of voice

Developmentally appropriate refers to:

- Physical, emotional, social and cognitive developmental stages
- The student's chronological age
- The student's life experiences

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RANGE STATEMENT

Communication strategies may include:	• Adapting vocabulary to the needs of the student • Addressing cultural issues related to the student • Choose a location suitable for communicating • Listening with purpose • Making eye contact • Paraphrasing • Pictures to assist with understanding • Proximity to student • Questioning • Reflecting back • Repetition • Suitable tone of voice for the interaction • Use of clear directions and instructions • Using body language to reinforce verbal communications • Using humour to engage a student in conversation • Using more than one language • Working at student's level
Maintain the integrity of individual rights, self-determination and personal dignity may involve:	• Choose an appropriate place to converse • Ensuring students are provided with choices • Listening to students' points of view • Respecting students' rights to make choices • Suspending emotions and prejudices • Using a non-threatening tone of voice
Disclosures requiring referral to senior staff for further action may include:	• Explanations for an injury that appears inconsistent with the injury • Statements that imply harm to self or others • Statements that imply that the student is the victim of abuse or neglect

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RANGE STATEMENT

Statutory requirements and organisation procedures may include:	• Confidentiality requirements • Mandatory reporting of suspected child abuse and neglect for teaching and medical staff • Procedures for reporting suspicions to administrative staff for further action • Procedures for reporting suspicions to teaching staff for further action

Unit Sector(s)

Not Applicable

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CHCEDS314B Work effectively in an education team

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge needed to work effectively with team members, colleagues and others in an educational work environment

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in work groups and teams	1.1 Identify correctly relevant goals to the *education team*
	1.2 Identify own and others roles in meeting work requirements and ensure that own role is carried out effectively
	1.3 Provide *assistance* to *others* involved the education work group/team, as required and make *constructive contributions* to achieving work goals
	1.4 Consider time and resource constraints when undertaking *work requirements*
	1.5 Perform work in accordance with the *education organisation's policies and code of conduct*
	1.6 Consider individual's personalities and work styles when working toward group goals
	1.7 Access wider *networks* to inform the work of the team

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to ideas and information within the education team	2.1 Share *information and ideas* with others to enhance work processes and student learning outcomes 2.2 Provide relevant and accurate information to team members and supervisors as required 2.3 Seek information and ideas from other team members to support the achievement of work goals/targets as needed 2.4 Record information in required detail and format as determined by the team 2.5 Record information systematically and accurately and file for retrieval as determined by the team 2.6 Consider *linguistic and cultural differences* in team members' communication style and identify the value of these to tasks identified 2.7 In consultation with teacher, identify *issues, problems and/or conflicts* encountered within the education team or workplace and consider *appropriate actions*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Acceptable workplace conduct, including regular attendance, punctuality, maintaining and orderly workspace
- Conflict management techniques
- Effective communication techniques, including active listening, questioning and non-verbal communication
- Health and safety principles as they apply to working within a team environment
- Individual roles and responsibilities and relationships to others, including duty of care
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Teamwork principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply techniques to manage own work load e.g. meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible then referring on to others as required
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role
- Ask for guidance and support from other team members when required
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Use effective interpersonal communication skills

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Evidence Guide

EVIDENCE GUIDE

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Education team may include:

- Education support worker and one or more of the following;
  - administrators
  - committees
  - established or ad-hoc teams
  - small semi-autonomous teams
  - students
  - teachers
  - volunteers
  - work experience students

Constructive contributions may include:

- Displaying a positive attitude
- Finding alternative resources
- Offering possible solutions to problems
- Using initiative

Work requirements may include:

- Application of particular procedures
- Clear role definitions
- Coordination with other work processes
- Goals
- Objectives
- Organisation of resources
- Priorities
- Roster arrangements or particular approached to work processed specified by the organisation or work team
- Specified targets or results
- Timeframes

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RANGE STATEMENT

Education organisation's policies and code of conduct may include:	• Anti-discrimination policies • Behavioural standards • Privacy requirements • Roles and responsibilities
Networks may include:	• Community members • Discussion lists • Education sector groups • Other education support workers • Specialists
Information and ideas relevant to work may include:	• Different ways to achieve objectives • Examples of student work • Information about particular tasks or work requirements • Issues that arise • Location of and access to available resources • Observations of students • Technical information • Technological options • Useful strategies and techniques
Linguistic and cultural differences may add value to tasks through:	• Alignment with the cultural or linguistic background of students and their families • Offering additional/alternative options to achieve team goals • Offering background information to improve student outcomes through alternative approaches to teaching and learning • Widening the frame of reference within which tasks are undertaken

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RANGE STATEMENT

Appropriate actions to address issues, problems or conflicts may include:	• Acknowledging that all team members have the right to their opinions but that the team must find the best solution to achieve team goals • Developing trust between team members • Negotiation between parties in conflict to effect a win-win outcome • Problem solving as a team • Use of a mediator or conciliator to bring the parties to a satisfactory outcome if necessary • Using positive language that vales various opinions

Unit Sector(s)

Not Applicable

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CHCEDS316B Comply with school administrative requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge for education support workers to undertake administration and basic computer tasks in the education environment where administration is not the main focus of work

Application of the Unit

Application	This unit applies to education support work in variety of contexts This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Complete forms and documents as required	1.1 Access and select forms for appropriate purpose. 1.2 Complete *forms and documents* in accordance with the organisation policies and procedures 1.3 Complete templates using software provided
2. Store and access information appropriately	2.1 Store information in accordance with organisation guidelines 2.2 Provide *individuals* with access to information in accordance with organisation guidelines 2.3 Maintain *information of the organisation* in a confidential and secure manner 2.4 Report breaches of information security to the *relevant person*

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ELEMENT	PERFORMANCE CRITERIA
3. Manage enquiries in accordance with school policy and procedures	3.1 Handle enquiries promptly according to organisation policy and procedures 3.2 Use effective listening and speaking skills in *oral communication* 3.3 Refer enquiries about student learning or progress to relevant person 3.4 Record and distribute verbal, written and recorded messages in order of priority, urgency and policy and procedures 3.5 Use communication equipment and information technology in accordance with school protocols 3.6 Use telephone techniques and emails according to organisation policy and protocols
4. Complete written documentation	4.1 Present *written information* and ideas in a clear and concise manner so that intended purpose is understood by the recipient 4.2 Complete and present documents within designated timeframes 4.3 Present written information to meet standards of style, format and accuracy
5. Use *technology* to support administrative and education support activities	5.1 Use available *technology* to address administrative responsibilities in line with organisation requirements 5.2 Use *word processing software*, formatting and editing to produce documents 5.2 Develop *simple spreadsheets* as required 5.3 Use the internet to search and access information 5.4 Insert *graphics* into a word processed document and print the document 5.5 Use relevant software to prepare and/or deliver basic presentations as required by work role

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Boundaries between teaching and education support roles in the provision of information about students
- Child safety legislation
- Policies and procedures of the organisation that apply to record-keeping and documentation preparation
- Policies of child safety, confidentiality, security and circulation of records
- Privacy legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role
- Complete documents accurately
- Demonstrate clear, concise and accurate communication skills with diverse range of individuals
- Follow organisation policies and procedures for record-keeping
- Follow organisation policies for preparing documents
- Maintain secure records
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Set up and use basic functions of a desk top computer and printer
- Use accurate spelling, grammar and punctuation
- Use communication methods effectively to meet recipient needs
- Use desktop computer and printer
- Use effective time management for prioritising the distribution of information

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REQUIRED SKILLS AND KNOWLEDGE

- Use problem solving skills to redirect enquiries and establish confidentiality protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - appropriate documentation templates
  - computer and printer similar to that used in the organisation context

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Forms and documents may include:

- Accident and incident reports
- Attendance rolls
- Contact registers including telephone calls
- Invitation templates
- Letters templates
- Meeting registers, records and minutes
- Organisation polices and procures
- Promotional materials, e.g. school brochures, newsletter
- Purchase orders and invoices
- Standard forms
- Time sheets, rosters

Information of the organisation may include:

- Accounting records, e.g. receipts, petty cash payments, invoices
- Assessment and referral records
- Examples of student work e.g folio/scrapbook/printed material from computers
- Forms
- Minutes of meetings
- Records of interview
- Sign on/sign off sheets
- Stock records
- Students records, e.g statistics, student details, reports, etc.

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RANGE STATEMENT

Appropriate storage and maintenance of organisation information may include:	• Database stored on computer using security protocols of the systems/organisation • Log books easily accessed and regularly completed • Manual and computer filing with security access controls applied as required • Regular archiving of records • Regular updating of staff and stude4nt records (e.g changes of address, phone numbers) • Shutting down computer systems when leaving the workstation for an extended period • Use of metal filing cabinets with locks
Individuals will be determined by the organisation and may include:	• Ambulance officers • Auditors • Deputy principal • Legal guardians • Parents who have custody of a student • Police and other emergency services personal • Principals • Teachers
Organisation policies and procedures may include those relating to:	• Child protection • Circulation • Confidentiality • Emergency evacuation and lock down procedures • Filing and indexing • Professional boundaries • Security • Workplace health and safety

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RANGE STATEMENT

Oral communication may include:

- Answering enquiries from students and colleagues
- Answering telephone calls - e.g. listening skills, showing empathy, dealing with irate or distressed callers
- Informal discussions
- Instructing
- Liaising with fellow workers, students and external clients
- Mentoring
- Requests to and from colleagues/students/ community members
- Translating
- Use of negotiating skills

Written information may include but is not limited to:

- Briefing notes
- Email
- Facsimiles
- General correspondence
- Handwritten and printed materials
- Internal and external memos
- Newsletters
- Notices
- Posters
- Proformas
- Student records/reports
- Student worksheets
- Telephone messages

Word processing software functions may include:

- Formatting
- Highlighting text
- Opening a new document
- Page and section breaks
- Print previewing
- Saving the document
- Setting margins
- Use of colours

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RANGE STATEMENT

Simple spreadsheets may include:

- Alphabetical lists
- Basic formulae (e.g. sum, subtract, multiply)
- Different sixe columns and rows
- Headings
- Numerical data
- Text data

Graphics may include:

- Clip art
- Drawings
- Maps
- Photos

Technology may include:

- Binders
- CD-ROMs
- Computer technology, such as laptops and personal computers
- Cutters
- Digital cameras
- Laminators
- Modems
- Photocopiers
- Printers
- Scanners
- Shredders

Unit Sector(s)

Not Applicable

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CHCEDS317B Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCEDS317A Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS317B Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	Unit updated in V4. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to use Aboriginal and/or Torres Strait Islander languages and traditional knowledge to communicate with people in an educational environment

Application of the Unit

Application

This unit applies to education support work in variety of contexts and covers the fluency and authority to use an Aboriginal and/or Torres Strait Islander language in a formal educational setting to ensure that information between service providers and Aboriginal and/or Torres Strait Islander people is relayed and understood

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use a specified language in communication with students, parents and other colleagues	1.1 Listen to, and speak in, a specified Aboriginal or Torres Strait Islander language as an interlocutor with students, parents and colleagues 1.2 Participate in *sustained transactions* using *appropriate vocabulary and grammar* for the purpose of gathering or providing information 1.3 Demonstrate appropriate use of register and a range of interactional strategies to establish, maintain and develop relationships, explain issues or solve problems
2. Establish rapport and relationships to facilitate effective communication	2.1 Establish rapport with Aboriginal and/or Torres Strait Islander students, parents or colleagues 2.2 Clarify role of participants in *professional relationships* with students, parents and colleagues 2.3 Establish and maintain effective communication with Aboriginal and/or Torres Strait Islander students, parents or colleagues

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ELEMENT	PERFORMANCE CRITERIA
3. Relay Aboriginal and/or Torres Strait Islander experiences and concepts to other professionals	3.1 Provide illustrations or examples of Aboriginal and/or Torres Strait Islander customs or concepts 3.2 Use analogies to enhance meaning of cultural practices where there is no direct vocabulary available

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Traditional culture related to language group governing protocols of language use within a community
- How to access significant people within a language group
- Code of ethics of education worker
- Role and responsibilities of an education worker and specific understanding of own work role and responsibilities
- Basic knowledge of school's/centre's policies and procedures
- Structure of education system
- Safe working practices
- Cultural and linguistic backgrounds of students and families
- Developmental milestones of children/ young people (cognitive, physical, language, social/emotional)
- Child management techniques
- Positive behaviour guidance strategies
- An understanding of own culture, western systems and structures and how this impacts on Aboriginal and /or Torres Strait Islander culture
- Impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc. on attitudes towards education
- Availability of resources and assistance within and external to the school/centre

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REQUIRED SKILLS AND KNOWLEDGE

- Community health issues
- Impact on learning
- Knowledge of learning and development to implement role and responsibilities in an educational environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Capacity to switch from Aboriginal and/or Torres Strait Islander language/s to Standard Australian English
- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Apply knowledge of learning and development to implement role and responsibilities appropriately in an education environment
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the work environment
- Liaise with relevant personnel
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account the student's age, development, language, culture and needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work effectively as a member of a team
- Employ basic conflict resolution and negotiation skills
- Respond effectively to behaviours of concern
- Respond effectively to health issues
- Demonstrate effective application of skills in:
  - communication/interpersonal skills of questioning, informing, listening and discussing
  - organisation planning, administrative support skills
  - time management skills
  - active listening
  - study

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Sustained transactions may include but are not limited to:

- A series of questions and answers
- Lengthy oral reporting
- Eliciting information
- Reconciling points of view
- Complex negotiating and bargaining

Appropriate vocabulary and grammar includes but is not limited to:

- Vocabulary from specific Aboriginal and/or Torres Strait Islander language to the topic used where available, for example, use of terms commonly used in the community to explain concepts underpinning the western justice or health systems
- Stress, intonation and gesture used effectively to understand or convey intentions
- Intelligible pronunciation and stress and intonation patterns typical of the Aboriginal and/or Torres Strait Islander languages

Professional relationships refers to:

- Professionals with whom relationships will need to be established are:
  - other education support workers
  - teachers
  - health professionals

Unit Sector(s)

Not Applicable

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CHCEDS318B Work effectively as an Aboriginal or Torres Strait Islander education worker

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCEDS318A Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS318B Work effectively as an Aboriginal or Torres Strait Islander education worker	Unit updated in V4. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for an Aboriginal or Torres Strait Islander education worker to manage their work performance in a range of education environments

An Aboriginal or Torres Strait Islander education worker is generally drawn from local communities because of their fluency in a specific language, kinship relationships within the community, a level of knowledge of and respect for, traditional culture and capacity to interact in the wider community

Application of the Unit

Application

This unit covers the personal and professional performance of work as an Aboriginal and/or Torres Strait Islander Education Worker

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage personal work tasks	1.1 Maintain *work diary* to timetable appointments and document liaison with Aboriginal and/or Torres Strait Islander students, families and others as required 1.2 Prioritise tasks/jobs in accordance with organisation goals 1.3 Assess and organise *competing demands* within time constraints to provide an effective and responsive service
2. Model high standards of personal performance, ethics and integrity	2.1 Serve as a *role model* for Aboriginal and/or Torres Strait Islander students and community in accordance with performance standards 2.2 Demonstrate *personal and professional integrity* to engender confidence and respect 2.3 Commit to *organisation's policies and procedures*

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ELEMENT	PERFORMANCE CRITERIA
3. Assist and support other personnel	3.1 Provide informative and constructive feedback to other personnel in a positive manner 3.2 Interact with others to promote a productive and harmonious *education environment* 3.3 Provide encouragement, support and advice to personnel as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Traditional culture related to language group governing protocols of language use within a community
- How to access significant people within a language group
- Code of ethics of Aboriginal and/or Torres Strait Islander Education Worker
- Role and responsibilities of an Aboriginal or Torres Strait Islander education worker and specific understanding of own work role and responsibilities
- Basic knowledge of school's/centre's policies and procedures
- Structure of education system
- Safe working practices
- Relevant code /s of ethics
- Cultural and linguistic backgrounds of students and families
- Developmental milestones of children/ young people (cognitive, physical, language, social/emotional)
- Child management techniques
- Positive behaviour guidance strategies
- An understanding of own culture, western systems and structures and how this impacts on Aboriginal and /or Torres Strait Islander culture
- Impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc. on attitudes towards education
- Availability of resources and assistance within and external to the school/centre
- Community health issues
- Impact on learning
- Knowledge of learning and development to implement role and responsibilities in an educational environment

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Apply knowledge of learning and development to implement role and responsibilities appropriately in an education environment
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the work environment
- Liaise with relevant personnel
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account the student's age, development, language, culture and needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work effectively as a member of a team
- Employ basic conflict resolution and negotiation skills
- Respond effectively to behaviours of concern
- Respond effectively to health issues
- Demonstrate effective application of skills in:
  - communication/interpersonal skills of questioning, informing, listening and discussing
  - organisation planning, administrative support skills
  - time management skills
  - active listening
  - study skills

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Work diary may include but is not limited to:	• List contact details for:
	  • students
	  • families
	  • significant contacts within education sector
	  • references for assistance
	• Calendar for:
	  • planning work
	  • making appointments
	  • recording times of work

Competing demands may include but are not limited to:	• Family responsibilities • Community responsibilities • Personal health • Timing of appointments

Role model refers to:	• A person looked to by others in Aboriginal and/or Torres Strait Islander education work as an example to be followed in areas such as:
	  • respect for elders and culture
	  • respect for Australian values
	  • personal behaviour
	  • reliability

Personal and professional integrity refers to:	• Being honest • Showing consistency • Following code of ethics • Unbiased
Organisation's policies and procedures may include:	• Child protection legislation • Anti-discrimination policy • State education legislation

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RANGE STATEMENT

Education environment may include:	• Government school (pre-primary, primary ad secondary) • Private /non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre

Unit Sector(s)

Not Applicable

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CHCEDS319A Search and assess online information

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to determine, locate and retrieve information using the internet and intranet, in consultation with a teacher

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine and assess information requirements in consultation with teacher	1.1 Identify and clarify the *purpose and scope* of the information required 1.2 Identify possible *internal and eternal sources* of *online information* 1.3 Identify and use *search engines and databases* related to information required in consultation with teachers, students and peer group 1.4 Determine and use *key words and phrases* to locate online information
2. Locate online information	2.1 Identify *websites and databases* 2.2 Identify *key words and phrases* for the search using logic and research skills 2.3 Navigate websites and locate information using key words and phrases identified for the topic 2.4 Access sufficient information to meet the needs of the research brief

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ELEMENT	PERFORMANCE CRITERIA
3. Retrieve, evaluate and report on information	3.1 Download, print or paste information in accordance with the requirements of the research task 3.2 Ensure information is sufficient, current and accurate to meet requirements 3.3 Meet *legal and ethical requirements* relating to copyright and protection of information 3.4 *Organise information in a suitable format*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Internet protocols
- Organisation protocols for internet access
- Basic research techniques

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply computer technology skills
- Use communication skills to confirm search requirements, access relevant personnel and to gain feedback from learners and other stakeholders
- Apply problem solving involving differing hardware/software profiles, hardware malfunctions
- Use literacy skills to determine key words, read, analyse and record information and follow policies and procedures
- Use numeracy skills required in logical problem solving
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Purpose and scope include:	• The reason why the research is required (e.g. to inform a lesson, provide information for an assignment, etc) • The boundaries within which the information requirements are set (e.g. timeframe, local, state-wide, national, international)
Internal sources of online information may include:	• Organisation policies and procedures • Research previously undertaken by organisation staff • Organisation data • Bulletins and publications
External sources of online information may include:	• Organisations aligned with the purpose and scope of the required information • Reference materials and publications • Online databases and catalogues

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RANGE STATEMENT

Online information may include:

- Price lists
- Catalogues
- Technical information relating to products
- Government information
- Legislation ad regulations
- Statistical information
- Research papers
- Organisation policies
- Learning resources
- Market research data
- Travel information
- Banking information
- Employment opportunities
- Electronic tendering opportunities
- Business opportunities
- Copyright information
- Public information

Websites and databases may include:

- Industry websites
- Government online information services
- Virtual business communities/networks
- Education institution websites
- Archived material

Search engines may include:

- Global internet search engines
- Internet search engines focusing on particular locations (e.g. Australia, New Zealand etc)

Key words and phrases may include:

- Australian/American spelling when searching cultural or geographic terms
- Concepts
- Technical terms
- acronyms

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RANGE STATEMENT

Set criteria may include:	• Relevance • Currency • Authenticity • Quality • Accuracy • Reliability • Validity • Reputability of source
Legal and ethical requirements may include:	• The organisation's code of ethics • Policy and protocols for online use • Copyright and intellectual property protection laws and regulations
Organise information in a suitable format may refer to:	• Reports • Research data and findings • Statistical information • Presentations - audio, digital, personal • Class notes and support documents

Unit Sector(s)

Not Applicable

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CHCEDS320B Set up and sustain individual and small group learning areas

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS320A Set up and sustain individual and small group learning areas	CHCEDS320B Set up and sustain individual and small group learning areas	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit covers the basic establishment and organisation of individual and/or small group learning environments, such as a home based classroom, activity area in a classroom or library, or a virtual schooling area

It involves constructing and sustaining a physical environment that supports student learning and encourages effective management processes

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create a positive physical learning space	1.1 Construct a learning space that is within family, vocational and/or budgetary constraints
	1.2 Select and set-up furnishings and fittings that are suitable for a variety of learning activities
	1.3 Accommodate multi-age requirements within a learning space
	1.4 Use displays, posters and accessories conducive to learning

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ELEMENT	PERFORMANCE CRITERIA
2. Organise learning resources	2.1 Organise learning resources that are suitable to the learner and the education support woker 2.2 Establish storage and retrieval procedures to support learning 2.3 Place resources for access depending on student's age, family and limitations 2.4 Prepare resources for assessment and dispatch 2.5 Instruct learners on how to use the resource organisation system
3. Demonstrate awareness of work health and safety (WHS) issues	3.1 Store resources and equipment safely 3.2 Provide appropriate learning environment, such as desk and chair 3.3 Provide adequate ventilation and lighting in work area 3.4 Demonstrate awareness of W*HS issues*, including *when working outside*
4. Prepare to provide education support to students	4.1 Prepare activities and daily requirements in advance with reference to *support mechanisms* where necessary 4.2 Establish daily routines 4.3 Clarify and confirm understanding of school / teacher requirements and ensure consistent interpretation and application 4.4 Review progress on a weekly basis and identify future requirements
5. Manage a learning timetable	5.1 Ensure learning timetable demonstrates understanding of *work-life balance* 5.2 *Schedule learning activities* appropriately 5.3 Coordinate content of learning activities to provide an appropriate timetable structure 5.4 Manage interruptions and *contingencies* with minimum disruption to learning

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation from all levels of government that affects organisation operation, especially in regard to WHS and environmental issues, child protection, anti-discrimination and copyright
- Management of resources
- Positive learning environment
- Learning technologies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use communication skills to provide information to and gain feedback from learners and teachers
- Use literacy skills to document environment and resource organisation
- Undertake problem solving
- Use planning and organisation skills, including time management, organisation of material and resources
- Use contingency management skills

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

WHS issues when working outside may include but are not limited to:

- Sun safety
- Environmental hazards
- Hydration
- Vision protection

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RANGE STATEMENT

Support mechanisms may include:	• Teacher/facilitator • Peers/tutors/mentors • Technical experts/learning specialists • Print -based materials • Off-site learning environment • Training materials
Work-life balance includes:	• Including rest and relaxation in routines • Providing adequate time for work and play • Prioritising as required to ensure various work objectives are achieved
Schedule learning activities may include:	• Ensure variety in student activity schedule • Sequence activities as directed by teachers • Arrange learning activities around other business or family priorities • Schedule activities to align with school contact times • Take into account travel time • Ensure the schedule includes meal times and play breaks
Contingencies may include:	• Conflict with social or vocational parameters • Insufficient dedicated time available • Vocational priorities take precedence • Equipment malfunction • Materials delayed • Accidents or emergencies

Unit Sector(s)

Not Applicable

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CHCEDS321B Use an e-learning management system

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS321A Use an e-learning management system	CHCEDS321B Use an e-learning management system	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to use an e-learning management system that supports self-directed e-learning within the context of a pre-arranged course or program

The unit also involves putting into place support mechanisms to assist a student to optimise the effectiveness of e-learning processes

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Use of an e-learning management system may apply to being a direct user or acting as support person to a student

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to support e-learning	1.1 Identify and access organisation's resources to enable e-learning 1.2 Identify and access resources to support students using an *e-learning management system* in accordance with organisation requirements 1.3 Ensure organisation processes and procedures for managing e-learning are in place

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ELEMENT	PERFORMANCE CRITERIA
2. Preview e-learning management system	2.1 Test organisation's *e-learning management system* to ensure completion of an on-line course is possible 2.2 Check effectiveness of functions of *e-learning management system*, including email to on-line cohort, discussion boards, downloading of materials and management of work 2.3 Identify issues impacting on the effectiveness of an *e-learning management system* and identify changes to enhance its application 2.4 Access sufficient information to meet the needs of the research brief
3. Implement e-learning support	3.1 Confirm learning outcomes with students and teachers and establish access to e-learning technology and materials in accordance with individual needs and the e-learning strategy 3.2 Assist students through identified *support mechanisms* and manage *contingencies* in accordance with organisation standards 3.3 Use learning management system to track e-learning progress and outcomes in accordance with the learning strategy and privacy requirements
4. Review e-learning	4.1 Review the e-learning program in terms of its applicability to the student's needs and the organisation's capacity to support the process 4.2 Obtain feedback from students about their level of satisfaction with e-learning against *set criteria* 4.3 Gather feedback from *other stakeholders* on the use of the e-learning management system and e-learning approaches generally 4.4 Use feedback to identify areas for follow up or improvement and document recommended changes in accordance with organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation from all levels of government that affects the operation of an educational institution, especially in regard to work health and safety (WHS), child protection/duty of care, equal opportunity, industrial relations and anti-discrimination
- Operation of the internet
- Core management requirements of e-learning systems
- Basic knowledge of the learning process

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively use an e-learning management system
- Apply understanding of the desired learning outcomes for students
- Manage contingencies to the benefit of learners
- Evaluate effectiveness of system and provide feedback

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use computer technology
- Communicate effectively with both students and supervisors (teachers)
- Obtain and apply feedback from learners and stakeholders
- Apply literacy skills to document use of e-learning management system and record feedback
- Apply numeracy skills for managing the use of the e-learning management system
- Relate to students from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Apply problem solving processes effectively for differing hardware / software profiles

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REQUIRED SKILLS AND KNOWLEDGE

and manage associated contingencies

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to
  - a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered within an educational environment where an e-learning management system/s is in use
  - an e-learning management system and courses, documentation and procedures relevant to an educational environment - to be accessed by both 'learner' and 'trainer'

Methods of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - observation
  - demonstration
  - questioning - oral and written
  - scenarios, simulation or role plays
  - authenticated evidence from the workplace/ training programs
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

E-learning management system may include:	• E-learning platforms that use either proprietary or open-source coding • Systems such as: Claroline, Janison, Moodle, Blackboard, Webct • Applications that enable the social constructionist approaches to e-learning
Legislation, codes and national standards relevant to the workplace may include:	• Educational legislation • Award and enterprise agreements • National, State/territory legislative requirements especially in regard to WHS • Industry codes of practice • Copyright laws • Anti-discrimination legislation • Privacy legislation
Support mechanisms may include:	• Online teacher / facilitator / mentor • Site based coach / tutor / aide • Site or virtual peer group / students • Technical experts / help desk • Print-based materials such as instructions, user manuals, etc.

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RANGE STATEMENT

Contingencies may include:

- Technology failure such as computer, broadband access and software malfunctions
- Inadequate e-learning course content or instruction
- Difficulty of e-learning course content
- Insufficient dedicated time available
- Problems with site timetabling
- Differing hardware / software profiles than recommended standards
- Lack of contact with e-learning delivery teacher

Set criteria may include:

- Course content
- Course structure
- Presentation styles
- Technologies
- Team outcomes (site based support personnel and delivery team)
- Personal outcomes (student)
- Organisation outcomes

Other stakeholders may include:

- Organised groups
- School management
- Other teachers at the receiving site
- Other team members at the delivering site
- Community members
- Support services, e.g. network administrators
- Students
- Parents

Unit Sector(s)

Not Applicable

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CHCEDS322A Support students with English as a second language

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required to provide support to students who have English as a second language (ESL)

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate communication between the student, the school and home	1.1 Provide assistance with *interactions* between the student, the school and the parent/carer/guardian 1.2 Apply understanding of *immigration practices* when locating students in the school and in communication with student school and home 1.3 Identify communication barriers and organise the use of interpreters/translators when necessary, in consultation with teacher 1.4 Share knowledge of ESL student needs to support the development of whole school policies

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ELEMENT	PERFORMANCE CRITERIA
2. Implement an English as a Second Language (ESL) support program	2.1 Provide an ESL support program as directed by the teacher 2.2 Implement ESL support according to program specifications and student needs 2.3 Provide individual support to ESL students 2.4 Perform *ESL support tasks* in classroom or group activities 2.5 Maintain student confidentiality according to program/school guidelines 2.6 Provide information to other school staff when required
3. Support student ESL program	3.1 Apply *support strategies* to accommodate language acquisition 3.2 Identify and discuss *factors affecting language acquisition* with the ESL and/or classroom teacher 3.3 Identify and deal with *cultural issues* in a sensitive and appropriate manner 3.4 Advocate for the student as necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Means by which students acquire English language skills
- Factors affecting language acquisition
- Immigration issues including common responses to and symptoms of 'culture shock'
- Implications of cultural issues in the classroom
- Policy, procedures and legislative issues affecting performance and education support workers
- A range of effective communication techniques

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate communication between the student, the school and home under the direction of a teacher
- Assist the student in gaining English language skills
- Implement an ESL support program as directed by the teacher
- Maintain discretion and confidentiality at all times
- Follow directions
- Provide in-class support with sensitivity

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use strategies for developing comprehension and expression

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REQUIRED SKILLS AND KNOWLEDGE

- Communicate with students with additional needs
- Empathise and be culturally sensitive when responding to students
- Manage cross-cultural issues and beliefs
- Interpret information from and/or verbal directions
- Use problem solving skills
- Use interpersonal communicate skills (active listening, giving clear directions, express an opinion, suggest improvements to strategy/methods for assisting/supporting students and teachers)
- Manage time effectively

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Interactions may include:

- Face-to-face meetings
- Telephone conversations
- Written communication

Interactions may be between:

- The students and the members of the school community and its support network, while the student is at school
- Members of the school community and parties responsible for the student from his/her home

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RANGE STATEMENT

Immigration practices may generate:

- Culture shock
- Post-traumatic stress
- Integration issues
- Employment issues
- Lack of security

ESL support tasks may include:

- Learning to say the student's name correctly
- Demonstrating respect for the student's cultural and religious beliefs
- Greeting the student in their own language
- Structuring supportive socialisation activities
- Anticipating language needs and allowing adequate time to avoid frustration and aggression
- Building the student's self-esteem and confidence by providing positive responses and encouraging risk-taking in their language development
- Controlling the input of new information to avoid overwhelming the student
- Providing opportunities for students to hear and practice the same language in different ways
- Extend rapport-building strategies to develop trust prior to learning

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RANGE STATEMENT

Support strategies may include:

- Review errors with the student
- Supervise repetition of tasks
- Check comprehension
- Focus on conversational English, school language as well as academic English
- Repeat directions
- Summarise the lesson
- Provide a dictionary of words
- Read aloud to students and provide comprehension
- Read assessment tasks to the students
- Assist in selecting free-reading and research material
- Model oral tasks
- Explain school notices
- Prepare rolls
- Assist teacher prepare classroom work
- Provide technology support including assistance with the operation of computers, software, DVD, digital camera and video equipment

Factors affecting language acquisition may include:

- Limited opportunities for practice
- Health issues
- Cultural issues

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RANGE STATEMENT

Cultural issues may include:

- Relationships with people
- Relationships with natural environment and the land
- Religious beliefs and practices
- Links to the immediate environment of the school
- Social responsibilities and rights
- Emotional and psychological well being
- Social participation and development
- Development of skills and abilities
- Development of personal and cultural identity
- Safety
- Troubles and issues expresses by the student such as unmet needs, worries, family problems, practical difficulties and social issues
- Intercultural/intergenerational conflicts
- Diet
- Clothing

Unit Sector(s)

Not Applicable

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CHCEDS323A Support development of student research skills

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for an education support worker to assist students in obtaining information relevant to their learning needs

The worker will demonstrate basic research skills and a sound knowledge of a variety of information sources

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine student's information requirements in consultation with teacher	1.1 Determine the *information required by the student* 1.2 Identify the reason for the request and prior efforts to access information 1.3 Consider *additional sources of information* and type of assistance required 1.4 Assist student to identify *key questions* to inform the research
2. Advise students to access and source additional information in consultation with teacher	2.1 *Support students to extend their research skills* 2.2 Demonstrate use of *reference tools and equipment* using developmentally appropriate communication techniques 2.3 Advise students on *alternative sources of information* 2.4 Inform students of *access constraints* regarding use of reference tools, equipment and information

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ELEMENT	PERFORMANCE CRITERIA
3. Encourage students to source and evaluate information	3.1 Promote students' independent use of available resources 3.2 Encourage students to evaluate information 3.3 Support students to assemble information in an *appropriate format* for individual use

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policy in relation to assisting students in research projects
- Organisation policy related to accessing external information
- Sources for answering common student requests
- Features of the organisation's resource centre and information management process
- Inter-library loan process
- Use of online search engines
- Copyright, moral rights and intellectual property and appropriate referencing in academic work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate sound understanding and application of communication skills with students
- Apply basic research skills
- Apply knowledge of the available reference resources
- Apply knowledge of bibliographic tools

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use effective communication techniques, including listening, questioning and the use of bibliographic tools and technology
- Apply techniques for using standard reference resources and tools, including searching

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REQUIRED SKILLS AND KNOWLEDGE

strategies (both manual and online)

- Use literacy skills sufficient to evaluate references and interpret a broad range of information
- Support students to undertake independent investigations

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Student contact may be:

- In person
- By phone
- In writing
- Electronically (internet)

Information required by the student may include:

- Current or topical information
- Set topics or project work (e.g. school assignments)
- Frequently requested information
- Reference queries

Sources of information independently accessed by students may include:

- School collection or remote sources of information (e.g. searching for known items, use of catalogue system)
- Catalogues - digital and manual
- On-line resources and other databases
- Brochures, pamphlets, promotional materials
- Classroom collections

Alternative sources of information may include:

- School resource centres
- Internet repositories
- Libraries (public, private, corporate, school, university etc)
- Museums, galleries and archives
- Government departments (local, state and federal), agencies or shopfronts
- Businesses and corporations
- Community advisory organisations or bureaus

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RANGE STATEMENT

Key questions may include:

- Where are the most likely sources of additional information?
- Is the information relevant?
- Does the information answer the question?
- Is the information sufficient?
- Is the too much information?
- Does the information inform the student's conclusions?

Support students to extend their research skills may include:

- Discussion of alternative sources of information
- Assisting students to evaluate their own efforts
- Offering alternative viewpoints
- Introducing new technologies
- Valuing students' efforts through specific positive comments
- Assisting students to evaluate information

Reference tools and equipment may include:

- Catalogues - digital and manual
- Computers with internet access
- Filing cabinets

Access constraints may include:

- Cost
- Organisation policy (e.g. school policy on accessing specific topics, use of internet)
- Access restrictions to required information
- Availability of other assistance (e.g. access to a teacher-librarian)
- Ethical considerations
- Copyright

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RANGE STATEMENT

Appropriate format for information may depend on:

- The preferred format of the teacher/class/school policy
- Student age
- Educational background or general knowledge
- Cultural language background
- Language, literacy and numeracy needs
- Physical and intellectual disabilities

Unit Sector(s)

Not Applicable

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CHCEDS330B Support learning for students with disabilities in a classroom environment

Modification History

Not applicable.

Unit Descriptor

Descriptor	This unit is intended to provide an introduction to working with students that have a recognised disability

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of the delivery of services for students with disabilities	1.1 Apply understanding of the *key issues* facing students with disabilities and their carers 1.2 Apply the context of *policy, regulatory, and legal requirements* to working with students with a disability 1.3 Demonstrate a commitment to *access and equity* principles 1.4 Consider personal values and attitudes regarding disability when working with students 1.5 Apply understanding of the *effects that specific disabilities may have* on student learning
2. Support the rights, interests and needs of students with disabilities as part of the education team	2.1 Apply understanding of *strategies* that assist students with disabilities to exercise their *rights* and independence 2.2 Acknowledge and accommodate *different student requirements* in the team approach 2.3 Gather and record data as directed by the teacher 2.4 Identify and apply the support *requirements of individual students*

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ELEMENT	PERFORMANCE CRITERIA
3. *Respond to situations of risk* or potential risk to students with disabilities	3.1 Report situations which may pose a health or safety issue to students or staff according to organisation procedures 3.2 *Respond to situations of immediate risk* using predetermined strategies where available and report to *appropriate personnel* 3.3 Report uncharacteristic or *behaviours of concern* to teachers or other team members as needed 3.4 Take appropriate steps, if required, to maintain personal safety of self and others

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness and understanding of consent and strategies used to determine ability to consent
- Awareness of discriminatory actions
- Common risks to safety
- Developmental and acquired disabilities
- Different student requirements according to different disabilities
- Holistic and individual-centred care
- Principles and practice s of confidentiality
- Principles of access and equity
- Principles of empowerment/disempowerment in relation to students with disabilities
- Role of advocacy bodies
- Student needs and rights including duty of care

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of the rights of students with disabilities and the responsibilities of the education team
- Be aware of the impact of own attitudes on working with students with disabilities
- Demonstrate understanding of stereotypes that may exist about people with disabilities
- Demonstrate understanding of the different responsibilities of teaching staff and education support workers working with students with disabilities

cont'd

Essential skills: (*cont'd*)

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adapt the environment to the needs of the students
- Communicate effectively with students, teachers, parents/carers
- Demonstrate empathy and sensitivity to diversity
- Evaluate risk situations
- Identify problems and choose effective solutions
- Interpret information from written and/or verbal directions
- Manage time
- Read and understand reference material
- Use a flexible approach to learning and teaching situations
- Use technology to support student learning

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Key issues include:

- Access to services for students with impairments and their carers
- Family and carer issues
- Grief and loss
- Meeting individual needs and personal goals of students with impairments

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RANGE STATEMENT

Policy regulatory, and legal requirements may include:

- Access and equity policies of the organisation
- Anti-discrimination legislation
- Disability service standards
- Disability services legislation
- Education legislation
- Equal employment opportunity principles
- Guardianship requirements
- Individual rights
- Medication regulations and organisation policies
- Privacy legislation
- Workplace health and safety legislation

Different student requirements may be identified from, for example:

- Education adjustment program profile
- Negotiated education plan

Context includes:

- Changing social context of work, e.g. individual centred approach, changing societal views, approaches to working with students with disabilities
- Economic context, e.g. the current economic situation as it relates to and affects students with impairments and the subsequent impact on their needs
- Facts/myths about impairments
- Historical context of work, e.g. changing attitudes
- Political context, e.g. government policies and initiatives
- Relevant statutory framework

Assess and equity includes:

- A non-discriminatory approach to all students, their families and friends, the general public and co-workers
- A student oriented culture
- Ensuring the work undertaken caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

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RANGE STATEMENT

Effects of disability on student learning may include:	• Absence from school related to the disability • Dependence on specific learning style may become more pronounced • Fatigue associated with the disability may impact on learning • Gaps in experiences brought about by the disability • Progression through stages may be slower • Student may experience a lowered ceiling to the complexity of concepts learned • Student may experience reduced learning without access to special equipment or methods • Student may have impaired capacity for sensory intake and perception • Student may take longer to learn • Students may experience plateaux in learning

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RANGE STATEMENT

Strategies to support students with disabilities may include:

- Acting as a point of contact from parents
- Assisting with withdrawal activities as directed by the teacher
- Assisting with daily classroom based learning activities including listening to students read, assisting with maths and other tasks as guided by the teacher
- Assisting with practical activities such as art, music, sewing, cooking and sport
- Building the student's self-esteem and confidence by providing positive responses and encouraging risk-taking in activities that assist with development
- Controlling the input of new information to avoid overwhelming the student
- Demonstrating respect for the student
- Feeding and assisting students with personal hygiene
- Identifying the knowledge, skills, interest and experiences of the student
- Providing minimal and least intrusive cues to assist the student perform tasks and manage their own behaviour
- Providing opportunities for students to practice new skills
- Providing supportive socialisation activities
- Toileting and positioning students with physical disabilities
- Using non-verbal signals and gestures to help communicative competence

Rights include:

- Assess to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Friendship
- Privacy
- The right to learn
- To be treated in a dignified, safe and comfortable manner
- To express their own feelings

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RANGE STATEMENT

Accommodating student requirements may include:

- Applying alternative strategies
- Catering for different learning styles
- Giving more time to learn
- Providing adjustments to curriculum, communication, learning environment and access etc that are necessary for the student to participate meaningfully in curriculum and school activities
- Providing age-appropriate activities
- Providing experiences and language development as a base for learning
- Providing learning experiences based on the student's existing cognitive framework
- Working with parents and other professionals to provide a supportive environment

Education adjustment program profile refers to:

- A process used to demonstrate the types of adjustments to:
  - communication
  - curriculum
  - health and personal care
  - learning environment/access
  - safety
  - social participation/emotional well being

  that are being provided for students with impairments to learn, participate and progress towards planned outcomes in relation to his/her same age peers
- Rather than focusing on the students' disabilities, this process focuses on the adjustments that need to be made at school to facilitate the student's presence, participation, access and achievement of education outcomes

Respond to situations of risk in the context of the education support role may include:

- Identifying risks and appropriate strategies to deal with risks as part of the education team
- Implementing strategies for preventing abuse of students with disabilities
- Providing information on risks or potential risks
- Risk minimisation

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RANGE STATEMENT

Appropriate personnel include:	• Administrators • Colleagues • Head of department • Principals • Teachers • Visiting health workers and /or therapists
Behaviours of concern may include:	• Behaviour that endangers the health or well being of others • Behaviour that interferes with learning that the student could reasonably be expected to control • Behaviour that places self or others at risk

Unit Sector(s)

Not Applicable

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CHCEDS331B Contribute to the health and safety of students

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS331A Contribute to the health and safety of students	CHCEDS331B Contribute to the health and safety of students	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for teacher assistants to contribute effectively to the safety and health of students

On completion of this unit, the education support worker will also be able to implement workplace health and safety instructions and procedures within his or her scope of responsibility and according to direction

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain a safe environment	1.1 Recognise routine job-related *hazards* whilst under direct supervision
	1.2 Follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies
	1.3 Provide guidance and support to students on the safe use and care of equipment and resources
	1.4 Maintain classroom displays according to work health and safety (WHS) regulations and school/centre procedures and guidelines
	1.5 Support student protection programs such as stranger danger, safe houses, circle concept (for some students with a disability)
	1.6 Report to appropriate personnel when hazards arise in accordance with school/centre procedures
	1.7 Take appropriate steps, if required, to maintain personal safety of self and others

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ELEMENT	PERFORMANCE CRITERIA
2. Maintain a hygienic and healthy environment	2.1 Maintain the classroom/centre in a clean and tidy condition 2.2 Respond appropriately to student/s who require assistance with personal care or hygiene (undressing, bathing, dressing, toileting) 2.3 Clean soiled student clothing and areas as required 2.4 Provide assistance with the general care and well being of students, including attending to students with minor illnesses e.g. colds 2.5 Assist students in need of minor first aid
3. Prepare and distribute food for students	3.1 Provide assistance to the teacher in the preparation and distribution of food for students 3.2 Assist students, as necessary, with *food preparation*, eating and feeding 3.3 Ensure safe and hygienic storage and handling of foodstuffs and food preparation utensils
4. Supervise students in conjunction with teacher	4.1 Undertake supervision of students according to teacher direction and school / centre policy and procedures 4.2 Supervise students that are out of the room according to teacher direction and school / centre policy and procedure

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ELEMENT	PERFORMANCE CRITERIA
5. Deal with *emergency situations*	5.1 Contribute to planning for emergency and potential emergency situations 5.2 Recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility 5.3 Follow emergency procedures correctly in accordance with school/centre procedures 5.4 Seek assistance promptly from colleagues and/or other authorities where appropriate 5.5 Report details of emergency situations accurately in accordance with school/centre policy
6. Support the health and well being of students	6.1 Identify *health issues* in the student community and their *causes* 6.2 Identify the *impact that health issues have on student's learning* 6.3 Act as a resource for families, school and the community with regard to health issue 6.4 Work with families to support individual health needs 6.5 Identify and utilise agencies within and outside the school to support student's health 6.6 Assist in the provision of health promotion programs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aboriginal health issues
- Cultural and linguistic background of students and families
- Curriculum and curriculum framework
- Duty of care responsibilities
- Educations system's policies and procedures
- Hygienic food preparation
- Industrial awards and duty statements
- Potential hazards and risks for students
- Risk management
- Safe working practices
- School/centre's policies and procedures
- State and Federal legislative and regulatory requirements, particularly WHS legislation
- Structure of the education system
- Understand own work role and responsibilities

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adhere to own work role and responsibilities
- Communicate effectively with other adults in the working environment
- Demonstrate effective application of skills in:
  - active listening
  - communication / interpersonal skills of questioning, informing, listening and discussing
  - negotiation

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REQUIRED SKILLS AND KNOWLEDGE

- organisation planning, administrative support skills
- safe work practices
- team work
- time management skills
- Follow school/centre policies and procedures
- Implement safe and hygienic practises
- Liaise with and report to relevant personnel
- Respond appropriately to emergency situations

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Environment may include:

- Community education centre
- Education centre
- Government school (pre-primary, primary and secondary)
- Kindergarten
- Private/non-government school (pre-primary, primary and secondary)
- Special education centre

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RANGE STATEMENT

Relevant procedures, guidelines, protocols, policies will address:	• Duty of care, supervision of students, workers compensation • Education system's (government and non-government) policies and procedures • Relevant legislation from all levels of government that affects the school/centre's operation, especially in regard to WHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • School's and / or centre's policies and procedures
Hazard / safety procedures may include:	• Emergency, fire and accident procedures • Hazard identification and issue resolution procedures • Hazard policies and procedures • Job procedures and instructions • Procedures for maintenance of gardens, animal cages and environs • Procedures for the use of personnel clothing and equipment
Hazards may include:	• Body fluids • Fire • Infections • Manual handling • Toxic substances • Workplace stress
Cleaning duties may include:	• Dusting • Sweeping • Vacuuming • Washing/showering

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RANGE STATEMENT

Types of cleaning equipment may include:	• Brooms • Buckets • Cleaning agents • Hoses • Mops, dusters/dusting and washing cloths • Vacuum cleaners
Food preparation may involve use of equipment such as:	• Food processors, blenders and mixers • Knives, cleavers and utensils • Large (fixed) equipment such as fridges • Slicers,
Individual needs of students will vary based on:	• Age and ability of student • Cultural and/or linguistic background of students • Personal characteristics of students • Physical capability or disability • Students' documented medical conditions • Students' special needs with social, emotional and/or psychological problems
Emergency situations may include:	• Bomb threats or civil disorder • Environmental (severe storms, earthquakes, floods) • Fire • Hazardous releases and uncontrollable processes • Medical emergencies • Other natural or man-made disasters • Smoke spread • Specific emergencies occurring during participation in / conduct of sport and recreation activities

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RANGE STATEMENT

Health issues may include:

- Alcohol and other drug abuse
- Child neglect
- Diabetes
- Domestic violence
- Hearing Loss
- Infant mortality
- Infectious Disease
- Kidney disease
- Nutrition
- Petrol sniffing
- Teenage pregnancy

Causes of health issues may include:

- Child maltreatment
- Domestic violence
- Inadequate housing
- Lack of education
- Lack of support and resources
- Poverty
- Unemployment

Impact that health issues have on student's learning may include:

- Absences from school
- Changes in behaviour
- Inability to concentrate
- Restrictions in ability to participate

Liaison may include:

- Community representatives
- Medical or other professionals
- Other school/centres
- Other teacher assistants
- Parents
- Special education teacher
- Specialist organisations

Unit Sector(s)

Not Applicable

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CHCEDS335A Support students with additional needs in the classroom environment

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by a teacher aide to support students with additional needs in classrooms where there are students with a mix of abilities and needs

Application of the Unit

Application	The application of this unit will depend on the work roles and responsibilities and requirements of the work environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with others to support students with *additional needs*	1.1 Demonstrate understanding of own role and responsibilities in relation to students and a range of additional needs 1.2 Identify roles and responsibilities of *others involved* 1.3 Cooperate with others in support of students 1.4 Share information with others to facilitate student support and does this is accordance with *relevant procedures, guidelines and protocols*

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ELEMENT	PERFORMANCE CRITERIA
2. Support individual students with additional needs	2.1 Show respect, empathy, acceptance for individual differences in dealings with students 2.2 Encourage students in ways which promote their positive self concept and esteem 2.3 Use language, equipment, materials and strategies suited to the student 2.4 Apply simple task analysis as necessary to assist students with additional needs 2.5 Identify the role, purposes and content of *individual education programs* to address additional needs 2.6 Follow individual education programs planned by teachers for particular students, and recommend amendments as appropriate
3. Assist with classroom programs to support students with additional needs	3.1 Use knowledge of *classroom strategies and programs* used to support students with additional needs 3.2 Identify and follow classroom strategies and programs used to support particular students 3.3 Assist with the modification of general activities to particular needs where necessary 3.4 Assist with whole class activities as directed by teacher 3.5 Use behaviour management strategies and techniques appropriate to the students and as directed by teacher and others 3.6 Take appropriate steps, if required, to maintain personal safety of self and others

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ELEMENT	PERFORMANCE CRITERIA
4. Contribute to learning opportunities	4.1 Identify strategies used by teachers to encourage problem solving by students and support strategies appropriately as required of teacher aide 4.2 Identify strategies used by teachers to assist development of independence and social skills in students and support strategies appropriately as required of teacher aide 4.3 Notice and take opportunities to encourage and support incidental learning by students 4.4 Provide constructive advice and feedback to students 4.5 Where appropriate, provide suggestions to teachers or other members to improve learning opportunities of students

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic knowledge and understanding of wide range of additional needs and their implications for students' learning
- Individual education programs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide support in relation to at least two main areas of additional needs

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REQUIRED SKILLS AND KNOWLEDGE

- Undertake proactive approach to assisting students

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - communication
  - problem solving

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment should be on the job and/or related to actual workplace evidence • Simulated situations and hypothetical questioning may be used as a supplement to such assessment if this is necessary to enable the trainee/teacher aide to demonstrate all aspects of the competency • In order to establish consistency of performance, evidence should be collected over a period of time, across a range of events

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - appropriate documentation and resources normally used in the workplace

Method of assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Additional needs may be due to:

- Cultural background
- Education background
- Family issues
- Giftedness
- Intellectual disabilities
- Language impairment
- Learning difficulties
- Non-English speaking background
- Other medical conditions
- Physical difficulties
- Psychiatric disorders
- Psycho-emotional disorders
- Sensory disabilities
- Socio-cultural disadvantage

Others involved may include:

- Carer
- Class teacher
- Guidance officer
- Occupational therapist
- Physiotherapist
- Social worker
- Speech pathologist
- Support teacher
- Teacher aide medical personnel

Relevant procedures, guidelines and protocols may include:

- Confidentiality, right to privacy

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RANGE STATEMENT

Individual education programs may include:	• Communication and speech • Gross and fine motor skills • Individual and class social skills • Key work signing • Life skills • Literacy • Numeracy
Classroom strategies and programs may include:	• 'Buddy' support systems • Cross curricular teaching • Multi-level teaching • Peer modelling • Peer tutoring • Small group, 1:1 instructional tutoring • Vertical grouping

Unit Sector(s)

Not Applicable

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CHCEDS403B Promote and implement Aboriginal and-or Torres Strait Islander language and culture programs

Modification History

Not applicable.

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required for an education worker to liaise effectively with Aboriginal and/or Torres Strait Islander students in relation to education programs The education worker supports Aboriginal and/or Torres Strait Islander students to use educational programs more effectively and to increase their understanding of the multi-cultural nature of the learning environment It requires sensitivity and an understanding of cultural protocols, including appropriate interpersonal and networking skills

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the teacher in the effective delivery of the *education program* to Aboriginal and/or Torres Strait Islander students	1.1 Provide relevant information and advice to the teacher during planning and delivery of lessons 1.2 Prepare charts and displays on *Aboriginal and/or Torres strait Islander culture* as required 1.3 Support induction of teachers unfamiliar with the local Aboriginal and/or Torres Strait Islander culture 1.4 Use discussion and *relevant procedures* to foster cultural awareness of staff 1.5 Apply knowledge and understanding of appropriate behavioural and developmental characteristics to activities 1.6 Raise and explain cultural issues affecting learning or relationships to the teacher when appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. Interpret for the teacher when there is a communication difficulty between teacher and the student	2.1 Use knowledge of *Aboriginal and/or Torres Strait Islander* families, the community, and its culture to assist communication 2.2 Provide mediation between students, staff and others to promote mutual understanding according to direction 2.3 Provide students with lesson guidance, as required
3. Teach aspects of Aboriginal and/or Torres Strait Islander culture	3.1 Support language programs through a team teaching approach and in collaboration with the community 3.2 Promote and support Aboriginal and/or Torres Strait Islander studies under the supervision of the teacher 3.3 Provide knowledge and understanding of the history, language and culture that promotes respect, understanding and harmony in the classroom
4. Advise on Aboriginal and/or Torres Strait Islander studies and programs	4.1 Provide advice on the cultural suitability of an *education program* and its resource materials 4.2 Source and access people to assist with classes in Aboriginal and/or Torres Strait Islander culture in consultation with teacher 4.3 Plan and organise visits to the school/centre by Aboriginal and/or Torres Strait Islander role models in liaison with teachers and according to school/centre protocol 4.4 Compile and develop resource lists which promote Aboriginal and/or Torres Strait Islander studies and culture

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ELEMENT	PERFORMANCE CRITERIA
5. Facilitate support for Aboriginal and/or Torres Strait Islander students on matters which affect their education	5.1 Offer support to Aboriginal and/or Torres Strait Islander students through positive role modelling, *classroom strategies*, promotion of regular attendance and conduct of support groups 5.2 Arrange tutoring for students during the transition from one phase to the next or as required 5.3 Support relevant teaching staff in explaining career pathways and opportunities 5.4 Contribute to reviews or case conferences of Aboriginal and/or Torres Strait Islander students as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Education system's policies and procedures
- Structure of the education system
- Curriculum and curriculum framework
- School/centre's policies and procedures
- Duty of care responsibilities
- Safe working practises
- Potential hazards and risks for students
- State/territory and Federal legislative and regulatory requirements
- Industrial awards and duty statements
- Relevant code/s of ethics
- Cultural and linguistic background of students and families
- Developmental milestones of children/young people (e.g cognitive, physical, language,

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REQUIRED SKILLS AND KNOWLEDGE

social and emotional)

- Child management techniques
- Positive behaviour guidance strategies
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self-identity
- Own cultural conceptions and pre-conceptions and basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and/or Torres Strait Islander people and others
- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- The role and use of language and cultural interpreters
- Own work role and responsibilities

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective application of skills in:
  - communication/interpersonal skills of questioning, informing, listening and discussing
  - organisation planning and administrative support skills
  - time-management skills
  - active listening
  - study skills
- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Employ culturally respectful practises
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Work effectively as a member of a team
- Employ basic conflict resolution and negotiation skills
- Show respect and inclusiveness towards culturally diverse people in all work practices
- Communicate effectively with culturally diverse persons
- Apply knowledge of learning and development to implement role and responsibilities appropriately in an education environment
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the work environment

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REQUIRED SKILLS AND KNOWLEDGE

- Liaise with and report to relevant personnel
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account the child/young person's age, development, culture and needs
- Respond effectively to behaviour of concern

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Educational environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Relevant procedures, guidelines, protocols, policies will address:

- Education system's (government or non-government) policies and procedures
- School's and / or centre's policies and procedures
- Relevant legislation from all levels of government that affects the school/centre's operation, especially in regard to work health and safety (WHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination

Cultural differences may include:

- Interpersonal approach
- Thinking/learning styles
- Expectations
- Responsibilities
- Priority setting
- Cultural obligations

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RANGE STATEMENT

Factors affecting Aboriginal and/or Torres Strait Islander education may include:	• History of European/Aboriginal and/or Torres Strait Islander contact • Loss of culture, land, identity and Indigenous law • Family links • Geographical remoteness • Lack of relevant and culturally appropriate education • Feelings of isolation and vulnerability and being culturally unsafe • Violence
Student education requirements will vary according to such variables as:	• Students with a disability or disabilities • Students who are learning English as their second or later language • Students with special social, emotional, health and / or psychological needs • Age and ability of students • Personal characteristics of students • Individual learning styles of students
Education programs may include:	• Literacy and numeracy • Remediation skills • Life skills • Communication and speech • Individual and class social skills • Arts • English • Health and physical education • Languages other than English • Mathematics • Science • Society and environment • Technology and enterprise

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RANGE STATEMENT

Classroom strategies may include:

- Peer tutoring
- Multi-level teaching
- Cross-curricular teaching
- 'Buddy' support systems
- Small group
- 1:1 instructional tutoring
- Vertical grouping
- Peer modelling

Unit Sector(s)

Not Applicable

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CHCEDS404A Liaise with Aboriginal or Torres Strait Islander community re education program

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for an education worker, under direction of teacher, to liaise effectively between the school/centre and parents and community about development of an education program that is relevant to both educational and cultural needs

The education worker assists Aboriginal and Torres Strait Islander students, particularly those at risk, through mentoring and pastoral care to support their participation and achievement in the school/centre environment

It requires sensitivity and an understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Liaise with Aboriginal and/or Torres Strait Islander parents/community members on education issues under supervision of a teacher	1.1 Explain difficulties in understanding aspects of the *education program* by parents/guardians according to the teacher's instructions and school policy and procedures 1.2 Convene liaison meetings between teachers and Aboriginal and/or Torres Strait Islander parents/ guardians and community as requested by school/ centre staff or Aboriginal and/or Torres Strait Islander groups 1.3 Facilitate community contributions to adapt school/centre policies to meet education needs of Aboriginal and/or Torres Strait Islander students 1.4 Encourage parental involvement in meetings, assemblies and events 1.5 Provide interpretation and translation for parents when there is a communication difficulty between parents and school/centre 1.6 Assist parents with forms, vouchers and documents according to school/centre administration procedures 1.7 Consult parents and Aboriginal and/or Torres Strait Islander elders in the community on sensitive issues of *culture* and language and the educational needs of Aboriginal and/or Torres Strait Islander students 1.8 Prepare and submit specific items for school/centre newsletters and community newspapers for final approval 1.9 Provide mediation between the school/centre and parents or community, according to teacher/school/centre direction 1.10 Represent the school/centre or system of schools (Department, Catholic or Independent schools) at community meetings as required 1.11 Contribute appropriately at meetings held to discuss issues raised by the school/centre or community

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and represent the educational needs of Aboriginal and/or Torres Strait Islander students	2.1 Identify and convey *educational needs* of student/s to the relevant teacher 2.2 Encourage parents to identify and convey educational needs of students to the relevant teachers 2.3 Offer appropriate suggestions to the relevant teacher on making the classroom environment supportive to Aboriginal and/or Torres Strait Islander students 2.4 Provide a first-point-of-contact between parents/community and teachers/staff when necessary 2.5 Provide appropriate liaison and communication links between parents and the school/centre or department or system as required
3. Liaise with other agencies to further the educational welfare of Aboriginal and/or Torres Strait Islander students	3.1 Maintain links with agencies for further education and training, according to the school/centre protocol 3.2 Source and compile information on other services and agencies such as family and community health and welfare and access in consultation with teacher 3.3 Provide assistance in coordination of work experience programs for Aboriginal and/or Torres Strait Islander students
4. Conduct interviews or home liaison visits to discuss the academic progress and or social development of students	4.1 Inform students and parents/guardians of the time and purposes of the planned visit/*liaison* 4.2 Discuss the academic and social progress of the student/s in a manner that is linguistically and culturally acceptable to the students and parents/guardians 4.3 Use appropriate interpersonal skills to allow accurate and relevant exchange of information 4.4 Carry out visits punctually and professionally 4.5 Undertake record-keeping and reporting in accordance with school/centre standards and procedures 4.6 Inform teacher/s and relevant staff of the date and nature of the visits

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Education system's policies and procedures
- Structure of the education system
- Curriculum and curriculum framework
- School/centre's policies and procedures
- Duty of care responsibilities
- Safe working practises
- Potential hazards and risks for students
- State and federal legislative and regulatory requirements
- Industrial awards and duty statements
- Relevant code/s of ethics
- Cultural and linguistic background of students and families
- Developmental milestones of children/young people (cognitive, physical, language, social, emotional)
- Child management techniques
- Positive behaviour guidance strategies
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self identity
- Own cultural conceptions and pre-conceptions and perspectives of diverse cultures
- An understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander culture
- Knowledge of the impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc. on attitudes towards education
- Availability of resources and assistance within and external to the school/centre in relation to cultural diversity issues
- The role and use of language and cultural interpreters
- Community health issues

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REQUIRED SKILLS AND KNOWLEDGE

- Impact on learning
- Understand own work role and responsibilities
- Understand knowledge of learning and development to implement role and responsibilities appropriately in an educational environment

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective application of skills in:
  - communication/interpersonal skills of questioning, informing, listening and discussing
  - organisation planning, administrative support skills
  - time management skills
  - active listening
  - study skills
- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Employ culturally respectful practises
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Work effectively as a member of a team
- Employ basic conflict resolution and negotiation skills
- Show respect and inclusiveness towards culturally diverse people in all work practices
- Communicate effectively with culturally diverse persons
- Apply knowledge of learning and development to implement role and responsibilities appropriately in an education environment
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the work environment
- Liaise with and report to relevant personnel
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account the child/young person's age, development, culture and needs
- Respond effectively to challenging behaviours
- Respond effectively to health issues

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Educational environment may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre
Student education requirements will vary according to such variables as:	• Students with a disability or disabilities • Students who are learning English as their second or later language • Students with special social, emotional, health and / or psychological needs • Age and ability of students • Personal Characteristics of students • Individual learning styles of students

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RANGE STATEMENT

Education program may include:

- Literacy and numeracy
- Remediation skills
- Life skills
- Communication and speech
- Individual and class social skills
- Arts
- English
- Health and physical education
- Languages other than English
- Mathematics
- Science
- Society and environment
- Technology and enterprise

Relevant procedures, guidelines, protocols, policies will address:

- Education system's (government or non-government) policies and procedures
- School's and / or centre's policies and procedures
- Relevant legislation from all levels of government that affects the school/centre's operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Cultural differences may include:

- Interpersonal approach
- Thinking/learning styles
- Expectations
- Responsibilities
- Priority setting
- Cultural obligations

Factors affecting Aboriginal and Torres Strait Islander education may include:

- History of European/ Aboriginal and Torres Strait Islander contact
- Loss of culture, land, identity and indigenous law
- Family links
- Geographical remoteness
- Lack of relevant and culturally appropriate education
- Feelings of isolation and vulnerability and being culturally unsafe
- Violence

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Unit Sector(s)

Not Applicable

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CHCEDS407A Collect and analyse information to inform work strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to work in conjunction with teacher to collect and evaluate information to inform strategies that enhance student services within the education workplace

Application of the Unit

Application

This unit is intended for education support workers operating in a range of education contexts and required to undertake research into issues relating to disabilities, funding sources, procedures, protocols communities, education options, career options and other matters

This work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect data to inform education support role	1.1 Work in conjunction with a teacher to identify *information* requirements to perform specific education support function 1.2 Identify potential *internal and external sources of information* and arrange for access to the information 1.3 Collect information within set timeframes 1.4 Access internal and external sources to retrieve required information 1.5 Collate required information within set timeframes in a manner which enables ease of use
2. Evaluate and interpret information	2.1 Evaluate information to determine *relevance and validity* to the set task 2.2 Analyse information using reliable and suitable *methods* acceptable to the education context 2.3 Use assumptions in analysis that are clear, justified and consistent 2.4 Identify strategies for application in the education support work that are supported by evidence

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ELEMENT	PERFORMANCE CRITERIA
3. *Present information*	3.1 Report recommendations and options in an accepted structure, style and format using appropriate technology 3.2 Present reports in a clear and concise manner which conforms to the education organisation requirements 3.3 Distribute reports and information in accordance with organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Information collection and management procedures
- Scope and detail of required information
- Legislative underpinnings of the education work context
- Organisation procedures covering handling and storing information
- Major sources of information

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Integrate application of all elements of competency and their performance criteria in a diverse education environment
- Identify and access varied sources of information
- Collate and present information to meet organisation standards
- Work effectively under pressure
- Comply with organisation procedures relating to security and confidentiality

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Retrieve information from both manual and computerised systems
- Analyse information
- Plan and organise
- Communicate effectively

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REQUIRED SKILLS AND KNOWLEDGE

- Undertake problem solving
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Access to a suitable range of information sources for both candidate and the assessor/trainer

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:

- Legislation, regulations, policies, procedures guidelines, awards and agreements
- Legal materials
- Student and family information
- Enrolment trends
- Student reports
- Community partnerships
- Data file records
- Library materials
- Financial records
- Basic statistical information
- Vocational education and training information

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RANGE STATEMENT

Internal and external sources of information may include:	• Education organisation intranet/internet sites • Policy and procedure manuals • Library and resource systems • Files/records management systems • Specific purpose data bases • Government and non government agencies • Academic research materials • Local community sources • Commercial organisations
Relevance and validity of information means:	• Relevant - must inform the question and relate to the subject matter and the timeframe of the investigation • Valid - information must come from a reliable source, pertain to the scope of the investigation and have been gathered using accepted methodologies
Methods of information analysis may include:	• Quantitative analysis • Qualitative analysis • Connections and comparison of like data • Identification of relationships between data • Basic statistical analysis • Mathematical calculations • Critical analysis • Problem solving • Client feedback
Conclusions are:	• The results of the information analysis - statements of the determinations made or the options available
Present information may include:	• Oral briefing • Use of presentation software • Routine reports and briefing notes • Speech writing • Proposals • Articles and promotional material

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RANGE STATEMENT

Recognition of contributions may include:	• A nod, smile or handshake • A few positive words about the task completed • Thanks and appreciation of the job well done • A formal appreciation for work by way of issue of a certificate

Unit Sector(s)

Not Applicable

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CHCEDS408A Support students' mathematics learning for numeracy

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by education support workers to work with teachers to support students developing their mathematics skills for numeracy, including using number, measurement, estimation and problem solving

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce mathematics skills for numeracy across the curriculum and to support students during various phases in the acquisition of numeracy competence

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate *application of mathematics skills for numeracy*	1.1 Identify and explain a variety of numeracy demands and opportunities in daily life 1.2 Demonstrate the different functions of mathematics using activities and examples 1.3 Monitor students' understanding and use of mathematics through observation, listening and conversation, and provide information to teachers to inform planning 1.4 Identify *factors affecting acquisition of mathematics skills for numeracy* and discuss with the teacher/s 1.5 Develop numerate understandings appropriate to students' culture, age, abilities, interests and needs 1.6 Use examples and activities to highlight and explain applications of mathematics for numeracy to *scaffold learning* 1.7 Model use of mathematics skills appropriate to a range of life and workplace situations relevant to specific students

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ELEMENT	PERFORMANCE CRITERIA
2. Support students to develop mathematics skills for numerate understanding	2.1 Determine *strategies for supporting students in the application of mathematics skills for numeracy* in consultation with the teacher/s 2.2 Implement planned strategies to enhance the abilities of students and address their individual needs 2.3 *Encourage students to problem-solve* using mathematics knowledge and skills in everyday life contexts 2.4 Use explicit talk to focus students on specific mathematics knowledge and skills to be numerate
3. Enhance students' mathematics knowledge and skills through structured activities	3.1 Use *accurate mathematics terminology and concepts*, as planned with teacher/s, to support students' learning 3.2 Implement *strategies* devised with teacher/s *to develop students' skills in the use of mathematics for numeracy understanding* 3.3 Use planned strategies to engage students in identifying mathematical knowledge and skills for numeracy across all key learning areas 3.4 Encourage students to improve mental computation and calculation skills using strategies appropriate to students' developmental levels 3.5 Ensure students check for reasonableness of solutions when calculating, using a range of strategies including estimating and technology 3.6 Encourage students and build their confidence to attempt problem solving that requires the use of mathematics knowledge and skills

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ELEMENT	PERFORMANCE CRITERIA
4. Design resources to support mathematics learning for numeracy	4.1 Plan *learning environments* and activities in advance with the teacher/s 4.2 Design *resources*, in consultation with teacher/s, to reinforce mathematical knowledge and skills, while fulfilling curriculum requirements 4.3 Design resources to suit the developmental level of the students, as determined by the teacher/s

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Mathematical knowledge and skills appropriate to the students being supported
- The differences between the roles and responsibilities of teachers and education support workers
- Mathematical concepts and operations relevant to the year levels and the needs of students
- Language associated with mathematics and numeracy as used by supervising teacher/s
- Questions to encourage critical thinking about mathematics and its use as a learning tool
- Policy, procedure and legislative issues affecting performance as education support workers
- The role of education support personnel in implementing planned mathematics activities with students
- A range of basic communication strategies
- Questioning techniques that scaffold learning and assist students to problem-solve

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Collaborate with teacher to analyse student needs in relation to development of numeracy understanding and apply an appropriate model of learning to develop the student's mathematics knowledge and skills
- Implement support strategies appropriate to the year level in collaboration with the teacher
- Implement programs that support a range of students who may be at various levels in collaboration with the teacher
- Maintain and complete workplace records
- Adapt examples and activities to meet the specific needs in mathematics knowledge and

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REQUIRED SKILLS AND KNOWLEDGE

understanding of individual students

- Apply knowledge of stages of development in mathematics knowledge and skills
- Use specific strategies to scaffold student learning as directed by a teacher
- Use a range of strategies to support students with the acquisition of mathematics skills and knowledge

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to demonstrate application of skills in:

- Application of mathematical concepts applicable to the year levels in which they operate, i.e. early childhood, primary, secondary
- Identification, collation and development of resources to support development of mathematics skills and knowledge for numeracy
- Effective interpersonal communication (e.g. active listening, giving clear directions and/or instructions, expressing an opinion, suggesting improvements to strategy/methods for assisting/supporting students and teachers
- Time management to provide support to learners as guided by teachers
- Consulting with the teaching team and other education support workers on workplace procedures and new approaches to accommodate individual student requirements
- Problem-solving and scaffolding problem-solving
- Initiative - to use appropriate support strategies when opportunities arise and to inform teachers of student abilities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed either on the job or off the job through an appropriate workplace simulation
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including access to:
  - an educational work environment or simulation of realistic work environment to enable candidates to demonstrate their knowledge and skills while working with teachers and students
  - mathematics and numeracy terminology used in the educational organisation

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - case studies
  - demonstration
  - observation
  - questioning - oral and written
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect work demands, such as literacy, and the needs of particular groups, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Applications of mathematics knowledge and skills for numeracy may include:	Using mathematics in real life contexts: • Operations and calculations • Measurement of area, volume, length etc • Reading and interpreting data displays • Catering • Ordering • Reading maps, driving, navigating • Timetables and timelines • Planning use of spaces • Explore situations with money • Working mathematically to solve problems
Factors affecting acquisition of mathematics skills for numeracy may include:	• Limited opportunities for practice • Health issues • Socioeconomic issues • Home language other than English
Scaffold learning involves providing temporary support to students to enable their progress toward independent thinking and learning *It may include*:	• Relating new knowledge to student's current knowledge • Breaking new information into smaller chunks • Approaching new information in a familiar way or by referring to known information • Encouraging students to concentrate on new information through the use of concrete or real life materials • Providing achievable challenges with opportunities for thinking and reasoning mathematically • Encouraging students to communicate their mathematical thinking both orally and written • Recognising and encouraging attempts to use new information • Encouraging repeated use of information to achieve automaticity in mental computation

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RANGE STATEMENT

Encourage students to problem-solve by:	• Modelling problem-solving strategies aloud (talking the talk) • Accepting and valuing students' attempts to solve problems • Encouraging self-help • Using open ended questioning • Referring to similar problems and how they were solved • Encouraging risk-taking • Allowing sufficient thinking time (wait time) • Not interrupting the child's reading • Offering support which provides least support first, and moving to most support only if required
Accurate mathematics terminology and concepts may include:	• Vocabulary - mathematics context versus real world contexts • Symbols • Displays (graphs, tables etc) • Units of measurement • Mathematics specific conventions
Strategies to develop students' confidence and positive attitude to use their mathematical knowledge and skills (*for numeracy*) *may include*:	• Hands on activities • Activities for real life purposes • Using technologies • Active engagement in learning • Creative problem solving activities • Investigations and open ended questions • Opportunities to pose and solve questions

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RANGE STATEMENT

Learning environments may include:	Use of a variety of spaces to indicate mathematics is evident everywhere and across all learning areas: • Classrooms • Libraries • Laboratories • Outdoor areas • Community spaces • Art areas • Parks and gardens
Resources may include:	• Charts • Posters • Games • Concrete materials • Handouts • Displays • Labels • Workbooks • Reference materials • Online and digital resources

Unit Sector(s)

Not Applicable

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CHCEDS409A Support students' literacy learning

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by education support workers to work with teachers to support students developing their literacy skills, including oral language, reading and writing skills

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce literacy skills across the curriculum and to support students during various phases in the acquisition of literacy competence

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Encourage and model spoken language	1.1 Identify and use a variety of *styles of verbal communication*
	1.2 Demonstrate the different *functions of language* in interactions
	1.3 Monitor students' understanding and use of language through observation, listening and conversation, and provide information to teachers to inform planning
	1.4 Identify *factors affecting language acquisition* and discuss with the teacher/s
	1.5 Use language appropriate to students' culture, age, abilities, interests and needs
	1.6 *Use spoken language to effectively interact* with students
	1.7 Use *explicit talk* about language to *scaffold learning*
	1.8 Model language appropriate to the situation, the purpose and the audience for students

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ELEMENT	PERFORMANCE CRITERIA
2. Support students to read and interpret *texts*	2.1 Determine *strategies for supporting students in the interpretation of texts* in consultation with the teacher/s 2.2 Implement planned strategies to enhance the abilities of students and address their individual needs 2.3 *Encourage students to problem-solve* in order to make meaning from texts 2.4 Use *explicit talk* to focus students on specific literacy skills
3. Enhance students' literacy skills through writing activities	3.1 Use *accurate terminology*, as planned with teacher/s, to support students' learning 3.2 Implement *strategies* devised with teacher/s *to develop students' skills in the use of written language* 3.3 Use planned strategies to reinforce literacy skills across all key learning areas 3.4 Encourage students to improve *spelling skills* using strategies appropriate to students' developmental levels 3.5 Support students to *plan their writing tasks* 3.6 *Encourage students to critically reflect* on the effectiveness of their writing 3.7 Support students to *effectively edit their writing*
4. Design resources to support literacy development	4.1 Plan *learning environments* and activities in advance with the teacher/s 4.2 Design *resources*, in consultation with teacher/s, to reinforce literacy skills, while fulfilling curriculum requirements 4.3 Design resources to suit the developmental level of the students, as determined by the teacher/s

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- The relationships between spoken language and literacy
- The definition of 'texts' and range of texts that students need to interpret
- Explicit talk to support student comprehension
- Terminology of literacy as used by supervising teacher/s
- Questioning techniques that scaffold learning and assist students to problem-solve
- Language and literacy developmental continuum appropriate to the students being supported
- The differences between the roles and responsibilities of teachers and education support workers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adapt spoken language to meet the needs of students and learning programs
- Apply knowledge of stages of development in language and literacy
- Use specific strategies to scaffold student learning as directed by a teacher
- Use a range of strategies to support students with the acquisition of literacy skills and knowledge

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to demonstrate application of skills in:

- Communication

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REQUIRED SKILLS AND KNOWLEDGE

- active listening
- speaking - including explicit talk, questioning
- writing - use of genres, editing, spelling
- consultation - with teachers
- Forming letters in scripts appropriate to the phase of learning of the students
- Problem-solving and scaffolding problem-solving
- Initiative - to use appropriate support strategies when opportunities arise and to inform teachers of student abilities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed either on the job or off the job through an appropriate workplace simulation
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including access to:
  - an educational work environment or simulation of realistic work environment to enable candidates to demonstrate their knowledge and skills while working with teachers and students
  - literacy terminology used in the educational organisation

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - case studies
  - demonstration
  - observation
  - questioning - oral and written
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect work demands, such as literacy, and the needs of particular groups, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Styles of verbal communication may include:

- Informal
- Formal
- Transactional e.g. greetings, shopping, giving directions/instructions
- Reading aloud
- Recounting
- Reciting
- Interrogating

Functions of language may include:

- Informative:
  - the communication of information
- Expressive:
  - reports feelings or attitudes of the speaker/writer/ subject to evoke feelings in the listener/reader
- Directive:
  - language used for the purpose of causing (or preventing) overt actions
- To establish and maintain relationships
- To influence

Factors affecting language acquisition may include:

- Limited opportunities for practice
- Health issues
- Socioeconomic issues
- Home language other than English
- Planned or incidental learning opportunities

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RANGE STATEMENT

Use spoken language to effectively interact may include:

- Use of phrases and jargon that the student uses
- Using name used by family or friends/peers
- Using language specific to an area of the student's interest e.g. Football/fashion
- Suiting language to the student's age and level of comprehension
- Encouraging participation in group or individual discussions
- Reading books, telling stories, reciting poems and rhymes out loud
- Involving students in songs, rhymes, jokes, plays, presentations
- Informal conversation / chatting
- Varied intonation (for example different intonation used when asking questions, making statements, giving commands)
- Clear articulation to support comprehension
- Appropriate pronunciation
- The ability to transition between verbal cultural norms
- Discussing student's selection of materials/photos collected at home
- Using digital photos to stimulate recall, prediction, discussion, vocabulary about a class activity or excursion

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RANGE STATEMENT

Explicit talk (*talking the talk*) *may include speaking aloud about*:

- Thinking processes involved in constructing communications ('I' statements)
- Open-ended questioning about meaning and alternative ways to convey meaning
- The structure of a sentence
- The purpose of the language used
- The effectiveness of language used for the chosen audience
- Processes used to determine meaning
- Processes used to work out the spelling of words
- How a word may be broken into syllables to help with spelling or meaning
- Relating the new to the known
- Specific strategies devised for specific purposes in consultation with teacher/s

Scaffold learning involves providing temporary support to students to enable their progress toward independent thinking and learning

It may include:

- Relating new knowledge to student's current knowledge
- Breaking new information into smaller chunks
- Approaching new information in a familiar way or by referring to known information
- Encouraging students to concentrate on new information
- Providing achievable challenges
- Reinforcing attempts to use new information
- Encouraging repeated use of new information to achieve automaticity

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RANGE STATEMENT

Texts may be drawn from many genres including:

- Literary texts - characterised by the aesthetic use of language and the imagination to explore understandings about human experience through real and imagined (including virtual) worlds.
  Examples of literary texts include:
  - narrative picture books
  - novels/e-books/short stories
  - poems (ballads, lyrics, sonnets)
  - plays/drama
  - song lyrics
  - biographies/ autobiographies
  - feature films
- Everyday texts - those associated with education, leisure, work, family and daily life:
  - factual texts/reference books/dictionaries
  - DVDs (feature films)
  - web-linked computer games
  - personal email/on-line discussions/SMS messages
  - letters/reports
  - catalogues/advertising
  - signs (street names, directional signs)
- Mass-media texts - those produced in a variety of paper and electronic media for a mass audience:
  - television programs
  - newspaper stories
  - magazine features
  - radio talkback
  - television news
  - feature films
  - web pages

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RANGE STATEMENT

Strategies for supporting students in the interpretation of texts may include:

- Orientation to the text
- Asking for students' opinions about parts of the text
- Asking students to compare the text to other texts
- Asking students to compare the text to their own experiences
- Encouraging students to analyse and/or criticise the text
- Encouraging students' consideration of the genre of the text
- Encouraging students' consideration of the effectiveness of the text's messages
- Engaging in discussion that summarises or encourages comment about information in the text
- Utilising Rosenblatt's Five Response Types to encourage deeper understanding of the text's meaning

Encourage students to problem-solve by:

- Modelling problem-solving strategies aloud (talking the talk)
- Accepting and valuing students' attempts to solve problems
- Encouraging self-help
- Using open ended questioning
- Referring to similar problems and how they were solved
- Encouraging risk-taking
- Allowing sufficient thinking time (wait time)
- Not interrupting the child's reading
- Offering support which provides least support first, and moving to most support only if required

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RANGE STATEMENT

Accurate terminology will depend on the phase of learning being supported and may include selections from this glossary of terms:

- Active voice:
  - refers to a verb group where the subject of the clause is the actor or 'do-er' (e.g. 'the child washed the window' as opposed to 'the window was washed by the child' which is in passive voice)
- Antonym:
  - words that have an opposite or contrasting meaning to a given word (e.g. 'alive' is an antonym of 'dead')
- Clause:
  - a unit of meaning grouped around a process (verb); the basic building block of language. (e.g. 'I finished my work, even though I was tired'; My boss, who's moving to another department soon, is organising a party')
- Decoding:
  - processes involved in changing written letters into spoken sounds to arrive at the meaning of the written text - a bit like 'breaking the code'
- Discourse:
  - a Discourse (upper-case D) is a socially accepted association among ways of using language, of thinking, feeling, believing, valuing and acting that can be used to identify oneself as a member of a socially meaningful group or social network
- Encoding:
  - process of changing spoken language into symbols of written language (writing) similar to converting spoken language into a code
- Field:
  - the topic of language in a particular context, realised through processes, participants and circumstances
- Foreground:
  - make the focus by placing at the beginning of a clause, sentence, paragraph or text

continued ...

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RANGE STATEMENT

Glossary (*contd*):

- Genre:
  - any staged, purposeful social activity which is accomplished through language (e.g. making a purchase in a shop, a letter to the editor, meeting procedures)
  - genres which are valued and common in formal schooling contexts include recounts, descriptions, reports, narratives, arguments and discussions
  - texts can be macro-genres; that is, they consist of two or more genres in achieving their overall purpose
  - for example, in writing an argument against the logging of rainforests, the writer might include a report about the trees that grow in rainforests and the animals that need the rainforests to survive
- Graphophonic code/graphphonics:
  - the set of letters and sounds and rules for using them to convert spoken language into written language
  - the grapho part of the word is derived from the Greek root graphos meaning to write and the phonic part is derived from the Greek root *phonos* meaning sound
- Language:
  - language (both oral and written) is a semiotic system that uses words, sentences and paragraphs as its set of signs and codes to convey meaning
- Literacy:
  - the flexible and sustainable mastery of a repertoire of practices with the texts of traditional and new communications technologies via spoken language, print, and multimedia
- Metalanguage:
  - a language for talking about language, its patterns and conventions
- Metalinguistic awareness
  - awareness of the form of language rather than its meanings i.e. its patterns, sounds and conventions
  - examples: caterpillar is a long word (even if a caterpillar is a short little creature); want I go (incorrect order) for I want to go.
- Modality

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RANGE STATEMENT

- refers to the aspect of speaker/writer judgement or assessment of probability, usuality, obligation and inclination (e.g. 'he might be the one' 'she always wins' 'I always have to help')

continued ...

Glossary (*contd*):

- Mode:
  - concerned with the medium and channel of communication
  - broadly speaking, it refers to whether the channel of communication is spoken or written, and is the role that language has in the meaning making
- Morphemes:
  - the smallest units of meaning in a word
  - examples: sighs (two morphemes sigh + the plural marker s); size (one morpheme); pretty (one morpheme but two syllables)
- Multiliteracies:
  - literacy educators use the term multiliteracies to focus on the ways in which literacy education will continue to change in order to equip students with the skills necessary to be active and informed citizens in present and future societies, and to address the challenges posed by a changing world
- Onset-rime:
  - the division of a word into the initial consonant or consonant blend and the following syllables Examples: p-ot (pot): str-ing (string): m-y (my)
- Passive voice:
  - refers to a verb group where the subject of the clause is the goal or the receiver of the action (the done-to) e.g. 'the car was washed by the child' as opposed to 'the child washed the car' which is active
  - the passive voice is used when the speaker/writer wishes to foreground the goal of the action as in:
    - 'the dried ingredients are added to the mixture'
    - 'the car gets serviced at the garage'
    - 'taxes were raised after the election'
- Pedagogy:
  - all the various aspects associated with teaching including teaching, assessing and planning

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RANGE STATEMENT

- Phonemes:
  - the smallest element of sound that allows us to differentiate between words (examples: cat, rat or big, bag)
  - the sounds represented by those letters are phonemes
  - phonemes are the smallest building blocks of our language

continued ...

Glossary (*contd*):

- Phonemic awareness:
  - concepts about the structure of words (individual phonemes)
- Phonics:
  - a term commonly used instead of the term graphophonics
  - the word makes reference to the 'sound' aspect of the word and does not include the 'letter' aspect
  - phonics and graphophonics are used interchangeably
- Phonological awareness:
  - concepts about the way spoken words sound including an understanding that words can be broken into syllables, an understanding of alliteration, onset and rime, and rhyme
- Reading:
  - a problem-solving process involving the use of cognitive, cultural and social resources
- Scaffold:
  - in pedagogy: temporary support given to students to enable their progress toward independent thinking and learning
  - this support may take the form of explanations, examples, pictures or diagrams, with teacher modelling of procedures, responses etc
  - the amount of scaffolding is deliberately reduced as the student progresses
- Schematic structure:
  - the distinctive way in which a text is structured, having identifiable stages or parts which enable it to achieve its purpose
- Semantic or semantics:

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RANGE STATEMENT

- meaning
- Semantic cueing system:
  - the meaning clues the reader is able to use to decode and to make meaning
  - clues relate to all different kinds of knowledge the reader has and related to the reading
- Subject-verb agreement:
  - refers to where a plural subject requires a plural finite (verb) form (e.g. 'chairs were ...') or a singular subject requires a singular finite form (e.g. 'a chair was ...')
- Synonym:
  - a word with a similar meaning to another (e.g. 'youthful' is a synonym of 'young')

continued ...

Glossary (*contd*):

- Syntax:
  - word order: the rules that govern the way the words are ordered in sentences
- Syntactic cueing system:
  - the clues the reader is able to use about possible words because of their knowledge of syntax as they decode and make meaning
- Teacher talk:
  - the term used to refer to the specific way teachers and support personnel use language to interact with the children for the purpose of supporting their learning
- Tense:
  - the setting in time of a clause (e.g. the primary tenses are past - 'I went', present - 'I am going', and future 'I will go')
- Text:
  - most broadly, this term is used to refer to anything which can be read for meaning. A text is a combination of signs selected and organised to convey meaning
- Theme:
  - refers to what is foregrounded in a clause, which focuses the listener/reader on how the text is unfolding

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RANGE STATEMENT

Strategies to develop students' skills in the use of written language may include:

- Helping students to have a go at unknown words
- Modelling (by an adult) of spelling strategies
- Scribing for beginning writers
- Using temporary spelling as a tool for early writing
- Written conversations
- String sentences
- Transformations for supported writing
- Using a digital camera to support writing

Spelling skills may be enhanced through the development of:

- Visual awareness:
  - recognising the shapes and patterns of letters and words
- Morphemic awareness:
  - recognising patterns of meaning within and between words
- Graphophonic awareness:
  - recognition of relationships between shapes (letters or groups of letters) and sounds
- Etymological awareness:
  - recognition of the historical origins of words and their meaning

Plan writing tasks may include:

- Deciding on the purpose
- Determining the audience
- Deciding what the message is
- Researching specific information and/or references
- Structuring the writing to best convey the message to the audience
- Drafting and editing

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RANGE STATEMENT

Encouraging students to critically reflect on their writing may include:

- Questioning:
  - Does it say what you want it to say?
  - Is the message clearly articulated?
  - Is it easy to read?
  - Is the format inviting?
  - Is there any unnecessary material?
  - Is all the necessary information presented?
  - Is there an effective conclusion?
- Asking students to read their writing aloud
- Reading parts of the writing aloud to the student to help identify problems
- Suggesting comparison against exemplar texts

Effectively edit writing may include checking and revising:

- The structure of paragraphs
- The structure of sentences
- The information contained in the text
- The flow of the writing
- References
- Formatting
- Spelling
- Applicable genre structure
- Language/ tone/ vocabulary suits the audience and the purpose

Learning environments may include:

- Classrooms
- Libraries
- Laboratories
- Outdoor areas
- Community spaces
- Art areas

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RANGE STATEMENT

Resources may include:

- Charts
- Posters
- Games
- Handouts
- Displays
- Labels
- Workbooks
- Reference materials

Unit Sector(s)

Not Applicable

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CHCEDS410A Assist in facilitation of student learning

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required to understand and apply a range of principles and processes to facilitate student learning

Application of the Unit

Application	This unit applies to education support workers in a range of education environments who are responsible for aligning support strategies with teacher facilitation strategies to assist student learning This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of current education approaches relevant to the education environment	1.1 In consultation with teacher or other education professional, identify *teaching and learning approaches* applicable to the relevant education environment 1.2 Confirm the teaching and learning approach and its principles of practice with the supervisor 1.3 Select resources to support the learning approach 1.4 Work with teacher to plan learning activities and classroom supervision of student interactions 1.5 Conduct the learning activities and supervision of student interactions 1.6 Demonstrate *principles of practice* in the learning environment that reflect specified learning approaches

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ELEMENT	PERFORMANCE CRITERIA
2. Establish an environment conducive to student learning	2.1 Identify and confirm learning requirements for the specified activity by interpretation of the learning program with the teacher 2.2 Meet specified needs of *identified students* in planning and preparation phase with the teacher 2.3 Assemble and where necessary, modify required resources prior to the activity 2.4 Reflect the appropriate principles of practice in the planning and delivery of the activity 2.5 Establish a positive, mutually respectful relationship with students using *communication and interpersonal skills* to match the student/group
3. Facilitate the learning process	3.1 Interact with students to reflect application of principles of practice in accordance with *student learning styles* 3.2 Conduct each activity in accordance with provided *programs* and directions 3.3 Take opportunities to enhance learning activities within the scope of the endorsed principles of practice
4. Support and monitor student learning	4.1 *Monitor*, document and report student progress to supervising staff to ensure learning outcomes are being achieved 4.2 *Modify and adjust delivery strategies* to meet emergent needs and unanticipated situations 4.3 Encourage students to reflect on personal learning achievements and learning experiences 4.4 *Manage student interactions* to ensure effective participation occurs and effective relationships are maintained 4.5 Manage behaviour of concern using a range of established and agreed techniques 4.6 Maintain store and secure student records in accordance with the organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Awareness of contemporary theories of learning
- Understanding of the appropriate principles of practice for the identified education environment
- Understanding the learning process
- Learning styles and how these influence learning outcomes
- Institution's process and procedures for working with students and supporting behaviour
- Understanding of the different responsibilities of teachers and education support workers for student learning outcomes
- Relevant legislation, policies and standards that regulate educations service delivery, occupational health and safety, behaviour support and anti-discrimination

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Articulate a basic understanding of the application of the principles of practice as used in the employing education environment
- Demonstrate principles of practice in the learning environment
- Adjust resources/activities to meet individual learning needs
- Implement a range of behaviour support techniques
- Comply with procedures relating to student behaviour support
- Activate the learning process
- Organise and manage data
- Use communication skills to deliver learning activities

In addition, the candidate must be able to effectively do the task outlined in elements and

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REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use interpersonal skills that influence positive student and staff interactions
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role
- Demonstrate the application of skills in:
  - planning and organising
  - teamwork
  - cross cultural competence, including gender and disability awareness initiative

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - relevant workplace or simulated realistic workplace setting where assessment may take place
  - principles of practice in use in the education environment
  - organisation's documentation regarding contemporary teaching practice or direct information from the supervising teacher
  - behaviour support policies and procedures applicable to the organisation

Method of assessment may include:

- Evidence gathered from a workplace environment
- Observations
- Questioning
- Case studies
- Written assignments

Range Statement

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Teaching and learning approaches will usually be based on contemporary theories of learning applicable to the education sector and may include but are not limited to:	• Direct teaching of whole class or small groups • Use of games and activities requiring a physical response • Use of technologies • Provision of opportunities for students to apply their learning either on their own (e.g reading or writing), or with others (in pairs or groups), with varying degrees of support. • Provision of opportunities for students to reflect on and reinforce their own learning
Sector or education environment may include:	• Early years • Middle school • Senior years • Special education • Distance and flexible learning • Vocational education • Adult education
Principles of practice include:	• Underpinning elements that reflect the philosophy/theory of learning being used by teachers • Principles inform the teaching and learning approaches of teachers • Principles related to a particular type of approach • Principles inform the operation structure within which an education support worker will work

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RANGE STATEMENT

Programs may include but are not limited to:	• Literacy programs • Numeracy programs • Individualised programs • VET courses • Any educational program that focuses on a students learning
Identified students may include:	• Students with special needs • Students with a learning disability • Students with other disabilities • Students with behavioural issues
Communication and interpersonal skills will be tailored to:	• Phase of learning • Activity • Desired learning outcomes • Student/s needs • Age of the student/s • Situation • Cultural environment
Student learning styles may include:	• Kinaesthetic • Aural • Visual
Modify and adjust delivery strategies may include:	• Adjustments to learning activity that do not communicate the intended learning outcomes • Adjustments that cater for a students learning style • Adjustments that enable flexibility e.g. in time and /or interactions within the learning group • The scope agreed with supervisor/teacher

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RANGE STATEMENT

Monitor student progress may include:	• Gathering data as required by teacher/supervisor • Recording student achievements • Recording problems that may develop during an activity • Reporting back to supervisor/teacher
Manage student interactions may include:	• Behavioural support processes, e.g. following Responsible Behaviour Plans • Encouraging individuals to contribute • Ensuring all participants are heard • Redirecting students who are off track • Assisting students to problem solve • Encouraging the appreciation of diversity

Unit Sector(s)

Not Applicable

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CHCEDS411B Use high-level communication skills in the education workplace

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS411A Use high-level communication skills in the education workplace	CHCEDS411B Use high-level communication skills in the education workplace	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to for education support workers to communicate effectively with education professionals, colleagues, students, parents and community representatives

Application of the Unit

Application

This unit is applicable to education workers in contexts where high level communication is required for a broad range of duties in a variety of education environments

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use clear *oral and written communication*	1.1 Ensure instructions are clear and concise for the intended audience and task 1.2 Adjust communication methods and style to cater for individual and cultural difference 1.3 Seek and provide clarification of communications when necessary 1.4 *Interpret complex information* to make it meaningful to others

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to the development of effective communication within the education organisation	2.1 Consider *special communication needs* in developing strategies to avoid discrimination 2.2 Evaluate and revise communication skills to ensure they are effective 2.3 Use a variety of *communication channels* to inform staff, students, parents and external audiences of relevant information under direction of teacher 2.4 Promote the use of *effective listening skills* in within the education community
3. Represent the education organisation to an audience as directed by teacher	3.1 Select, prepare and present information to promote the education organisation in an accurate way 3.2 Deliver presentations in a clear and sequential manner, within time constraints 3.3 Use electronic and other media to enhance presentations 3.4 Invite participation from the audience to enhance the presentation where appropriate 3.5 Express ideas clearly and concisely, with language adjusted to meet audience needs 3.6 Match body language and verbal messages 3.7 Respect and consider differences of opinion in a manner that encourages and values the contributions of others

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ELEMENT	PERFORMANCE CRITERIA
4. Facilitate formal and *informal discussions* and meetings as directed by teacher	4.1 Adhere to agreed venue and times when conducting *formal discussions* 4.2 Set and follow agendas/objectives for meetings and discussions 4.3 Provide relevant information in advance to participants to facilitate meeting outcomes 4.4 Identify and acknowledge contributions from all participants 4.5 Use *effective questioning*, speaking, listening and non-verbal communication techniques 4.6 Identify and cater for specific communication needs of participants
5. Produce quality *written material*	5.1 Present written documents in a logical and sequential way that matches the audience and purpose 5.2 Write documents in a clear and succinct manner 5.3 Write materials to conform to the education organisation standards 5.4 Construct documents using current organisation templates, guidelines and terminology 5.5 Present alternative views, approaches, and options for consideration by the reader 5.6 Formulate conclusions based on facts contained within documents 5.7 Align recommendations with presented information 5.8 Acknowledge references using the recognised reference standard of the education organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation, policies and standards that regulate education service delivery, work health and safety (WHS), behaviour support and anti-discrimination
- Effective oral and written techniques
- Format and processes for formal meetings
- Organisation requirements for correspondence and published materials
- Relevant referencing standards
- Range of adaptations to communication techniques that may be required by individuals with specific communication needs
- A range of questioning techniques

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adapt presentation styles to meet the needs of the audience
- Demonstrate appreciation of the range of individual needs in a specific community audience
- Demonstrate comprehension and communication skills sufficient to simplify complex written materials for another person
- Use grammatical conventions accurately
- Chair a formal meeting
- Use presentation software
- Use a range of technologies
- Effectively communicate with a diverse range of individuals
- Demonstrate comprehension and summarisation of complex information
- Construct written information to organisation standard
- Present to an audience

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Oral, written and non-verbal communication in and on behalf of the education organisation may occur with:

- Representatives of groups or organisations
- Members of the public
- Supervisors in own and other education organisations
- Peers in own and other education organisation
- Teaching and non teaching staff
- Private organisations
- Academic organisations
- Public sector agencies
- Colleagues in different locations
- Networks
- Other work areas of the education organisation

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RANGE STATEMENT

Oral communication may include:	• Answering questions • Asking questions to elicit carious responses (especially from students) • Conveying descriptions, explanations and instructions • Consulting and advising within the scope of responsibilities • Formal and informal presentations to different audiences • Leading discussions amongst staff and/or students • Negotiating • Charing and participating in meetings • Conflict resolution • Coaching advocacy • On the job training
Appropriate instructions are delivered using suitable language, in a respectful way and may include:	• Instructions to students using vocabulary suited to the age group, special needs, task and/or circumstances • Providing directions to visitors using gestures and identifiable landmarks then checking to ensure understanding • Showing a colleague how to use equipment that may involve staffed directions • Explaining a process or procedure to a parent, volunteer or colleague

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RANGE STATEMENT

Adjustments to communication methods refers to:	• Squatting or bending down to speak to small children at their own level • Waiting to be involved to speak • Sensing whether humour is appropriate or not • Body positioning e.g ensuring you do not take up a stance that might be intimidating or threatening • Using forms of address to suit an individual's cultural mores • Providing a suitable introduction • Using pictures or diagrams where there are language barriers • Use an interpreter • Knowing when it is appropriate to use information and communications technology
Interpret complex information may include:	• Simplifying the information to the most important messages • Providing examples to clarify points • Relating the information to an individual's circumstances • Rendering the information in a different form • Re reading information with appropriate emphasis and intonation

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RANGE STATEMENT

Special communication needs may include:

- Audiences not available when information is regularly disseminated
- Alternate formats for written information
- Hearing needs participants may need to position themselves to read a speakers' lips
- People with hearing disability may need a signer to interpret for them
- Speech/language needs
- Intellectual disability
- Varying levels of literacy
- Technical inability
- Requirements for a translator
- Need for headphones
- Teleconference facilities
- Videoconference facilities

Communication channels may include:

- Faced to face conversations
- Newsletters delivered to students
- Noticeboards
- Community newspapers
- Emails
- Meetings
- Electronic newsletters
- Telephone calls
- Written information by mail
- Procedural channels e.g. grievance procedure
- Use of technology

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RANGE STATEMENT

Effective listening skills may include:

- Focused attention on the speaker
- Reflecting to confirm understanding
- Questioning for clarification or further information
- Acknowledging the speakers point of view
- Eye contact positioning
- Gesturing
- Voice inflections
- Sounds
- Posture and facial expression
- Use of space and time

Formal discussions are usually recorded and may include:

- Staff meetings
- Interviews
- Planning meetings
- Parent/carer committee meetings
- WHS committee meetings
- Negotiations for supply/provision of resources or facilities

Informal discussions are not usually recorded and may include:

- Conversations about an issue prior to formal discussions
- Unplanned conversations
- Unplanned sharing of ideas with colleagues
- Conversations with parents about issues not requiring professional judgement

Effective questioning may include:

- Using open-ended questions
- Using closed questions
- Using probing questions
- Using direct questions

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RANGE STATEMENT

Written material may be both handwritten and typed using computer equipment and may include:	• Minutes of meetings • Routine and complex reports • Proposals, project plans and spreadsheets • Briefing notes • General internal and external correspondence • Speeches, articles and marketing materials • Instructions, procedures and policies
Current standards for written materials in educational organisations will usually require accurate use of:	• Grammar • Spelling • Specific genres • Sentence structure • Formatting • Vocabulary • Punctuation • Organisation templates • Correspondence guidelines

Unit Sector(s)

Not Applicable

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CHCEDS412B Contribute to continuous improvement processes within the education environment

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCEDS412A Contribute to continuous improvement processes within the education environment	CHCEDS412B Contribute to continuous improvement processes within the education environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for education support workers to contribute to a continuous improvement process in order to enhance levels of education service delivery

Application of the Unit

Application

This unit applies in a variety of education contexts where it is essential for education support workers to review strategies in order to deliver optimum services

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement continuous improvement processes	1.1 Demonstrate awareness of *continuous improvement processes* 1.2 Accept delegated responsibility and demonstrate effective participation in decision-making processes 1.3 Implement the organisation's continuous improvement processes
2. Monitor service delivery as directed by teacher	2.1 Record personal reflections relating to *operations and services* provided to the education community 2.2 Gather information on the *effectiveness of service delivery* from *team members*, adult stakeholders and relevant students 2.3 Review service delivery using feedback from all stakeholders 2.4 Formulate *recommendations for improvement* and discuss them with the team

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ELEMENT	PERFORMANCE CRITERIA
3. Report on service delivery	3.1 Articulate recommendations for action to be taken based on arguments for and against particular recommendations 3.2 Provide issues and recommendations for improvement in a *report* to relevant personnel 3.3 Adjust operational plans in line with recommendations and communicate these to the persons responsible for implementation
4. Consolidate opportunities for further improvement	4.1 *Document own work performance* and use the information to identify opportunities for further *professional development* 4.2 Embed in practice responsibility for own professional development 4.3 Incorporate new knowledge and skills into work practice

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Policies and procedures of the organisation that apply to document preparation
- Methods that are used in continuous improvement in an education environment
- Policies of circulation of records
- Organisation's standards for service delivery
- Organisation's recording, reporting and recommendation processes to facilitate continuous improvement
- Benefits of continuous improvement
- Barriers to continuous improvement
- Formal and informal opportunities for professional development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate participation in organisations continuous improvement processes
- Comply with legislation requirements of the education environment
- Effectively relate to a diverse range of people
- Demonstrate practical application of new knowledge and skills in the workplace
- Follow organisation policies and procedures for record-keeping
- Use literacy to access organisation's information and complete documents accurately
- Monitor and evaluate service delivery on own, team and organisation level
- Use communication methods appropriately to meet recipient needs
- Use clear, concise and accurate communication skills with diverse range of individuals
- Follow organisation policies for preparing documents
- Demonstrate accurate spelling, grammar and punctuation
- Apply time management for prioritising the distribution of information

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REQUIRED SKILLS AND KNOWLEDGE

- Use desktop computer and printer

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - appropriate documentation templates
  - a computer and printer similar to that used in the organisation context
  - organisation standards
  - information about the organisations continuous improvement processes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Continuous improvement processes may include:

- Policies and procedures which allow the organisation to systematically review and improve the quality of its services and procedures
- Cyclical audits and reviews of workplace, team and individual performance
- Seeking and considering feedback from a range of stakeholders
- Modifications and improvements to systems, processes, services and products
- Monitoring and evaluation of effectiveness

Operations and services may include:

- Development and/or provision of teaching/learning resources
- Teacher support
- Student support
- Communication with parents and community members
- Administrative functions
- Operating equipment
- Maintenance of equipment
- Technology services
- Reporting
- Stocktaking
- Setting up and dismantling of displays/learning spaces and activities
- Projects
- Facilitation of VET in schools

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RANGE STATEMENT

Effectiveness of service delivery may include:

- Being in the right place at the right time
- Accurate provision of resources
- Timely provision of resources
- Contributing ideas and suggestions
- Following guidelines/policies/directions/codes of conduct
- Using initiative
- Management of students
- Keeping a sense of humour
- Role modelling for students
- Valuing diversity
- Following work health and safety (WHS) procedures
- Compliance with principles of practice used in the education environment

Team members may include:

- Teachers
- Principals
- Deputy Principal
- Head of Department
- Parents of a student
- Students
- Education support workers
- Cleaners
- Administration
- Staff school officers
- Tutors
- Volunteers

Recommendations for improvement may include:

- Alterations to timetables
- Scheduling maintenance
- Alternative resources
- Alternative suppliers
- Alternative systems/software
- Reallocation of responsibilities
- Rescheduling duties
- Professional development

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RANGE STATEMENT

Report may include:	• Verbal reports • Written reports • Completed forms • Agenda items • Risk assessments • Log entries
Document own work performance may include:	• Anecdotal notes • Diary entries • Commendations • Certificates • Feedback received • Visual feedback/ photos/video records
Professional development may include:	• Participating in mentoring and coaching • On the job learning • Undertaking research • Attending seminars • Attending courses • Participating in networks • Work shadowing • Job rotation • Discussions with supervisors and/or colleagues • Participation as a member of committees

Unit Sector(s)

Not Applicable

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CHCEDS413A Support students with learning difficulties and learning disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for education support workers to provide support to students who have a range of learning difficulties and/or learning disabilities

Application of the Unit

Application

This unit applies to education support work in a variety of education contexts, working with guidance and direction from the teacher/s

Education support workers will apply knowledge of appropriate educational responses as part of a team supporting students with learning difficulties and learning disabilities

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify problems experienced by students with learning difficulties and learning disabilities	1.1 Explain the difference between *learning difficulties and learning disabilities* 1.2 Identify *learning difficulties associated with literacy* 1.3 Identify *learning difficulties associated with numeracy* 1.4 Identify *learning difficulties associated with learning how to learn* 1.5 Identify *learning difficulties associated with attention deficit hyperactivity disorder* 1.6 Identify *learning difficulties associated with conditions affecting processing visual information*

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to team planning for students with learning difficulties in a supportive education environment	2.1 Provide observations to the *education team* to inform the process for planning for students with learning difficulties 2.2 Develop *expectations for students* with the education team 2.3 Plan *strategies* to increase student access to learning with the education team 2.4 Identify and assemble required *resources*
3. Provide support to students with learning difficulties	3.1 Use *assistive technologies* where appropriate 3.2 Use planned strategies to meet the needs of individual students 3.3 Provide students with regular opportunities for practising new skills 3.4 Monitor student progress and inform teachers on a regular basis

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Diversity
- Roles and responsibilities of the teacher/s and the education support worker
- Effects of learning difficulties and learning disabilities
- Relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support and anti-discrimination
- Language, literacy and numeracy support strategies appropriate to the phase of learning
- Support appropriate to a range of learning situations for students with learning difficulties or learning disabilities

Essential skills:

It is critical that the candidate demonstrate the ability to

- Contribute to the education team and participants in planning for students with learning difficulties and/or disabilities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate using a range of verbal and non-verbal, written and technological techniques
- Use inclusive language
- Maintain confidentiality
- Work as part if a team
- Practise self management

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REQUIRED SKILLS AND KNOWLEDGE

- Use problem solving strategies
- Set up and use adaptive technologies required by students
- Adapt education resources to meet the needs of students with learning difficulties

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Learning difficulties and learning disabilities refer to:	Barriers that limit some students access to, participation in and outcomes from the curriculum
	• Learning difficulties:
	  • short-term or persistent problems in one of more of the areas of literacy, numeracy and learning how to learn
	• Learning disabilities:
	  • learning difficulties with a neurological basis of persistent, long-term problems and high support needs in one of more of the areas of literacy, numeracy and learning how to learn
	  • idiosyncratic learning styles that are determined by the nature of a specific disorder that inhibits learning

Learning difficulties associated with literacy may include:	• Written language difficulties:
	  • expression
	  • organisation
	  • coherency
	  • mechanics
	• Reading difficulties:
	  • semantic and syntactic cues
	  • grapho-phonic cue
	  • studying
	• Speaking and listening:
	  • understanding social contexts

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RANGE STATEMENT

Learning difficulties associated with numeracy may include:	• Working with measurement • Working with number • Chance, algebra, patterns and space • Money
Learning difficulties associated with learning how to learn may include:	• Knowing about learning • Knowing about themselves as learners

Learning difficulties associated with attention deficit disorder (*ADD*) *and attention deficit and hyperactivity disorder* (*ADHD*) *may include*:	• Ability to concentrate and retain information be affected by difficulties in:
	  • attending to detail
	  • sustaining attention
	  • organising tasks
	  • memory retention
	• Behaviours that interfere with learning:
	  • amount and level of talking
	  • impulsive responses
	  • need for planned 'motor breaks'

Learning difficulties associated with conditions affecting processing visual information may include:	• Visual closure • Visual-spatial relationships • Form discrimination • Visual discrimination • Visual memory • Visual integration • Visual pursuit and tracking
Education team may include:	• Class teachers • Education support workers • Heads of department • Head of special education services • Principal • Specialists

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RANGE STATEMENT

Expectations for students may include:

- Progress and development
- Participating in activities with peers
- Adoption of strategies and techniques to supplement intrinsic abilities
- Effective learning outcomes that fulfil students' potential

Strategies may include:

- Adjustments to activities
- Adjustments to program
- Adaptations to resources
- Use of technologies
- Behaviour modification techniques
- One-on-one support
- Peer support
- Allowing individual time for completion of tasks
- Arrangement of the learning space
- Minimal distractions

Resources may include:

- Computers
- Software
- Concrete learning materials
- Adapted learning materials
- Charts and posters
- Lists

Assistive technologies may include:

- Computer hardware
- Software that 'speaks' the words that are typed
- Spelling checkers
- Editing programs
- Spectacles
- Line guides
- Calculators
- Tape recorders

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Unit Sector(s)

Not Applicable

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CHCEDS415A Supervise students outside the classroom

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the competency requirements for education support workers to supervise students in school grounds, community setting, and other non classroom environments

It is intended to describe strategies for safe and supportive management of students in these environments

Application of the Unit

Application

This unit applies to education support work with individual and groups of students in sporting, recreational and other activities outside the classroom environment

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify potential risks associated with an activity in cooperation with relevant personnel	1.1 Assess the *environment* for *physical hazards* and *impediments to active supervision of* students 1.2 Identify physical, psychological and logistical risks to be considered in the risk evaluation 1.3 Use planning *strategies to address identified risks* and hazards in activities 1.4 Access information about *additional needs of students* to inform the supervisory process

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ELEMENT	PERFORMANCE CRITERIA
2. Use *positive student management techniques*	2.1 Establish expectations for student behaviour in advance of the activity in accordance with the organisation's positive behaviour support plan 2.2 Model positive interactions with students and other adults at all times 2.3 Use *verbal and non-verbal techniques* to acknowledge and influence student behaviour 2.4 Supervise and monitor area of responsibility and students in order to respond to situations in a timely manner 2.5 Use timely interventions to avert escalation of incidents
3. Maintain calm and confident demeanour	3.1 Monitor and control personal stress levels 3.2 Articulate verbal directions in a clear and moderate tone and repeat this where necessary 3.3 Assess situations and determine suitable action 3.4 Defuse stressful situations before they escalate where ever possible using planned strategies 3.5 Summon assistance when necessary using the organisations planned *methods of communication* 3.6 Follow the organisation's *debriefing processes*
4. Review and reflect on the effectiveness of strategies and performance	4.1 Evaluate the effectiveness of strategies with other members of the *education team* 4.2 Revise strategies when necessary 4.3 Assess and communicate professional development needs to the supervisor 4.4 Access *professional development opportunities* and implement new skills in supervising students

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Supportive behaviour techniques appropriate to the education environment and students
- Risk management procedures of the organisation
- Appropriate sources of required additional information about students to be supervised
- Reporting requirements for hazards/incidents
- Effective use of communication equipment/procedures
- Responsibilities of the education support worker when supervising students in non classroom environments

Essential skills:

It is critical that the candidate demonstrate the ability to

- Use a range of supportive behaviour techniques as described in the education organisations supportive behaviour plan
- Maintain equilibrium under stress
- Identify potential hazards and associated risks
- Contribute to the development of risk management strategies for non classroom based activities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Value and respond appropriately to cultural difference
- Make accurate observations of student interactions

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REQUIRED SKILLS AND KNOWLEDGE

- Make accurate evaluations and report information correctly
- Use effective verbal and non-verbal communication
- Cooperate with team members and supervisors
- Maintain equilibrium whilst supervising students
- Apply judgement to determine a suitable course of action
- Demonstrate self awareness to determine own professional development needs

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - relevant workplace or simulated realistic workplace setting where assessment may take place
  - education organisation's behaviour support plan
  - copies of documentation compiled by candidate
  - organisation policies and procedures for excursions, and/or bus and playground duties

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment, case studies, demonstration, simulations and role plays

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Environment may include:

- School grounds
- Community locations
- Building and facilities
- Bushland
- Camping grounds
- Sports grounds

Physical hazards may include:

- Unsafe equipment
- Hot equipment
- Sharp materials
- Motorised equipment
- Water
- Flying objects
- Protruding objects
- Holes in the ground
- Traffic
- Animals and wildlife
- People
- Transport systems
- Weather conditions

Impediments to active supervision may include:

- Blind spots
- Size of the area to be supervised
- Number of students to be supervised
- Accidents and incidents
- Access and exit points

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RANGE STATEMENT

Strategies to address identified risks include:

- Development of an action plan in case of emergency
- Increased ratio of adults to students
- Prior inspections of areas to be visited
- Information provided in permission slips
- Changes to duty areas
- Changes to timetables
- Discussion with transport providers
- Discussions with local authorities
- Information sharing
- Knowledge of emergency procedures
- Ongoing assessment of grounds and facilities
- Expectations for behaviour clearly articulated
- Additional training for staff
- Use of portable communications equipment

Positive student management techniques may include:

- Ten micro skills for management focused language:
  - establishing expectations
  - giving instructions
  - waiting and scanning
  - cueing with parallel acknowledgement
  - encouraging through body language
  - descriptive encouraging
  - selective attending
  - giving choice
  - following through
  - defusing
- Maintaining composure
- Showing respect for individuals and cultural difference
- Modelling problem solving
- Effective use of communication skills
- Use of strategies outlined in the education organisation's supportive behaviour plan

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RANGE STATEMENT

Additional needs of students may include:

- Abilities/disabilities
- Support strategies to be used
- Friends and buddies
- Known antecedent-related interventions appropriate to out of class activities
- Equipment
- Health management plans
- Critical incidents that may influence behaviour
- Emotional, behavioural, family history

Verbal and non-verbal techniques may include:

- Short positive clear instructions
- Consistent use of instructions
- Firm, calm tone of voice
- Cueing with parallel acknowledgement
- Encouraging through body language
- Descriptive encouraging
- Selective attending
- Giving choice
- Defusing
- Eye contact\positioning of self and student
- Facial expressions
- Holding student's hand
- Gestures

Methods of communication may include:

- Walki.e. talki.e. - hand held radios
- Mobile phone
- Card system
- Calling out
- Sound an alarm
- Sending a message with a student

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RANGE STATEMENT

Debriefing processes may include:

- Use of a quiet space
- Relevant members of staff
- Questions
- Discussion
- Reflecting back
- Assurance of survival/safety

Education team may include:

- Principal
- Teachers
- Administration staff
- Education support workers
- Guidance and school counsellor staff
- Grounds Persons
- Chaplin/minister
- Nurses
- Advisory visiting staff

Professional development opportunities may include:

- Accessing organisation policies
- Mentoring by experienced staff member
- On the job training
- Workshops, on line or studies in behaviour support
- Contributing as a team member to risk management planning and/or planning for behaviour support
- Networking
- Recommended readings

Unit Sector(s)

Not Applicable

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CHCEDS416B Use educational strategies to support Aboriginal and-or Torres Strait Islander education

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCEDS416A Use educational strategies to support Aboriginal and/or Torres Strait Islander education	CHCEDS416B Use educational strategies to support Aboriginal and/or Torres Strait Islander education	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to support, contribute to and coordinate education opportunities for students including those from Aboriginal and/or Torres Strait backgrounds

Application of the Unit

Application

This unit is intended for addressing areas of support for Aboriginal and/or Torres Strait Islander students learning

It addresses inclusion of community members in school activities, demonstration that everyone is valued in day to day interactions and support for student development of their self concept

These strategies are applicable to all students however the unit focuses specifically on approaches that address the needs of Aboriginal and/or Torres Strait Islander students

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to a *positive education environment*	1.1 Access and clarify organisation *policies and legislation* relating to Aboriginal and/or Torres Strait Islander education with relevant personnel 1.2 Demonstrate through own behaviours that diversity is valued and respected 1.3 Build positive relationships through *interactions with students* 1.4 Identify and consult with *appropriate persons* to obtain knowledge of local region and cultural identity 1.5 Contribute to the planning and inclusion of *Aboriginal and/or Torres Strait Islander context* in education programs and the learning environment

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ELEMENT	PERFORMANCE CRITERIA
2. Support community engagement	2.1 Access *community resources and personnel* in a *culturally appropriate* way which shows respect for local culture and customs 2.2 Invite community members to contribute personally and/or through provision of resources to education programs 2.3 Negotiate with community members approaches to provision of *pastoral care initiatives* ensuring the inclusion of *appropriate personnel*
3. Support the cultural identity of Aboriginal and/or Torres Strait Islander students	3.1 Develop skills and knowledge to enhance interactions with Aboriginal and/or Torres Strait Islander students 3.2 Manage information in a culturally appropriate manner including identification of how and with whom information can be shared 3.3 Provide opportunities for Aboriginal and/or Torres Strait Islander students to share local context and cultural knowledge 3.4 Use *cultural diversity* to enhance education opportunities for all students
4. Support literacy strategies	4.1 Select and where necessary *contextualise* literacy resources to create meaningful learning experiences in consultation with the teacher 4.2 Manage sensitively, the resources and personnel who support the literacy programs 4.3 Select delivery and communication strategies in consultation with the teacher 4.4 Obtain advice to identify barriers to learning and to develop strategies that match the students learning needs

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ELEMENT	PERFORMANCE CRITERIA
5. Support numeracy strategies	5.1 Select and where necessary contextualise numeracy resources to create meaningful learning experiences in consultation with the teacher 5.2 Select *delivery strategies* in consultation with the teacher 5.3 Manage sensitively, the resources and personnel who support the literacy programs 5.4 Obtain advice to identify *barriers to learning* and to develop strategies that match students' learning needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Differences between cultural groups
- Requirements of anti-discrimination legislation
- Benefits of diversity to the school community
- Principles and practices of cultural awareness and cross cultural communication
- Local Aboriginal and/or Torres Strait Islander culture
- Education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander people
- Information sources for local Aboriginal and/or Torres Strait Islander people
- Awareness of differing social contexts
- Range of suitable teaching and learning strategies

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Attempt to acquire knowledge of local Aboriginal and/or Torres Strait Islander culture

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use literacy skills to interpret and support the learning program and interact with colleagues within an educational organisation
- Use assertiveness to influence planning to include Aboriginal and/or Torres Strait Islander perspectives
- Use a range of communication skills to effectively interact with and liaise between differing cultural contexts
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities in a positive way

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

A positive education environment provides:	• A safe, supportive education environment which may include opportunities for tutorial support • Relevance to the cultural context of student learning • Community engagement and participation • Aboriginal and/or Torres Strait Islander teachers and support personnel where available • Opportunities for students to actively engage in learning • Flexibility • Inclusivity • Values • Diversity • Holistic learning opportunities • Social justice
Policies and legislation may include:	• Federal/state and territory legislation relating to anti-discrimination, work health and safety (WHS), disability environmental issues and industrial relations affecting education environments

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RANGE STATEMENT

Diversity may include:

- Age
- Cultural background
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Family structure
- Gender
- Language
- Learning styles
- Life experiences
- Marital status
- Religious belief
- Socioeconomic background
- Thinking styles
- Working styles
- Sexual orientation
- Political orientation
- Physical capacity

Interactions with students may include:

- Classroom support
- Informal conversations
- Shred humour
- Outside school encounters
- Transactional exchanges
- Giving directions
- Active listening
- Sports
- Play based learning activities

Appropriate persons may include:

- Members of student families/kinship networks
- Local elders
- Other staff members
- Students

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RANGE STATEMENT

Aboriginal and/or Torres Strait Islander context may include:

- History
- Spirituality
- Relationships to land and animals
- Family relationships
- Social and emotional well being
- Music
- Song
- Dance
- Values

Community resources and personnel may refer to any of the following:

- Elders
- Traditions
- Oral histories
- Artefacts
- Music and dance
- Paintings and artwork
- Land and 'Country'
- Places
- Structures
- Persons

Pastoral care initiatives may include:

- Provision of Aboriginal and/or Torres Strait Islander adult role models in the school
- Visits by community members
- Access to community education counsellors
- Classroom practice built on relationship building
- Involvement of local Aboriginal and/or Torres Strait Islander people on school committees
- Working collaboratively with other agencies
- Home visits by appropriate personnel
- Cultural awareness training for staff

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RANGE STATEMENT

Appropriate personnel may include:

- Teachers
- Heads of departments
- Principal
- Guidance officer
- Community Education Counsellor
- Collaborative partnerships with community agencies
- Police (child and youth focused initiatives like adopt a cop)
- Health education staff

Cultural identity refers to relationships with:

- Place
- People
- Environment/land
- Belief systems
- History
- Tradition
- Society

Culturally appropriate refers to:

- Within the local context
- Social norms of the cultural group
- In the context of 'Country'
- Kinship structures
- Verbal and non-verbal communication protocols
- Gender specific issues
- Language
- Use of information
- Belief systems

Cultural diversity refers to:

- The range of knowledge, skills and experience brought to a situation by all members of the group
- The range of perspectives, responses and ideas possible within a diverse group

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RANGE STATEMENT

Contextualise may include:

- Relating materials to specific localities, times, histories
- Relating materials to students current understanding and knowledge base

Delivery strategies may include:

- Classroom teaching
- Formal and informal learning
- Self directed learning
- Play based learning
- Flexible learning
- Supported learning
- E learning
- Individual and group work
- Third party delivery
- External studies
- Local contextualisation
- Meaningful learning
- Culturally appropriate learning
- Strategies devised with the teachers to improve a student's access to learning
- Use of appropriate resources

Barriers to learning may include:

- Cultural barriers
- Communication methods
- Physical, social, emotional, intellectual disability
- Socioeconomic barriers
- Language barriers
- Literacy and numeracy skills
- Self-esteem
- Self confidence
- Family circumstances
- Health and safety
- Self efficacy
- Attendance

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Unit Sector(s)

Not Applicable

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CHCEDS417A Facilitate learning for students with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the underpinning skills and knowledge required by education support workers to effectively contribute to learning experiences for students with a range of disabilities

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Comply with policies, procedures and legislation addressing work with students with disabilities	1.1 Identify legislative requirements 1.2 Use work practices that meet requirements of *policies, procedures and legislation* related to working with students with *disabilities* 1.3 Review conduct in compliance with policies, procedures and legislative requirements 1.4 Undertake *communications with parent/guardian / carer* in accordance with responsibilities of the role and within organisation policies
2. Demonstrate inclusive practices	2.1 Use accurate and non-discriminatory language 2.2 Include all students in group activities 2.3 Display respectful interactions with all students 2.4 Ensure all students have access to a safe *learning environment* 2.5 Demonstrate value for the rights and opinions of all students

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ELEMENT	PERFORMANCE CRITERIA
3. Identify implications of student learning	3.1 Identify and describe the nature of a range of disabilities 3.2 Explain the *effects* of a range of disabilities on student development and learning 3.3 Discuss the *implications* of an identified disability
4. Provide support to the teacher of students with disabilities	4.1 Use *knowledge of students* to assist teacher set goals for the student 4.2 Gather and record data as directed by the teacher 4.3 Develop *support strategies* for individuals to enable the achievement of learning goals 4.4 Identify, prepare and maintain *resources* to support the delivery of education programs
5. Contribute to an education adjustment profile for students with disabilities	5.1 Raise awareness of social and academic *barriers* for students with disabilities 5.2 Provide observations to inform *education adjustment profile* 5.3 Contribute to education adjustment profile meetings 5.4 Implement the education program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support and anti-discrimination
- Basic understanding of at least four (4) disabilities
- Implications for learning of one (1) disability
- Accurate language relevant to the range of disabilities
- Organisation processes for provision of support to students with disabilities
- Support appropriate to a variety of learning situations for students with disabilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply broad knowledge of a range of disabilities and the ways they affect development and learning
- Demonstrate understanding of the effects of one disability on effective classroom practice
- Implement education adjustment with understanding of its application

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively using a range of inclusive skills (verbal, non-verbal, written, electronic)
- Maintain confidentiality
- Participate in team work

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REQUIRED SKILLS AND KNOWLEDGE

- Take observations and maintain records
- Problem solve and self manage
- Use adaptive and/or mobility equipment

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Policies, procedures and legislation may include:

- National, state/territory and local government legislative requirements affecting the education setting operation
- Disability standards for education
- Copyright legislation
- Privacy legislation
- Freedom of Information legislation
- National and/or international standards
- Awards, enterprise agreements and/or relevant industrial instruments
- The educational organisation's processes (e.g. goals, values, systems, policies, procedures, reporting etc)

Communications with parent/guardian/carer may include:

- Face-to-face meeting
- Telephone calls
- Informal conversations
- Written communications (paper/electronic)

Learning environment should :

- Be safe and supportive
- Be relevant to the cultural context of student learning
- Encourage community engagement and participation
- Encourage students to actively engage in learning
- Be relevant, flexible and inclusive
- Demonstrate diversity and provide social justice

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RANGE STATEMENT

Disabilities may include:

- Autism spectrum disorder
- Hearing disability
- Intellectual disability
- Physical disability
- Speech language disability
- Vision disability
- Multiple disabilities
- Health related disabilities

Effects may include varied levels of :

- Social skills
- Motor skills
- Risk taking skills
- Emotional development
- Behaviour
- Growth
- Cognitive development
- Reliance on one sensory input
- Communication skills
- Identity awareness

Implications for classroom teaching and learning may include:

- Adjustments to teaching and learning programs
- Redesign of the learning environment
- Alternate teaching strategies
- Personal support requirements
- Provide and use assistive technology and equipment
- Flexible timeframes
- Behaviour support strategies
- Health and safety issues
- Contingency planning
- Specialist support staff contributions
- Use of an inclusive curriculum

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RANGE STATEMENT

Knowledge of students may include:

- Preferences and interests
- Impact of disability on learning
- Future goals
- Communication style
- Changing health status
- Achievements
- Challenges
- History

Support strategies may include:

- Peer support
- Small group and individual support/teaching
- Interpreting/transliterating
- Note taking
- Volunteer tutoring
- Activities designed by a specialist
- Use of assistive technologies
- Vocational learning opportunities
- Social learning opportunities

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RANGE STATEMENT

Resources may include:

- Large print texts
- Braille machines
- Embossers
- Specialised computer hardware and software
- Wheelchairs and mobility equipment
- Headphones
- Sensory materials
- Personal care equipment
- Hoists
- Signs
- Visual displays
- Games, puzzles, activities to meet specific needs
- Interpreters
- Mattresses and linen
- Health related equipment
- Specialist support workers
- Daily communication books
- Positioning equipment
- Specialised furniture
- Communication equipment

Education adjustment profile refers to:

- A profile based on a questionnaire focusing on strategies workers use to support a student with disabilities
- Education Adjustment Program (EAP) is a system (in Queensland) identifying and responding to the educational needs of students with disabilities

Cultural diversity refers to:

- The range of knowledge, skills and experience brought to a situation by all members of the group
- The range of perspectives, responses and ideas possible within a diverse group

Contextualisation may include:

- Relating materials to specific localities, times, histories
- Relating materials to students current understanding and knowledge base

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RANGE STATEMENT

Delivery strategies may include:

- Classroom teaching
- Formal and informal learning
- Self directed learning
- Play based learning
- Flexible learning
- Supported learning
- E learning
- Individual and group work
- Third party delivery
- External studies
- Local contextualisation
- Meaningful learning
- Culturally appropriate learning
- Strategies devised with the teachers to improve a student's access to learning
- Use of appropriate resources

Barriers to learning may include:

- Cultural barriers
- Communication methods
- Physical, social, emotional, intellectual disability
- Socioeconomic barriers
- Language barriers
- Literacy and numeracy skills
- Self-esteem
- Self confidence
- Family circumstances
- Health and safety
- Self efficacy
- Attendance

Unit Sector(s)

Not Applicable

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CHCEDS418B Deliver elements of teaching and learning programs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS418A Deliver elements of teaching and learning programs	CHCEDS418B Deliver elements of teaching and learning programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the underpinning skills and knowledge required by education support workers to deliver delegated structured learning activities to students

Application of the Unit

Application

This unit is intended for education support workers working closely with a teacher in the planning, resourcing and evaluation of the activity, especially in regard to individual student needs and characteristics

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish *an environment conducive to learning*	1.1 Identify and describe a range of *learning environments*
	1.2 Discuss the learning activity with the supervising teacher to confirm *delivery requirements*
	1.3 Identify individual *learning needs* with the supervising teacher and agree upon appropriate strategies
	1.4 Confirm availability of *resources* before activity commences
	1.5 Ensure the learning environment conforms to policies of work health and safety (WHS), inclusion, student protection
	1.6 Establish a learning relationship with students using appropriate *verbal and non-verbal communication* skills
	1.7 Initiate relationships with and between students that support inclusion, acknowledge *diversity* and contribute to a positive learning environment

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ELEMENT	PERFORMANCE CRITERIA
2. Deliver and facilitate learning	2.1 Interact with students based on *principles of practice* and according to learning styles and identified learner characteristics 2.2 Adapt prepared resources to meet the needs of students where appropriate 2.3 Provide opportunities for students to *use a range of skills* during learning activities 2.4 Use a range of *delivery strategies*, technologies and equipment to optimise student learning 2.5 Build opportunities for practice into the delivery as appropriate
3. Demonstrate effective facilitation skills	3.1 Use suitable *presentation techniques* to ensure the delivery is engaging and relevant 3.2 Use *facilitation skills* to ensure effective participation, individual and group management 3.3 Enhance education outcomes and motivation of students by use of verbal and non-verbal communication techniques 3.4 Develop effective relationships to ensure inclusivity by use of *interpersonal skills* 3.5 Monitor and document students progress using agreed *observation techniques* 3.6 Manage behaviour of concern to ensure learning can take place according to organisation policy

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor learning and review delivery	4.1 Monitor and document student progress to ensure desired outcomes are being achieved and the needs of individual learners are met 4.2 Adjust delivery plan to reflect specific needs, circumstances and *unanticipated situations* 4.3 Provide outcomes of agreed learning plans to *designated personnel* 4.4 Review and consider own delivery performance 4.5 Request feedback and documents from the supervisor on quality of delivery and areas for improvement performance 4.6 Implement identified improvements to delivery techniques

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation, policies and standards that regulate education service delivery, WHS, behaviour support and anti-discrimination
- A basic understanding of the principles of effective teaching and learning
- Principles of practice applicable within the education setting and phase of learning
- Understanding of issues that may be encountered by students with disabilities
- Knowledge of the levels of support appropriate to a variety of learning situations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Articulate a basic understanding of the application of the Principles of Practice as used in the employing education environment for a specific phase of learning
- Demonstrate the use of principles of practice in classroom/learning environment situations
- Demonstrate adjustments to resources/activities to meet individual learning needs
- Demonstrate a range of appropriate behaviour support techniques
- Demonstrate basic facilitation skills

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate using effective language and literacy skills including communication using verbal and non-verbal skills, written and electronic media
- Use high level organisation skills
- Observe and keep records
- Manage students
- Facilitate learning activities under the guidance and supervision teacher or other relevant staff

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REQUIRED SKILLS AND KNOWLEDGE

- Manage and support the use of a range of suitable equipment needs
- Relate to others using effective interpersonal skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Learning environments are many faceted and their construction may include:	• Early years • Middle school • Senior years • Special education • Distance and flexible learning • Vocational education • Adult education • Physical attributes • Social and cultural considerations • E-learning and technologies • On or off campus • Flexible and distance learning • Classroom • Community school • Principles of practice to be implemented

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RANGE STATEMENT

Delivery requirements may include:

- Selection of an appropriate learning environment
- Individual or group activities
- On or off site delivery
- Use of a range of environments
- Development and use of resources
- Time
- Use of specific instructional strategies and techniques determined in consultation with the teacher
- Addressing particular needs of individual students
- Expected learning outcomes determined in consultation with the teacher
- Contingency planning with teacher
- Range of facilitation techniques
- Practical and/or theoretical instruction as confirmed with teachers
- Demonstration
- Practice opportunities
- WHS considerations

Learning needs may include but are not limited to:

- Individual learning style
- Literacy skills
- Numeracy skills
- Cultural relevance
- Language
- Motivation
- Abilities
- Phase of learning
- Alternative physical placement
- Assistive technology
- Adaptive technologies
- Adapted instructional strategies

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RANGE STATEMENT

Resources refers to:

- Technology
- Consumables
- Research materials
- Pictures
- Texts
- Multi media
- Specific environment
- Specific equipment
- Games

Verbal and non-verbal communication may include:

- Level and tone of voice
- Age appropriate styles, vocabulary and language
- Use of inclusive language
- Clarity of articulation
- Giving clear instructions
- Use of critical listening and questioning skills
- Demonstrating problem solving/thinking process
- Providing feedback
- Use of commands in an emergency
- Use of facial expressions
- Body language

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RANGE STATEMENT

Diversity may include but is not limited to:

- Age
- Cultural background
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Family structure
- Gender
- Language
- Learning styles
- Life experiences
- Marital status
- Religious belief
- Socioeconomic background
- Thinking styles
- Working styles
- Sexual orientation
- Political orientation
- Physical capacity

Principles of practice are:

- Underpinning elements that reflect the philosophy/theory of learning being used by teachers
- Principles inform the teaching and learning approaches of teachers
- Principles related to a particular type of approach
- Principles inform the operation structure within which an education support worker will work

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RANGE STATEMENT

Range of skills in learning environment may include:

- Problem solving
- Communication
- Reading
- Teamwork
- Thinking
- Technology
- Initiative and risk taking
- Organisational
- Gross and fine motor

Delivery strategies may include:

- Demonstration/modelling
- Instruction
- Presentation
- Guided facilitation
- Initiating and facilitating discussion
- Brainstorming activities
- Practice
- Project work
- Tutoring
- Coaching
- Mentoring
- Enabling and supporting effective student participation
- Mixed strategies as appropriate to student needs
- Various groups sizes
- Enquiry models
- Play based learning

Presentation techniques may include:

- Use of specific equipment
- Use of presentation technologies
- Interactive presentation
- Movement
- Role plays
- Games

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RANGE STATEMENT

Facilitation skills may include:

- Using interpersonal skills to develop a sense of belonging within the group
- Monitoring and engagement of students in the activity
- Catering for diverse learning styles in presentation
- Moving students towards intended learning outcomes

Interpersonal skills include:

- Establishing trust
- Demonstrating sensitivity to diversity
- Modelling learning behaviours
- Showing students other staff respect
- Interpret accurately non-verbal messages
- Using appropriate and inclusive language and concepts
- Establishing a supportive environment
- Active listening
- Encouraging the expression of diverse views and opinions
- Building and maintaining rapport with students

Observation techniques may include:

- Making notes at the time
- Reviewing the activity afterward
- Observing student interactions
- Questioning to monitor student progress
- Running records
- Tape recording
- Video recording
- Checklists
- Evaluations of behaviour difficulties
- Other records determined by the teacher

Behaviour of concern may include:

- Any behaviour that interferes with individual leaning and affects the learning or safety of self and/or others

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RANGE STATEMENT

Unanticipated situations may include:	• Students experiencing unforseen difficulties with the learning activity • Conflict • Health and welfare issues • Equipment breakdown • Lack of resources • Relocation • New students • Alarms
Designated personnel may include:	• Teachers • Heads of departments • Principal • Advisory visiting staff • Guidance officer • School counsellor • Curriculum coordinator • Heads of curriculum • Heads of special education services

Unit Sector(s)

Not Applicable

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CHCEDS419B Support flexible learning in an education environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS419A Support flexible learning in an education environment	CHCEDS419B Support flexible learning in an education environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to organise, sustain and supervise learning activities for students accessing flexible learning programs

Application of the Unit

Application

This unit is intended for support of flexible learning including distance education, on line learning and community based flexible learning programs

The unit applies to the education worker who is required to set up and manage the flexible learning environment with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the learning environment	1.1 Access *flexible learning programs* to determine learning outcomes or objectives to be met in consultation with supervisor
	1.2 Design the learning space to meet access, health and safety and supervision criteria in accordance with the education organisation's *flexible delivery policy and procedures*
	1.3 Arrange work spaces to encourage focused participation of students in flexible learning
	1.4 Establish the range of activities, resources and any requirements for assessment with the learner and the course facilitator
	1.5 Obtain and make available *resources* for students as required
	1.6 Confirm, where appropriate, *technical requirements* for the flexible learning environment
	1.7 Identify and organise *specific technical support needs and mechanisms* for flexible delivery

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate flexible learning for students	2.1 Develop *flexible learning protocols* in consultation with the supervisor and in accordance with the organisations *principles of practice* 2.2 Conduct inductions to the flexible learning environment including clarification and agreement of the objectives and protocols 2.3 Provide *technical and personal support* while students are engaged in flexible learning activities 2.4 Establish relationships that support inclusiveness, acknowledge diversity and encourages a positive learning environment
3. Monitor and review flexible learning support	3.1 Monitor learner progress and report any identified issues to the supervisor 3.2 Provide support and guidance within and outside the learning environment 3.3 Monitor students interactions with others and participation in flexible learning activities and make *interventions*, where necessary, to maintain momentum and engagement 3.4 Encourage and promote learner collaboration within and outside the learning environment to enhance learning experiences 3.5 Reflect on own performance as a flexible learning support worker with a focus on continuous improvement 3.6 Identify, discuss with *relevant personnel*, and document recommendations for improvements to facilitating flexible learning and appropriateness of flexible learning systems, tools and resources

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation, policies, and standards that regulate education services delivery, work health and safety (WHS) and anti-discrimination
- Technical knowledge sufficient to distinguish between a technical problem and a content problem and to responds accordingly
- Understanding of flexible learning methodologies and programs
- Principles of Practice and their application to a flexible education environment
- Understanding of issues that may be encountered by students with disabilities
- Learner attitudes to flexible learning
- Levels of support appropriate to a variety of learning situations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply relevant WHS guidelines in the learning environment
- Communicate effectively with all stakeholders
- Use interpersonal skills to support students undertaking flexible learning

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use language and literacy skills to effectively communicate with a diverse range of people
- Apply high level organisation skills
- Undertake observation and record-keeping
- Undertake effective student management
- Support learning across a range of subject areas
- Use technical skills required to support and manage diverse equipment needs of flexible learning programs

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Flexible learning programs may include:	• Distance delivery • Correspondence • E learning • Teleconferencing • Video conferencing • Mixed mode delivery • Community education program
Flexible delivery policy and procedures may include	• Students meet certain criteria to enrol in flexible learning program • Allocation of particular rooms/spaces/times/equipment for flexible learning • Supervisors responsibilities • Consultation and reporting requirements • Student responsibilities • Conduct expected while engaged inflexible learning programs • Specific providers/courses • Parental consent • Alternative arrangements if supervisor absent

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RANGE STATEMENT

Resources may include:

- Digital materials
- Workbooks
- Diaries
- Log books
- Mailing materials
- Specific readings
- Passwords and logins
- Access to the internet
- Email access
- Access to an e learning management system
- Equipment
- Specific hardware/software/appliances for students with disabilities

Technical requirements may include:

- Telephone equipment
- Computer
- Printer
- Fax
- Modem
- Headphones
- Camera
- Screen
- Audio equipment
- Video conferencing equipment
- CD/DVD player
- Adaptive technologies for students with disabilities

Technical support needs and mechanisms may include:

- Technical support from IT specialists
- Meeting accessibility issues
- Support IT literacy
- WHS guidelines - ergonomic information re use of computers and other equipment
- Problem solving tools
- Access to a range of business equipment
- Specialist advice regarding adjustments for students with a disability

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RANGE STATEMENT

Flexible learning protocols may include:	• Expectations of students • Expectations of supervisors
Principles of practice are:	• Underpinning elements that reflect the philosophy/theory of learning being used by teachers • Principles inform the teaching and learning approaches of teachers • Principles related to a particular type of approach • Principles inform the operation structure within which an education support worker will work
Technical and personal support may include:	• Adjustments to the environment, timetables, tools and resources supplied based on the learning program, flexible delivery mode and the characteristics of the learner • Provision of one to one support, including assistance with articulating difficulties, problem solving and liaison with teachers and or facilitators • Assisting students to address health and/or welfare issues
Interventions may include:	• Verbal or non-verbal direction • Open questioning to encourage problem solving • Use of different equipment/space • Program/equipment adjustments • Liaison between teachers/ supervisors/students • Behaviour support strategies • Substitute support strategies • Removal of certain stimuli • Referral to supervisor or administrator
Relevant personnel may include:	• Teachers • Principal • Tutors • Information technology officer • Head of department • Facilitators • Parents

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Unit Sector(s)

Not Applicable

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CHCEDS421A Provide support to students with hearing disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by education support workers to contribute effectively to learning experiences for students with hearing disabilities

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify ways hearing disability affects a student's development and learning	1.1 Apply understanding of the nature and causes of hearing disability 1.2 Use correct terminology relating to hearing disability 1.3 Explain *ways hearing disability can affect student development and learning* 1.4 Implement *effective teaching practices* to maximise learning opportunities for students with a hearing disability
2. Provide individual support for students with a hearing disability	2.1 Access information regarding the student's needs as determined by *teachers and other professionals* 2.2 Assist with facilitation of *considerations* 2.3 Position student to ensure he/she can see the teacher, teacher space, and most other class members 2.4 Use strategies determined by the education team to support the student's acquisition of language skills 2.5 *Manage listening devices*

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ELEMENT	PERFORMANCE CRITERIA
3. Scribe for students with a hearing disability	3.1 Establish need for a scribe with supervising teacher/s 3.2 Accurately analyse and note relevant information 3.3 Ensure *notes are structured* for ease of student access 3.4 Confirm effectiveness of note taking with student
4. Establish strategies to alert students with a hearing disability to emergency situations	4.1 Discuss appropriate signals to inform students with a hearing disability of emergencies 4.2 Ensure students with a hearing disability understand the meaning of emergency warning signals 4.3 Ensure peers can implement emergency warning procedures for students with a hearing disability 4.4 Ensure students with hearing impairment are familiar with *evacuation and lockdown procedures*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Effects of hearing loss on development and the ability to learn
- Appreciation of the culture of the deaf community
- The difference between Auslan and signed English and their uses
- Needs of the student with a hearing disability
- Commonly used technology
- Role of the scribe or interpreter

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate and apply knowledge of causes of hearing disability
- Work with understanding of the effects of hearing disability on listening, language development, speech, communication and learning
- Use strategies in a learning environment to support students with a hearing disability
- Be aware of emergency procedures used in the education facility

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate using a range of inclusive and active language and literacy skills (e.g. verbal, non-verbal, written and electronic mediums)
- Maintain confidentiality
- Display teamwork skills

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REQUIRED SKILLS AND KNOWLEDGE

- Use observation and record-keeping skills
- Display management skills
- Use problem solving skills
- Manage listening devices

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Hearing disability can affect student development and learning of:

- Communication skills
- Language
- Listening skills
- Speech
- Learning skills
- Social interaction skills

Effective teaching practices may include:

- Design the learning environment to minimise noise
- Positioning of students with a hearing disability to:
  - maximise use of residual hearing
  - enable use of other senses (e.g. sight)
- Assessment and delivery adjustments
- Use additional resources (visual or human)
- Use strategies to enable language acquisition

Teachers and professionals involved may include:

- Class teachers
- Teachers of students with a hearing disability
- Speech-language pathologists
- School counsellor/guidance officer
- Support teachers
- Audiologists

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RANGE STATEMENT

Considerations to support students with a hearing disability may include:	• Repeating and rephrasing verbal information • Checking for understanding of information • Clarify and explain misunderstandings • Model correct language use • Encourage a range of communication skills (non-verbal) • Stand in front of the student • Use strategies suited to the students preferred learning style • Allow extra time for tasks • Model appropriate social behaviour • Avoid generalisations regarding students with a hearing disability
Manage listening devices may include:	• Understanding how to turn devices on and off • Recognise technical problems • Change batteries • Preventative measures (e.g. take device off when student is swimming) • Refit a device • Advise parents of difficulties
Analysis of information may include:	• Understanding the student's needs • Providing accurate and informative notes
Notes are structured may include:	• Paragraphs • Dot points • Diagrams • Headings and sub headings • Columns and tables • Abbreviations agreed with the student

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RANGE STATEMENT

Strategies to alert students with a hearing disability to emergency situations may include:	• Flashing lights • Ensure all students can make and understand emergency signals • Provide all students with signals to assist students with a hearing disability respond to directions, environmental changes, traffic etc • Use sirens that emit a warning signal that moves through a range of tones

Evacuation and lockdown procedures includes:	• Evacuation:
	  • respond to a siren, alarm, sign, signal
	  • leave building by nearest exit
	  • leave belongings behind
	  • follow displayed routes
	  • walk quickly to assembly area
	  • remain in designated area until accounted for
	• Lockdown:
	  • respond to a siren, alarm, sign, signal
	  • close/lock doors and windows
	  • block vents
	  • stay calm
	  • wait for all clear

Unit Sector(s)

Not Applicable

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CHCEDS422A Promote hearing health and learning

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by education support workers to identify students' hearing concerns, develop preventative strategies and to understand the relationship between language development, hearing and learning within an education environment

Application of the Unit

Application	This unit applies to education support work in a education support contexts working with Aboriginal and/or Torres Strait Islander students with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote understanding of causes and treatment of hearing problems	1.1 Apply knowledge of the physical makeup of the ear and common causes of hearing loss 1.2 Identify a variety of *traditional treatment methods* for healthy ears 1.3 Explain prevention measures to students and parents 1.4 Demonstrate application of at least two *practices of ear maintenance* 1.5 Explain importance of environmental health and nutrition to prevention of ear problems
2. Apply understanding implications of hearing loss for teaching and learning	2.1 Explain the relationship between healthy hearing and children's language development 2.2 Explain the relationship between healthy hearing and children's ability to learn 2.3 Identify teaching strategies to address hearing loss issues

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ELEMENT	PERFORMANCE CRITERIA
3. Promote the prevention of hearing issues	3.1 Observe and engage with students to identify hearing concerns and issues 3.2 Apply strategies for the prevention of ear health problem and to address student concerns 3.2 Access education centre policies and resources relating to environmental health and learning support

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common health problems and their symptoms
- Education environment policies regarding personal health
- Traditional health practices
- Local health services, teaching aids and resources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of the link between hearing loss and learning

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Identify common health problems and their symptoms
- Identify education environment policies regarding personal health
- Traditional health practices
- Identify local health services, teaching aids and resources

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Traditional treatment methods include:	• Traditional tucker (bush food)
Practices of ear maintenance may include:	• Tissue spears • Dry mopping • Nose blowing • Program implementation regarding hearing health

Unit Sector(s)

Not Applicable

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CHCEDS423A Assist in production of language resources

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by education support workers to assist a teacher in the development and production of language resources to assist students learning where English is a second language

Application of the Unit

Application	This unit applies to work undertaken with students where English is a second language and education support work involves the development of learning resources with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify a range of language resources in conjunction with teacher	1.1 Research and identify different types of language resources which can be used to present words and/or sentences for learning 1.2 Identify *existing language sources* in the community which can be used for assisting the development of resources 1.3 Identify any additional language resources required for use in learning activities
2. Plan for the development of language learning resources in conjunction with teacher	2.1 Identify the *intended audience* and purpose of language resources 2.2 Establish the *type and form of language resource* required to meet specific learning needs 2.3 Access a range of sources for the development of the language resources 2.4 Demonstrate respect for *community protocols* and ownership of language in the development of language resources 2.5 Plan for the development of identified language resources

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ELEMENT	PERFORMANCE CRITERIA
3. Assist teacher to produce language resources	3.1 Use *appropriate technology and equipment* to produce language resources 3.2 Consult with students, teachers and community members in the production of language resources to ensure protocols are maintained 3.3 Produce language resources in accordance with organisation guidelines for resource production 3.4 Evaluate the effectiveness of language resources in consultation with students, teachers and community members

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community languages and dialect variations in community of work
- Community protocols for researching and using languages in the community
- Guidelines and procedures for development and production of learning resources
- Evaluation strategies involving stakeholder participation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Engage with students and communities where English is not the first language
- Demonstrate respect for language ownership in communities where required
- Apply an understanding of community protocols for accessing information for language resource development
- Recognise suitable technologies to the development of resources

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Implement strategies for valuing and celebrating diversity and inclusivity
- Support the and encourage the contributions of stakeholders in the development of resources
- Problem solve for managing specific projects
- Communicate ideas and strategies to people of non English speaking background
- Demonstrate commitment respecting the importance of traditional languages

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REQUIRED SKILLS AND KNOWLEDGE

- Use a range of equipment for the production of a range of resources

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Existing language sources may include:	• Elders • Community custodians • Fluent speakers of the language • Documents written in the language • Internet sources • Library
Intended audience may include:	• Students of all ages • Language learners • Language tutors • Language teachers • Community members

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RANGE STATEMENT

Type and form of language resource may include:

- Posters
- Cards
- Audio tapes
- Books
- Visual media forms

Purpose for resource development may include:

- Language learning
- Use in a range of learning activities including:
  - reading
  - writing
  - numeracy
- Passing on oral histories
- Language maintenance projects
- Maintaining culture
- Supporting diversity in the community or education environment

Community protocols may include:

- Discussing content of intended resources with one or several:
  - elders
  - community council members
  - custodians
  - language committee members
  - clan leaders
- Obtaining permission to develop language resources
- Discussing language ownership issues

Appropriate technology and equipment may include:

- CD Rom
- Disks
- DAT recorder
- Video camera
- Computer
- Cameras
- Internet
- Desk top publishing software
- Language teaching computer games

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Unit Sector(s)

Not Applicable

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CHCEDS424B Facilitate learning for students with intellectual disabilities

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS424A Facilitate learning for students with intellectual disabilities	CHCEDS424B Facilitate learning for students with intellectual disabilities	Unit updated in V4. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to support a student with an intellectual disability, either in a special school or in mainstream classes

This unit provides knowledge of intellectual disability and its impact on students' learning and skills for the support worker to scaffold the students' learning and to increase opportunities for students to self advocate

Application of the Unit

Application

This unit applies to education support work in a variety of education contexts

It addresses strategies for working with students with intellectual disabilities across all phases of schooling

Work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit of competency:

- CHCEDS417A Facilitate learning for students with disabilities

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take into account ways in which *intellectual disability* can affect students' development and learning	1.1 Work with understanding of the nature and *causes of intellectual disability* 1.2 Identify and explain ways in which *intellectual disability can affect student learning* 1.3 Identify and explain the *implications of intellectual disability for effective teaching practices* 1.4 Identify limitations in *adaptive skills* affecting students with intellectual disability 1.5 Explain *effects of limited adaptive skills on student learning*

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ELEMENT	PERFORMANCE CRITERIA
2. Support students with intellectual disabilities	2.1 Contribute to setting goals for the student/s as part of *the education team*
	2.2 Contribute to identifying the educational support needs of students
	2.3 Provide opportunities for students to develop improved communication skills and self-advocacy abilities
	2.4 Provide students with opportunities to make choices and to take risks
	2.5 Provide support, as planned with teacher/s, to enable student/s to actively participate in educational programs
	2.6 Provide activities and support to encourage the development of age-appropriate social skills

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include demonstrated knowledge and understanding of:

- Intellectual disability, its causes and effects
- The impact of intellectual disability on the student and their parents and caregivers
- Support appropriate to a variety of learning situations for students with intellectual disability
- Specific tools and processes used to gather information related to adjustments made for students with intellectual disabilities
- Roles and responsibilities of all members of the education team

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work effectively with students with intellectual disabilities, their parents/caregivers and teachers
- Apply knowledge of a range of strategies for supporting students with intellectual disabilities within the context of the learning environment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use language and literacy to effectively and appropriately communicate using a range of verbal, non-verbal, written and electronic mediums
- Use inclusive language
- Maintain confidentiality
- Work effectively as part of a team

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REQUIRED SKILLS AND KNOWLEDGE

- Undertake observation and record-keeping
- Use initiative
- Apply problem solving skills
- Demonstrate technical skills to use adaptive equipment required by students
- Use technical skills to adapt educational resources to meet the needs of students with intellectual disability

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed either on the job or off the job through an appropriate workplace simulation • Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to
  - a workplace environment or
  - one that closely resembles normal work practice and replicates the range of conditions likely to be encountered in an educational context in which students with intellectual disability are enrolled
  - current principles of practice applicable to the candidate's work environment in relation to students with intellectual disability
  - scenarios that require participants to address a range of situations and behaviours to achieve a specific outcome
- Key aspects of the assessment context for closely replicating a workplace include:
  - role plays and simulations where the 'student' is able to accurately replicate behaviours likely to be exhibited by a student with an intellectual disability in a learning environment

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - case studies
  - demonstration
  - observation
  - questioning - oral and written
  - scenarios, simulation or role plays
  - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Educational support needs of students may be identified:	• As part of a specific program for identifying and responding to the educational needs of students with disabilities (such as the *Education Adjustment Program* in Qld) • Using a standard questionnaire or profile to gather information about adjustments school personnel make to support students with disabilities in school

Legislation, policies and standards relevant to the educational institution and sector may include:	• National, State/territory and local government legislative requirements affecting the institution's operation, especially in regard to the provision of education, occupational health and safety and environmental issues, disability, anti-discrimination and industrial relations
	• Disability Standards for Education 2005
	• Copyright legislation
	• Privacy legislation
	• Freedom of Information legislation
	• National and/or international standards
	• Awards, enterprise agreements and/or relevant industrial instruments
	• The educational organisation's:
	  • goals, values, objectives, plans, systems and processes
	  • strategic, operational and workforce plans
	  • ethical and professional standards
	  • principles of practice
	  • education system's/school's service standards
	  • quality and continuous improvement processes and standards
	  • confidentiality requirements
	  • reporting requirements

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RANGE STATEMENT

Intellectual disability refers to:

- Intellectual disability is a state of functioning that begins in childhood and is characterised by limitations in both intelligence and adaptive skills
- Intellectual disability reflects the 'fit' between the capabilities of individuals and the structure and expectations of their environment
- The American Association on Mental Retardation (AAMR) has developed an internationally accepted definition using the term 'mental retardation', which is still current in the United States
  In Australia the preferred terms are 'intellectual disability' and 'intellectual impairment'
- According to AAMR, mental retardation refers to substantial limitations in present functioning
  It is characterised by:

(i) significantly below average intellectual functioning, existing concurrently with

(ii) related limitations in two or more of the adaptive skill areas:

- communication
- home-living
- community use
- health and safety
- leisure
- self care
- social skills
- self-direction
- functional academics
- work

(iii) intellectual disability manifests before age 18

- NOTE: there is as much diversity of characteristics, abilities and needs among people with intellectual disability as there is within the regular population

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RANGE STATEMENT

Adaptive skills are:

- Those everyday coping skills that students need in order to take care of themselves and to relate to others in daily living and include:
  - communication - the process of giving and receiving information
  - life skills - those required to manage in the environment
  - community use - ability to access community facilities
  - health and safety skills relate to maintaining personal well being
    students with intellectual disabilities need to be explicitly taught these in appropriate settings
  - leisure skills - ability to use free time to pursue personal interests:
  - the purpose of teaching leisure skills is to provide students with skills to be active participants in a variety of leisure pursuits
  - self care skills - as required to maintain personal hygiene and appearance:
  - these need to be taught in a structured manner
  - for example, students need to understand what clothing is appropriate in different social contexts
  - social skills - interpersonal skills considered appropriate in various settings:
  - they impact on the ability to form friendships and need to be taught in a structured way
  - self-direction skills
  - functional academics - school subjects that have direct application to skills needed in everyday living
  - work skills need to be developed for students to have the opportunity to access work (paid and unpaid)
- Students with intellectual disability have limited functionality in at least two adaptive skill areas

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RANGE STATEMENT

Communication difficulties may include:

- Understanding language (especially complex sentences, colloquialisms and words with more than one meaning)
- Learning the rules of language (e.g. grammatical constructions, appropriate language for specific situations)
- Using language for a variety of functions (e.g. asking questions, stating information)
- Producing speech (e.g. students with Down Syndrome may have poor muscle tone which makes their speech hard to understand
  It is important not to judge a student's understanding solely by that student's ability to speak)
- Some students may need to use other communication methods such as signs, gestures, object symbols, picture boards and voice output communication aids
- Students with no functional speech may access an alternative communication system while those who need to supplement their speech may be provided with augmentative communication equipment

Life skills may include:

- Organising skills
- Clothing care
- Food preparation
- Home safety
- Daily scheduling
- Planning to budget and shop

Community use skills may include:

- Using public transport
- Shopping
- Using public facilities
- Appropriate behaviour
- Participation in community groups e.g. guides, scouts, church

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RANGE STATEMENT

Health and safety skills may include:

- Appropriate diet
- Illness identification and treatment
- Basic first aid
- Fitness
- Personal safety
- Appropriate behaviours
- Road safety
- Sexuality

Leisure related skills may include:

- Appropriate behaviour in leisure settings
- Home and community leisure
- Playing socially with others
- Indicating choices and needs
- Turn-taking

Self care skills may apply in areas such as:

- Eating
- Dressing
- Grooming
- Toileting
- Hygiene

Social skills may include:

- Eye contact
- Listening
- Cooperation
- Turn taking
- Showing concern for others
- Recognising and responding to emotions

Self-direction skills include:

- Making choices
- Problem solving
- Being assertive
- Initiating or completing activities
- Planning
- Following a timetable
- Seeking assistance when needed

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RANGE STATEMENT

Functional academics include:

- Reading
- Writing
- Numeracy
- Social sciences (for example, a student's maths program may focus on addition and subtraction in relation to the use of money as this will have lifelong practical application)

Work skills include work-related behaviours such as

- Completing tasks
- Following schedules
- Seeking help
- Self management
- Interacting with co-workers
- Job-specific competence
- Employability skills

Causes of intellectual disability may include:

- Intellectual disability is caused by factors that affect brain functioning, for many people the cause being unknown
- Hain and Harris (1996) list known causes as:
  - anomalies in chromosomes or genes (e.g. Down syndrome)
  - extremely premature birth (e.g. where brain damage may result from lack of oxygen)
  - pregnancy problems (e.g. mother develops rubella in early pregnancy or effects of drug-alcohol use)
  - illness (e.g. meningitis, measles)
  - injury (e.g. acquired brain injury)
  - environmental (e.g. lead pollution)

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RANGE STATEMENT

Intellectual disability can affect student learning in ways which include:

- The learning process presents significant challenges for students with intellectual disability
- Students are slower to learn and generally experience difficulty in the areas of:
  - attention - students with intellectual disability may need to be taught in a structured manner to pay attention to a task
  - thought processing - students may have difficulty with:
    - speed and organisation of thought processes
    - forming logical sequences of ideas
    - interpretation of symbolic and abstract concepts
    - linking new information with previous knowledge or experiences
    - perseveration (repetition of speech or behaviour)
  - memory - students with intellectual disability may have difficulty retaining and recalling information
  - perception - students with intellectual disability may have difficulty registering information through a particular sensory mode and making meaning from what has been perceived
  - generalisation - students with intellectual disability have considerable difficulty transferring skills learned in one situation to another and need to be taught how to generalise learned skills from one context to another

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RANGE STATEMENT

Implications of intellectual disability for effective teaching practices include:	• The need to make adjustments to meet individual student requirements • Provision of resources designed to meet specific needs • Planning and working with parents/caregivers, support and specialist personnel • Possible need for additional health and safety strategies • Need to plan for use of realistic learning environments • The use of multi-sensory approaches to learning activities

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RANGE STATEMENT

Specific teaching strategies may include:

- The student's attention is maximised when:
  - work is interesting and appropriate to the student's level
  - the student's individual learning style is catered for
  - activities are broken into achievable steps
  - the key features of an item or situation are explicitly taught
  - a quiet work area is provided for learning new work or completing difficult work
  - frequent and specific feedback is given
- Student thought processes may be supported by:
  - providing short, clear instructions
  - checking for student understanding
  - ensuring consistent use of language, teaching and behaviour support strategies
  - allowing 'wait' time for students to process thoughts
  - use of visual/pictorial supports
  - use of concrete materials, e.g. blocks for counting
  - provision of one-to-one instruction
- Student's ability to remember may be supported by:
  - use of visual supports such as word lists, pictorial timetable, or self management charts
  - use of verbal and gestural prompts
  - use of music or rhyme (e.g. learn required facts to a jingle)
  - building in opportunities for frequent practice
  - encouraging the use of a diary

continued ...

Specific teaching strategies (*contd*):

- Students may be assisted to generalise by:
  - creating real-life or life-like environments
  - use of a range of concrete materials
  - use of role play
  - development of contingency plans (e.g. carrying coins/phone card for the unexpected)
  - practising the same skill with different people in different places
- Students with perceptual difficulties may be assisted

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RANGE STATEMENT

by:

- use of as many sensory modes as possible to reinforce learning (e.g. studying a country - include music, costume making, cooking, dance)
- use of one-to-one instruction
- use of short, clear instructions
- linking abstract learning (e.g. reading and writing) to actual concrete experiences in the student's recent past
- presenting paper tasks in simple, uncluttered formats (e.g. not too much information on the page)
- provision of visual support
- use of real-life or life-like situations wherever possible (e.g. study plants in the garden or the bush rather than at a desk)

- Opportunities for developing improved communication skills may include:
  - incorporating reasons to communicate in daily routines
  - specific teaching of vocabulary, grammar, appropriate responses in specific situations that relate to the student's peer group and interests
  - teaching the student listening skills
  - providing sufficient time for processing received information
  - providing a choice of responses e.g. 'Are you hot, or are you angry?' or 'Do you want help, or can you do it?'
- Self-advocacy abilities are developed with self-esteem, communication skills, and the ability to understand one's own needs and emotions
  - skills in self-advocacy need to be explicitly taught using a person-centred approach

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RANGE STATEMENT

Effects of limited adaptive skills on student learning may include:

- Being unable to make oneself understood and therefore not being able to demonstrate knowledge and understanding
- Being conditioned to follow instructions rather than make choices for oneself
- Learned helplessness
- Limited ability to care for self and manage time and belongings
- Limited ability to understand and communicate emotional and physical needs which may lead to behaviours of concern caused by frustration – as a consequence such students are sometimes denied the full range of learning opportunities provided to other students

Students may be assisted to develop adaptive skills by:

- Provision of specific instruction and training in particular adaptive skill areas
- Using opportunities to practice newly acquired skills throughout the day
- Provision of role play activities to explore social situations and relationships
- Development of self-esteem through:
  - experiences of success
  - being encouraged to positively assert oneself
  - being treated in an age-appropriate way
  - fostering a positive awareness of difference
  - support to be involved in regular age-appropriate experiences
  - acceptance and respect

(Adapted in part from the Down Syndrome Association Queensland kit: *Where else but here*?)

- The student's age, abilities and environment will influence the adaptive skills to be taught

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RANGE STATEMENT

An education support worker may support a student with intellectual disability by:

- Assisting with establishing and maintaining a supportive environment which is emotionally, socially and physically inclusive of diversity
- Contributing information to teacher/s planning
- Scaffolding students' acquisition of language and extension of vocabulary
- Supporting the student's involvement in teaching and learning through student groupings (e.g. Creating supportive relationships between more and less able students)
- Utilising strategies which respond to the student's learning styles, characteristics and needs, as developed with the teacher/s
- Assisting with the development of teaching materials which are adapted to the student's needs
- Using positive behaviour support strategies

A supportive environment is one that creates a sense of belonging for all students by:

- Accepting and valuing difference
- Facilitating academic and social development
- Supporting student risk-taking by encouraging them to 'have a go' (e.g. praise for working through the process of an activity even if outcome is not correct)
- Defining, modelling and reinforcing appropriate behaviour

A critical element of a supportive environment is the positive attitude of teachers, education support workers, students and parents

To help develop positive attitudes within the school environment:

- Share student successes
- Demonstrate a positive approach
- Focus on what students CAN do rather than on what they CAN NOT do
- Expect ALL students to develop and progress
- Allow students with intellectual disabilities to face challenges
- Promote the rights of all students

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RANGE STATEMENT

- Provide access to a range of experiences
- Encourage peer interaction

The education team may include:

- Teachers
- Parents/caregivers
- Nurses
- Doctors
- Specialists
- Therapists
- Speech/language pathologists
- Guidance officers
- Education support workers
- Students (where practical)

Unit Sector(s)

Not Applicable

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CHCEDS425A Facilitate learning for students with speech/language disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to support students with speech and language disabilities

This unit provides understanding of the impacts of speech and language disabilities on students' learning and social interactions

Application of the Unit

Application

This unit applies to education support work in a variety of education contexts, under the guidance of teachers and speech/language pathologists

It addresses strategies that may help mitigate or overcome the effects of speech and language disabilities for students across all phases of schooling

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit of competency:

- CHCEDS417A Facilitate learning for students with disabilities

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take into account ways in which speech and language disability can affect student development and learning	1.1 Work with understanding of *developmental implications of speech/language disability* 1.2 Identify and explain ways in which *speech/language disability can affect student learning* 1.3 Identify *effective strategies* that may be used to maximise learning opportunities for the student

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ELEMENT	PERFORMANCE CRITERIA
2. Structure the learning environment in cooperation with the teacher/s	2.1 Work with the teacher to identify and set up or modify the learning environment most effectively 2.2 Consider the size of effective student working groups in relation to the needs of group members 2.3 Organise *the learning environment* to maximise learning opportunities for all students
3. Support students with speech and language disabilities	3.1 *Contribute as a team member* to *effective learning outcomes* for the student with speech/language disability who has an individual education plan 3.2 Use *adjustments* that have been determined with teachers, to support the teaching and learning needs of the student and enable him/her to actively participate in educational activities 3.3 Facilitate successful social interactions for students with speech and language disabilities across the school community

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include demonstrated knowledge and understanding of:

- Effects of speech/language disabilities on learning and development
- Accountabilities of teachers and education support workers for student learning
- Basic strategies to enhance learning outcomes for students with speech/language disabilities
- Terminology frequently used in the workplace in relation to speech/language disabilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation procedures, policies and guidelines
- Use appropriate language and terminology
- Set up and/or modify the teaching environment in consultation with the class teacher and appropriate team members to maximise opportunities for students
- Implement effective teaching/learning strategies to maximise opportunities for the student
- Assist the student to achieve goals, as part of the education team
- Support the teacher of students with speech/language disabilities
- Communicate with parents/carers within the constraints determined by policy

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to apply skills in:

- Active listening - to understand teacher requirements and student communications
- Using a variety of appropriate communication strategies that support the audience and

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REQUIRED SKILLS AND KNOWLEDGE

the purpose (e.g. team consultation, parent enquiries and observations, daily record books, interactions with students)

- Reading and comprehending information sources
- Collection and presentation of accurate records/data
- Selection of appropriate resources to meet specific needs
- Use of available technologies required by students with speech/language disability
- Supporting the teacher with the implementation of teaching/learning strategies
- Advocacy

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed either on the job or off the job through an appropriate workplace simulation • Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to
  - a workplace environment or
  - one that closely resembles normal work practice and replicates the range of conditions likely to be encountered in an educational context in which students with speech/language disability are enrolled
  - policies and procedures of the employing organisation relevant to working with students with speech/language disabilities
  - a range of technologies used by students with speech/language disabilities in the candidate's educational facility
- Key aspects of the assessment context for closely replicating a workplace include:
  - role plays and scenarios where the 'student with a speech/language disability' demonstrates accurately behaviours and difficulties experienced by such students in learning situations
  - opportunities to problem solve with experienced team members in order to overcome barriers to learning for students with speech/language disabilities

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - case studies
  - demonstration
  - observation
  - questioning - oral and written
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence from the workplace and/or training
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Commonly used terms relating to speech/language disability may include:

- Articulation:
  - the process of producing speech sounds
- Auditory processing:
  - the process through which the brain recognises and interprets sounds
  - students with an auditory processing disorder often do not recognise subtle differences between sounds in words, even though the sounds themselves are loud and clear
  - this is more likely to occur when in a noisy environment or when listening to complex information
- Augmentative and alternative communication (AAC):
  - modes of communication, apart from speech, which are used to supplement a person's speech (augmentative communication), or to replace a person's speech (alternative communication) e.g. signing and voice output communication aids
- Communication:
  - the process of exchange of meaning through listening, speaking, viewing, signing, symbols, gesture, facial expression, reading and writing
- Communication difficulty:
  - a barrier to receiving and understanding messages and making and sending messages due to factors external to the person

continued ...

Commonly used terms relating to speech/language disability (*contd*):

- Communication disability:
  - a disability in the process of exchange of meaning
  - students can have a communication disability as a result of underlying speech/language disability
  - students can also have a communication disability as a result of other disabilities:
  - for example, a student with a physical disability may have a limited ability to use the muscles of the mouth, thus limiting the ability to use oral communication
  - therefore, a communication disability does not necessarily mean that there is underlying speech/language disability
- Disability:

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- any lack or restriction of the ability to perform an activity in the manner or within the range considered normal for a human being, resulting from disability

- Education adjustment:
  - a measure or action taken by an education provider to assist a student with a disability to participate in education on the same basis as a student without a disability
  - an education adjustment can include an aid, a facility, or a service that the student requires because of his or her disability.
- Disability (or impairment):
  - abnormality of structure or function at the level of the organ; thus language disability relates to the body structures and functions associated with language processing and production
  - inherent in this definition is the concept that the disability/impairment is intrinsic to the child
  - a reader cannot assume this is the definition of disability/impairment used in other documents: a commonly-used definition is to equate disability/ impairment with severe disablement

continued ...

Commonly used terms relating to speech/language disability (*contd*):

- Language:
  - a conventional symbolic system used to communicate
  - it is symbolic because the spoken, signed, indicated or written units of a language act as symbols, that is, they represent objects or concepts
  - it is conventional because members of a community share the meaning of the symbols
  - it is a system because there are rules for combining the symbols, and rules for using the symbols in different contexts

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RANGE STATEMENT

Developmental implications of speech/language disability may include:

- Delays in comparison to the student's age cohort due to difficulties with:
  - speech processing:
    - recognising, and manipulating speech sounds
  - language comprehension:
    - understanding a message that has been made according to the rules of a conventional symbolic system (i.e. according to the rules of a language)
  - speech production:
    - saying and using sounds in words correctly
  - language production:
    - formulating a message according to the rules of a conventional symbolic system
  - language use:
    - this refers to producing language that is appropriate to the context and also to interpreting (understanding) language according to the context
    - language use is sometimes referred to as 'pragmatics', and is often included as part of language production and also as part of language comprehension

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RANGE STATEMENT

Ways in which speech/language disability can affect student learning include:

- Students learn through the process of communication, regardless of the mode of communication (e.g. whether it is spoken, signed, written, etc.) and the direction of the communication (e.g. teacher to student, student to student, textbook to student, student to teacher)
- A speech/language disability will result in a communication disability and can affect student's ability to:

(i) understand and express information

(ii) relate to others, including teachers and peers

(iii) express needs, abilities and interests

(iv) acquire adequate literacy and numeracy skills

(v) participate in group activities

(vi) develop a positive self concept

(vii) learn appropriate behaviour and social skills

(viii) problem solve, and

(ix) acquire and demonstrate knowledge in key learning areas

- Speech/language disability can affect a student's participation in and achievement of learning outcomes from all areas of the curriculum
- The effect is not restricted to obvious areas such as communication in the early years curriculum, or English and language other than English (LOTE)

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RANGE STATEMENT

Implications of the communication difficulty include:

- A student with speech/language disability who speaks in a way that is difficult for the listener to understand may:

(i) often be misinterpreted by the teacher or peers

(ii) avoid speaking, in an attempt to reduce potential frustration and embarrassment

(iii) be given fewer opportunities to communicate by the teacher and by peers

- If this student's educational needs are not carefully considered, he/she may miss out on opportunities to:

(i) demonstrate knowledge

(ii) receive positive feedback from the teacher and peers relating to knowledge demonstrated

(iii) receive additional information or correction relating to knowledge demonstrated

(iv) request additional information or clarification of directions and instructions

(v) direct conversation to specific areas of interest, within the current classroom topic

(vi) negotiate activities and responsibilities with peers and the teacher

(vii) establish an identity as a contributing and relevant member of the class.

It is important for students to participate in these interactions in all learning areas

- A student with speech/language disability who has **difficulty understanding** messages that have been made according to the rules of a language may have difficulty understanding the following regardless of whether they are spoken or written:

(i) instructions and directions

(ii) questions

(iii) answers to questions

(iv) explanations

(v) requests

(vi) comments

(vii) discussion

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(viii) stories and/or lectures

(ix) conversations

- Students with **language production difficulties** may demonstrate limited capacity to:
  - convey thoughts and feelings using appropriate words and grammatical structures
  - ask questions
  - participate in conversations
  - answer questions
  - use and define vocabulary

continued ...

Implications of the communication difficulty (*contd*):

- Students with difficulty using language for a range of purposes may struggle to:
  - use and understand a range of oral and written text types, e.g. persuasive, advertising, and information
  - interact socially with peers and adults
  - understand and use figurative language
  - participate in discussions
  - understand different perspectives
- Students with speech processing difficulties may struggle to develop phonological awareness which has a significant impact on learning to read and spell

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Effective strategies and program adjustments may include:

- Using more and/or longer pauses during instruction, to provide more processing time than is usual;
- Providing wait time - which is time for the student to respond
- Using specific visual cues while providing spoken instruction (such as overhead transparency/ whiteboard/ blackboard topic headings, written instructions/examples, or symbol/picture/photo sequences)
- Providing high redundancy instruction and repetition (specific information/vocabulary/sentence structures/ text features encountered many times, but in different contexts)
- Explicit pre-teaching of topic vocabulary and structures
- Activating the student's topic knowledge (especially focusing on related vocabulary) when introducing new topics or units of work
- Providing visual supports e.g. graphic organisers, to support orally presented information
- Using explicit topic shift cues in classroom discourse so the student can easily follow topic changes made by the teacher
  for example, the teacher may overtly teach the class that when he or she says a key phrase such as, '...okay new/different topic here...' they are to listen carefully, because new/different information will be presented

continued ...

Effective strategies and program adjustments (*contd*):

- Providing more frequent and explicit opportunities for repair of conversation/interaction breakdown
  for example, the teacher may give explicit instructions about what students should say if they lose the thread of classroom talk, or build a low key 'checking for comprehension' routine into his or her discourse, so that students become used to indicating 'where they got lost'
- Increasing frequency of practice and review for specific activities
- Adjusting vocabulary use and syntactic complexity of classroom discourse - for example, instead of saying, 'Before you get out your books and start writing, I want you to listen to me read this description, because it demonstrates the type of thing I want you to go away and write in your groups,' the teacher may

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RANGE STATEMENT

	say: 'Listen to this description. It is a good description. Think about what makes it a good description' • Using an alternative/augmentative communication system such as Makaton (an approach that uses key word signing to facilitate language)
The learning environment may include:	• A furnished room in an educational facility • An outside area • A community space • Groups of people • A sports team • Resources • Technology • Levels of noise that may or may not be adjusted • Levels of light that may or may not be adjusted
An environment conducive to learning provides:	• A safe supportive educational environment • Relevance to the cultural context of student learning • Community engagement and participation • Opportunities for students to actively engage in learning • Flexibility • Inclusivity • Values • Diversity • Holistic learning opportunities • Social justice

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Suitable resources may include:

- Symbols and pictures to facilitate understanding of instructions, new concepts etc.
- The student may use a computer and associated equipment for achieving specific learning outcomes
- The student may use computer software programs (e.g. inspiration, clicker 5) to help achieve specific learning outcomes
- The student may communicate by pointing to symbols using low tech communication displays, or chat books, or a high tech device which uses a microprocessor-based voice output device

Support may include:

- A collaborative educational team approach to appropriate programming
- A learning support program
- A speech/language therapy program
- A social skills program
- A self-esteem program
- Teaching the student to use strategies/skills (for example, mental imagery, mental rehearsal, graphic organisers, self-prompts, summarising, task analysis, and think aloud) to help the student achieve specific learning outcomes
- Teaching the student to use an augmentative communication system, e.g. Makaton

Education teams may include:

- Principal
- Head of special education services
- Speech/language pathologist
- Advisory visiting teacher
- Classroom teachers
- Education support workers

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RANGE STATEMENT

Contribute as a team member includes:	• Sharing information that could assist the education team to set learning goals for a student • Evaluating specific learning activities and resources in relation to the student's learning needs, learning style, special learning needs, background and prior learning • Asking for clarification, further information, opinions and/or feedback in relation to support for the student with speech/language disability • Offering and receiving suggestions for improvements e.g. to the learning environment, resources, delivery strategies, structure of activities, grouping of students
Effective learning outcomes for the student with a speech/language disability may include, but are not limited to:	• Students are able to effectively demonstrate what they know and what they can do with what they know • Students progress towards or achieve identified learning goals • Learning builds on and extends a student's current understandings and knowledge • Learning provides knowledge and skills that are transferable • Learning improves communication skills
Adjustments to learning programs are limited to:	• Adjustments to the learning activity that do not compromise the intended learning outcomes • Adjustments that cater for a student's learning style • Adjustments that enable flexibility e.g. In time and/or interactions within the learning group • The scope agreed with supervising teacher/s which may focus on language comprehension, production and language use

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RANGE STATEMENT

Adjustments to assessment processes may include:	• Consider current assessment best practices by considering a range of assessment tools • The student may require extra time • Extra breaks • Use of an alternative/augmentative communication system to demonstrate learning outcomes • Alternate presentation of the task (e.g. Reduced complexity) • Assistance with reading, writing and interpretation of assessment material (where appropriate)
Adjustments to the learning environment may include:	• Manipulating size of student working groups for specific learning outcomes • Designing physical classroom features or classroom routines to reduce background noise • Utilising locations other than the classroom to facilitate specific learning outcomes • Placing students near a capable buddy

Unit Sector(s)

Not Applicable

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CHCEDS426A Facilitate learning for students with vision impairment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to support students with vision impairment

It provides understanding of the impacts of vision impairment on students' learning and skills to scaffold students' learning, to enhance students' access to learning opportunities and to ensure vision impaired students' needs are met using the most suitable resources available

Application of the Unit

Application

This unit applies to education support work in a variety of education contexts

The role of the education support worker includes providing additional practice for learning activities designed by visiting specialists and day-to-day support for teachers and students encompassing various aspects of school life

Work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit of competency:

- CHCEDS417A Facilitate learning for students with disabilities

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the student to be comfortable in the learning environment	1.1 Provide orientation and mobility for the student in areas of the facility to be accessed 1.2 Ensure the student has ongoing *safe access* to, and within, the environment by consistent maintenance of approved arrangements 1.3 Model *orientation and mobility techniques* for other students, where appropriate, and encourage their use 1.4 Determine, through discussion with *appropriate people*, *adjustments* that may be required to optimise student comfort and access to learning

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ELEMENT	PERFORMANCE CRITERIA
2. Identify ways in which vision impairment can affect learning	2.1 Identify and explain the nature and causes of *vision impairment* 2.2 Identify and explain *ways in which vision impairment may affect students' learning* 2.3 Explain the *implications of vision impairment for effective teaching and learning* practices
3. Provide direct support to a student with vision impairment	3.1 Provide supervision and *support* during learning activities, follow up lessons and practice opportunities 3.2 Provide *resources* to accommodate the needs of the student to allow him/her to actively participate in learning 3.3 Adapt or develop learning resources to address the needs of the student 3.4 Use technology and/or vision aids to support student access to the curriculum
4. Provide support to teachers of a student with vision impairment	4.1 Locate *suitable resources* to support teachers in delivery of educational programs for visually impaired students 4.2 Cooperate in the implementation of programs and strategies designed by the teacher/s 4.3 Monitor and arrange maintenance of equipment used to support *students with vision impairment* 4.4 Assist with transcription of text to braille and braille to text, if required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include demonstrated knowledge and understanding of:

- Vision impairment and its impacts on learning
- Appropriate support strategies in a variety of learning situations for students with vision impairment
- General safety issues with students with vision impairment
- Required learning outcomes for student/s with vision impairment
- Orientation and mobility techniques
- Fundamental understanding of braille

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of the major causes of vision impairment in students
- Demonstrate understanding of the effects of various forms of vision impairment on learning
- Apply knowledge of strategies that can be used in a learning environment to support students with visual impairment
- Use a basic range of adaptive equipment to prepare resources for students with visual impairment and their teachers

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to apply skills in:

- Language and literacy to effectively and appropriately communicate using a range of verbal, non-verbal, written and electronic mediums

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REQUIRED SKILLS AND KNOWLEDGE

- Empathy with the difficulties faced by students with vision impairment
- Inclusive language use
- Maintaining confidentiality
- Teamwork
- Problem solving
- Use of adaptive equipment required by students
- Learning to utilise various equipment required by different students
- Technology to develop tactile resources and arrange timely maintenance of equipment

Note: Education support workers supporting students with vision impairment may need to develop additional competency in:

- Typing the braille, including shortforms, word signs and symbols
- Transcribing from braille to print

However, in undertaking this unit of competency, there is no expectation that candidates should achieve fluency in braille

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed either on the job or off the job through an appropriate workplace simulation • Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to
  - appropriate documentation, resources and technologies normally used in an educational environment supporting students with vision impairment
  - principles of practice used in the organisation
  - scenarios that replicate difficulties experienced by vision impaired students and that provide opportunities for participants to problem solve support
- Key aspects of the assessment context for closely replicating a workplace include:
  - various environments - inside, outside, stairs, doors etc within which the 'student' may be assisted using orientation and mobility strategies
  - learning situations in which the participant is to provide appropriate support to meet the needs of the 'vision impaired student'

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - case studies
  - demonstration
  - observation
  - questioning - oral and written
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Vision impairment refers to:

- Vision impairment in educational terms is any diagnosed condition of the eye or visual system which results in reduced visual functioning for learning
- Disease, damage or injury causing vision impairment can occur to any part of the visual system, i.e. the eye, the visual pathway to the brain or visual centre of the brain

Vision impairments that require support include:

- Distance visual acuity of 6/18 or worse:
  - visual acuity figures for distance are expressed in the following way: the top figure indicates how closely a person needs to be to a letter size which a person with normal vision can see from the distance indicated by the bottom figure
  - for example, a person with visual acuity of 6/18 would need to be 6 metres from a letter which could be seen normally 18 metres away
- Restricted visual fields which adversely affect visual functioning:
  - the visual field is the total area, left and right/above and below, which a person sees while looking straight ahead
  - some eye conditions cause visual field defects and affect the ability of a student to function in the environment
  - eye conditions can affect different parts of the visual field
  - if the damage is in the central region, the ability to see fine detail is impaired
  - damage in the peripheral region, impairs the ability to move around the environment
  - some conditions result in loss of half or a portion of the visual field in one or both eyes while others cause patches where vision is poorer
- A condition which results in deterioration of vision
- Damage to the visual centres of the brain causing reduced visual functioning
- A combination of any of the above

continued ...

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RANGE STATEMENT

Vision impairment (*contd*):

- Visual impairment may:
  - be present at birth
  - occur at any time from disease or accident
  - be part of a medical condition or syndrome
- The majority of visual conditions in children are stable and vision remains relatively unchanged
- Some conditions, however, are progressive, resulting in reduced vision over varying periods

The following conditions are not vision impairment for educational purposes:

- Normal vision in one eye (with no disease in that eye)
- Strabismus (known as squint, lazy eye or turned eye)
- Colour vision defect
- Visual perceptual problems
  - Visual perception occurs in the brain and problems can range in severity
  - in educational terms a visual perception problem is the inability to interpret written symbols
  - no specific eye disease is known to cause such problems
  - these children may have learning difficulties and require learning support
- Some conditions which affect the muscles of the eye

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RANGE STATEMENT

Orientation and mobility specialists:

- Work specifically with students with vision impairment in helping them to explore their environments in a meaningful way
- In many cases, students do not know how to attend to significant information in their environment and must be taught to do this and to 'tune in', before they can explore
- The approach used is child centred and assists the student to develop skills which are appropriate throughout life
- These skills or strategies are referred to as 'Attention Directing Tools' (ADTs) and they empower the student to pay attention to those things that are appropriate for the individual student during exploration
- This, in turn, helps each student to learn about the immediate environment and to develop accurate and meaningful concepts in relation to people, traffic and the natural and built environment in general

Orientation and mobility methods and techniques used in supporting a student may include:

- The 6-Step method in teaching route travel
- Oral descriptions of the environment
- Sighted guide (encouraging the vision impaired student to hold the arm of the support worker or another student)
- Enabling the student to gain tactile knowledge of the environment through maps and hands on experiences
- Establishing labels for environmental reference points important to the student
- Enabling the student to discover aspects of the environment without assistance
- WESST (weight, ends and edges, size, shape, sound, texture) - a technique for directing attention to the qualities of an object in order to facilitate recognition of the object in the future
- NBC techniques (NearBy Considerations) - a sensory awareness technique used to gain a more complete mental map of the environment
- Search grids
- Clock face descriptors for objects placed in the learning environment

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RANGE STATEMENT

Safe access:

- Will be organised by specialist support staff or the teacher in charge of the facility
- The role of the education support worker is to ensure the environment continues to conform to the safety arrangements determined for the student/s

Appropriate people may include:

- The student
- Parents/caregivers
- Orientation and mobility specialists
- Visiting specialist teachers
- Class teachers
- Learning support teachers
- Therapists
- Optometrists
- Education support workers experienced in working with the student

Adjustments to the learning environment may include:

- Removing or placing protection barrier around very hazardous features (e.g. putting pot plants under stair wells to prevent student hitting head)
- Positioning the student within the classroom to make optimum use of his/her abilities (vision?) and available technologies
- Braille labelling of objects
- Providing access to specific assistive/adaptive technologies
- Providing class learning materials with tactile adaptations for the student
- Adjustments to lighting/glare
- Additional time allowed for reading tasks (usual allowance plus 1/3)
- Adjustments to materials and equipment

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RANGE STATEMENT

Terms that suggest some educational needs of students with vision impairment include:

- Low vision - a term used to describe students who may have one or more of the following:
  - reduced ability to see objects clearly at a distance
  - reduced ability to see objects clearly at close range
  - loss of vision in central or peripheral field

Students with low vision will usually use print as their main learning medium

- Braille user - a term used to describe students whose severity of vision impairment requires them to use Braille, tactile and audio materials
  These students will be those with:
  - no vision
  - the ability to perceive only light and dark
  - severely reduced visual acuity
- Braille and print user - a small group of students may use some braille and tactile materials and some print depending on the visual demands of the task
- Louis Braille was the inventor of braille, a world-wide system used by blind and visually impaired people for reading and writing. Braille is read by passing one's fingers over characters made up of an arrangement of one to six embossed or raised points or dots

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RANGE STATEMENT

Ways in which vision impairment may affect students' learning include:

- Vision impairment interferes with the gathering of accurate information
- Around 80% of information received by the brain is received through the eyes
- Information that can be accessed in a glance by a sighted person will need to be taught to a student with vision impairment
- This has important implications for learning and for teaching students with vision impairment
- These students will require the following in addition to the teaching of the regular school curriculum:
  - purposeful exposure to a range and variety of experiences in which they have the opportunity to interact with the environment through all the senses
  - access to all information in an appropriate format
  - teaching of specific skills that will allow them to access and control the environment independently

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RANGE STATEMENT

Additional instruction requirements may include:

- To ensure access and participation in educational programs, students will require instruction in priority areas additional to, or different from, those of their sighted peers
- These priority areas may be provided within the class setting or in other environments and some of the following need to be considered for each student:

(i) communication - braille literacy and numeracy, other braille codes (e.g. music, maths/ technical), listening skills, keyboard skills, handwriting, non-verbal communication

(ii) orientation and mobility - body and environmental awareness, spatial knowledge and understanding, independent travel

(iii) social skills - socially accepted behaviour, self-esteem, self advocacy, appropriate use of language

(iv) concept development - specific experiences to develop concepts in all key learning areas and competencies

(v) motor skills - fine and gross motor abilities

(vi) use of technology - use of high and low tech devices, adaptive technology

(vii) vision efficiency training - use of residual vision, training in use of low vision aids

(viii) recreation skills - knowledge of and skills to access leisure activities

(ix) activities for daily living - self care, organisation skills, time management

(x) vocational and employment opportunities - time management, interpersonal skills, work skills

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RANGE STATEMENT

Implications of vision impairment for effective teaching and learning include:	• The need to establish and maintain a supportive, safe environment that is emotionally, socially and physically inclusive of diversity • Consideration of suitable groupings of students to support participation of students with vision impairment in teaching and learning activities • Requirements to develop or acquire and use alternative (audio, sensory, tactile or large print) learning/teaching resources • A need for technological resources and/or vision aids to meet the needs of students with vision impairment • Staff who develop competency in the use of braille and suitable technologies
Students with vision impairment may require support:	• In the playground • During sport and play • Within the class • During student movements, particularly in unfamiliar areas and excursions • With supervision during examinations • In monitoring environmental conditions • Through the preparation and monitoring of a consistent safe environment

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RANGE STATEMENT

Technological solutions for vision impaired students may include the use of:

- Braille writers and embossers:
  - Perkins Braille writer -a manual, portable, typewriter-like machine for producing Braille
    The user needs knowledge of braille symbols for letters of the alphabet and braille short forms of common words and mathematical symbols
    Thick paper is required for this machine, to support the embossing process
  - Mountbatten brailler - an electronic Braille writer, notetaker and embosser:
    - has built-in speech and an optional visual display unit
    - requires the direct-input typist to have knowledge of the braille alphabet, short forms and symbols
    - requires thick paper to support the embossing process
  - Embosser - a printer which produces a Braille document from an electronic file
  - Ricoh fuser - a machine that uses heat to cause a reaction between carbon and Swell Paper
    - writing or drawings made with pencil or other carbon-based utensils will swell up when the paper is fed through the machine, creating an embossed document
  - PIAF - Pictures in a Flash - a tactile image maker which uses heat-sensitive capsule paper to produce a tactile graphic
  - Thermoform Braille duplicator
    - this machine will produce braille on plasticised Braillon paper
    - a paper master is required and only one page can be copied in a single operation
    - materials produced on braillon are expected to undergo heavy use over protracted periods

continued ...

Technological solutions for vision impaired students (*contd*):

- Braille Notetakers e.g. Braille Note and Pac Mate - sophisticated portable computers with multiple features and Braille displays
- Computer software such as:
  - Duxbury braille translator
    - this program enables text to be converted to

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RANGE STATEMENT

braille and output from an embosser
    - knowledge of braille and duxbury codes is necessary for the production of accurate braille
- JAWS screen reader
    - this program enables the user to have access to information about what is on the screen, keyboard functions, files, typed characters and words
    - the audio function can be set at various speeds to suit student abilities
    - headphones are usually necessary in order not to interrupt other students' work
- Zoomtext enlargement software
    - this program enables the users to customise the print size of all that is displayed on a computer screen
- Open book
    - a software reading package for computers
- Scanner-reading Machines e.g. SARA - use optical character recognition technology to scan text and provide an audio output
- E Beam - transfers information from a white board to a laptop computer

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RANGE STATEMENT

Suitable resources may include:

- Tape recorders
- Headphones
- Digital audio players
- Talking calculators
- Tactile rulers or markers
- Tactile maps and graphics
- Braille compasses
- Concrete objects
- Enlarged or embossed worksheets
- Overhead projector
- Low vision aids:
- Optical aids:
  - spectacles
  - magnification devices
  - closed circuit TV
  - tinted lenses
- Non-optical aids:
  - lamps
  - dark lined books for writing
  - dark pens or pencils
  - hats or shades
  - typoscopes - any device used to isolate words, letter or lines while reading or writing
  - reading/writing/typing stands which provide an angled working station to assist with posture
  - illumination control / glare reduction

Unit Sector(s)

Not Applicable

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CHCEDS427A Facilitate learning for students with physical disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by education support workers to contribute effectively to learning experiences for students with physical disabilities

This unit provides knowledge of physical disability and its impact on students' learning and provides participants with skills to scaffold students' learning, to enhance students' access to learning opportunities and to ensure physically impaired students' needs are met using the most suitable resources available

Application of the Unit

Application

This unit applies to education support work in a variety of education contexts

This unit applies to supporting students with permanent physical disabilities, as distinct from temporary or transient disability where students may need additional support for a short time

Work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit of competency:

- CHCEDS417A Facilitate learning for students with disabilities

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take into account ways in which *physical disability* can affect students' development and learning	1.1 Work with understanding of the nature and *causes* of *physical disability* 1.2 Identify and explain ways in which *physical disability can affect student development* 1.3 Identify and explain ways in which *physical disability can affect student learning* 1.4 Identify and explain the *implications of physical disability for effective teaching and learning*

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ELEMENT	PERFORMANCE CRITERIA
2. Provide individual support for students with physical disabilities	2.1 Contribute to identifying the needs of individual students in consultation with teachers and other members of the *education team* 2.2 Provide *personal support* as required in line with own work role 2.3 Identify access issues for students and raise them with appropriate personnel 2.4 Develop and implement *strategies to support student learning* are in collaboration with teachers

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include demonstrated knowledge and understanding of:

- The effects of physical disabilities on students' learning
- Strategies that can be used to support students with physical disabilities in learning
- Principles of inclusive education
- Assembly and use of adaptive equipment used by a student
- Occupational health and safety guidelines for manual handling and hygiene

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate and apply understanding of the causes and effects of physical disabilities
- Provide support for a student with physical disability
- Cooperate with teachers to develop and implement strategies and adjustments to support learning for a student with physical disability

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively, using speaking and listening skills to consult with teachers and other professionals, to interact with students and parents
- Work with people from diverse backgrounds and abilities
- Apply technology to manage adaptive and mobility equipment
- Undertake effective problem solving
- Use safe and effective manual handling techniques where required

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed either on the job or off the job through an appropriate workplace simulation
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to
  - a workplace environment or
  - one that closely resembles normal work practice and replicates the range of conditions likely to be encountered in an educational context in which students with physical disability are enrolled
  - appropriate documentation, resources and technologies normally used in such an educational environment
  - principles of practice used within the education organisation
  - scenarios that replicate difficulties experienced by students with physical disabilities and that provide opportunities for participants to problem solve support
- Key aspects of the assessment context for closely replicating a workplace include:
  - various environments in which the 'student' will need access and require personal support
  - learning situations in which the participant is to provide appropriate support to meet the needs of the 'student with a physical disability'

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - case studies
  - demonstration
  - observation
  - questioning - oral and written
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Commonly used terms in the context of physical disability may include:

- Ability:
  - degree of actual power to perform a particular physical or mental task present in an individual
- Adaptive skills/behaviours:
  - everyday coping skills that students need to take care of themselves and to relate to others in daily living
- Attention span:
  - period of attention or concentration given by an individual to particular task or situation
- Augmentative and alternative communication (AAC):
  - modes of communication, apart from speech, which are used to supplement a person's speech (augmentative communication), or to replace a person's speech (alternative communication)
- Classroom environment:
  - conditions within the classroom, or affecting the classroom, which influence the learning situation, including social, physical, physical and psychological aspects
- Disability:
  - any lack or restriction of the ability to perform an activity in the manner or within the normal range
- Generalisation of learning:
  - this occurs when a skill is learned in one situation and applied in another and allows the student to operate effectively across a variety of environments without having to re-learn behaviours each time there is a change
- Handicap:
  - a disadvantage for an individual resulting from impairment or a disability that limits or prevents the fulfilment of a role that is normal for that individual (dependent on age, sex, social and cultural factors)
- Impairment:
  - any loss or abnormality of parts or functioning of the brain or body

continued ...

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RANGE STATEMENT

Commonly used terms in the context of physical disability (*contd*):

- Memory:
  - the mental process of retaining and recalling a past act, experience, or impression
- Perception:
  - thinking involved in becoming aware of objects, items, qualities or relations through receiving, processing and interpreting impressions received via the senses
  - to register information through one or more of the sensory modes and to make meaning of it
- Thought processing:
  - allows students to organise incoming information, to make connections between pieces of information and to interpret symbolic and abstract concepts
  - it also allows information to be organised for decision-making, communication and action

Physical disability refers to:

- Physical impairment or disability which affects a person's ability to move or to coordinate and control movement
- It may also involve loss of feeling and/or inability to use certain parts of the body
- Different body systems may be involved:
  - musculoskeletal - involving joints, limbs and associated muscles
  - neurological - involving central nervous system (brain, spinal cord or nerves that run from the spinal cord)

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RANGE STATEMENT

Causes of physical disability may include:

- Cerebral palsy
- Spina bifida
- Muscular dystrophy
- Arthritis
- Osteogenesis (brittle bones)
- Congenital malformation of the limbs
- Some acquired brain injury
- Some orthopaedic conditions
- Syndromes
- Accidents which result in brain injury, spinal injury, loss of limbs or severe burns.
- Chronic health problems such as cancer may also affect a student's physical development, resulting in disability

A physical disability may be:

- Present from birth (congenital) or acquired later (e.g. through an accident or illness)
- Progressive or non-progressive (this refers to whether or not the condition increases in extent or severity)

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RANGE STATEMENT

Physical disability can affect student development in ways that depend on the specific condition and may include difficulties with:

- The ability to move, initiate movement, control movement and/or coordinate movement
- Gross motor skills - large groups of muscles in the legs, trunk, neck and arms are involved
  The ability to control these muscles affects the student's capacity to sit, stand, roll, reach, walk
- Fine motor skills - small muscles in the arms and hand used to perform fine motor skills such as touching grasping and manipulating
- Communication - some students with physical disabilities have difficulties with voice production and may need to use augmentative and alternate methods of communication
- Emotional well being - the impact of a physical disability on the emotional well being of students will be different for each student and will vary according to life stages and their experiences
- Factors which influence a student's self-esteem and emotional status include:
  - personality of the individual
  - severity of the impairment
  - age
  - degenerative conditions
  - acquired conditions
  - family attitude
  - attitude of the school community
  - expectations
- Social skills - social skills are developed gradually as children play, share activities, share interests and share responsibilities
  A physical disability may or may not interrupt this development at any or all stages
- Personal care - students with physical disability may need assistance with eating, toileting and other personal needs

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RANGE STATEMENT

Physical disability can affect student learning in ways that depend on the specific condition and may include:

- Irregular school attendance:
  - students with physical disability may be absent from school for significant periods of time
  - implications for students can be wide ranging:
    - they miss out on opportunities to learn
    - friendships between peers develop in their absence
    - on return they have to readjust to the school routine
    - they may not be able to keep up with their peers
- Difficulties with access to and from the learning environment
  - these issues may be physical and/or attitudinal and can relate to all aspects of school life:
    - access to classes, eating areas and school grounds
    - classroom set-up
    - portability of learning materials, books and equipment
    - access to library, laboratories, resource centres, computers
    - sporting facilities
    - toilets and change rooms
    - water fountains
    - school tuckshop
    - transport and excursions
    - camps
    - work experience placements
    - school play/concert/other productions
    - social functions
    - emergency evacuations
- Communication difficulties:
  - for the student who has difficulty speaking or is unable to speak:
    - adaptive equipment may be needed
    - student must learn to use the equipment
    - additional time required for oral interactions
    - frustration may develop
    - behaviour may be affected

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RANGE STATEMENT

- concentration may not be sustainable for long periods of time

continued ...

Effects of physical disability on student learning (*contd*):

- Communication difficulties:
  - For the student who is unable to write:
    - adaptive equipment may be needed
    - computer programs may be utilised e.g. a variety of software options including voice recognition typing programs
    - student may need a note taker and/or scribe.
    - student may require additional printed resources

Implications of physical disability for effective teaching and learning may include:

- Adjustments to the learning environment in order to facilitate access and to accommodate mobility equipment required by students with physical disabilities
- Use of inclusive practices and an environment that promotes equity and equality
- Personal support requirements, with management of additional adults in the learning environment
- Planning needs to incorporate alternate delivery methods and adaptations to ensure students with physical disability have equitable access to learning
- Education adjustment programs and education adjustment program profiles (or equivalents) may be required for students with physical disabilities
- Provision and use of adaptive technologies and equipment
- Specific supportive behaviour strategies may be required to assist students with physical disabilities to cope with additional frustrations and fatigue
- Timing of activities may need to be flexible
- Raised awareness of health and safety issues in the learning environment
- Contingency planning in place in case of emergency
- The need to take an unbiased, flexible attitude to solving difficulties

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RANGE STATEMENT

Strategies to support student learning may include:

- Larger work sheets
- Fewer distracting details on work sheets/posters/wall displays
- Working with a buddy
- Adapted items to handle to assist with grasp (play, number activities, art project)
- Adjustments to games to allow participation
- Technology (modified keyboards, special programs)
- Hand outs or material available in a digital form to alleviate extensive note taking

Strategies that apply to assessment include:

- Adjustments to work sheets
- More time to complete an assignment or exam
- A scribe to write during an exam
- Three years to cover the two year program of years 11 and 12
- Different methods of assessment

Education team may include:

- Class teacher/s
- Principal
- Head of department
- Head of special education services
- Advisory visiting teachers
- Education support workers
- Nurses
- Parents/carers
- Occupational therapist
- Physiotherapist
- Speech-language pathologist

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RANGE STATEMENT

Personal support may include:

- Emotional support
- Communication
- Promoting social interactions
- Facilitating the student with physical activities to increase their confidence and independence
- Physical support for the student, including:
  - positioning
  - transfers
  - moving from class to class
  - moving from activity to activity within the class
  - eating/drinking
  - personal hygiene
  - dressing
- Health care - both routine and emergency
- Preparation for some curriculum activities e.g. swimming, music, physical education
- Assisting the student to manage transport, and/or escorting the student to and from:
  - school
  - excursions
  - camps
  - sporting events
  - work experience
- Care of equipment
- Setting up specific pieces of technology used by the student
- Mobility needs and manual handling to lift and/or move some students
- Working with a range of manual handling equipment including hoists
- Placing splints onto a specified limb

When assisting the student to access the learning environment the underlying principles are:

- Maintaining the dignity of the student
- Ensuring the safety and comfort of the student
- Considering the preferences of the student
- Promoting the independence of the student
- Planning ahead

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RANGE STATEMENT

Strategies to support student learning may include:

- Implementing specific learning/teaching program in cooperation with the teacher/s
- Knowing what motivates the student
- Having expectations of the student
- Incorporating student preferences
- Adapting to the preferred learning style of the student
- Ensuring, through consultation with the teacher, understanding of:
  - the purpose of the activity
  - what strategies are to be used
  - how the strategies are to be implemented
  - what level of help is to be given
  - how help/assistance is to be given
  - what information is to be recorded and in what format
- Communication:
  - learning how to use a specific communication system
  - creating opportunities for communication
  - responding to all communicative attempts
- Responsible behaviour
  - modelling expected behaviours
  - clearly establishing expectations
  - offering choices
  - following through on consequences

Unit Sector(s)

Not Applicable

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CHCEDS428A Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by education support workers to assist a teacher to develop a series of lessons relating to local Indigenous languages and culture

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop knowledge of local languages and cultures	1.1 *Identify and research* local Aboriginal and/or Torres Strait Islander languages 1.2 Identify and research local Aboriginal and/or Torres Strait Islander cultures
2. Assist teacher to plan a series of lessons in Aboriginal and/or Torres Strait Islander language and culture	2.1 Assist teacher to identify *curriculum requirements for Aboriginal and/or Torres Strait Islander languages and culture* 2.2 Apply understanding of the features of effective language and culture activities 2.3 Assist teacher to develop a plan for a sequence of effective language and culture lessons 2.4 Assist teacher to develop assessment and evaluation criteria for a sequence of lessons 2.5 Assist teacher to deliver and evaluate a sequence of lessons 2.6 Gather and evaluate assessment data for further planning

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ELEMENT	PERFORMANCE CRITERIA
3. Engage with students in extensive language and literacy learning	3.1 Identify context for *learning an Aboriginal or Torres Strait Islander language* 3.2 Assist teacher to plan language learning activities to address identified context for language learning 3.3 Implement language learning activities in consultation with teacher

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Local cultures and languages
- School policies and programs relating to the promotion of language and culture in the school
- Aboriginal and/or Torres Strait Islander languages and cultures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assist teacher to plan, teach, assess and evaluate lessons
- Actively engage in learning process
- Plan and sustain own language
- Demonstrate a significant increase in language and/or literacy levels of students in their own Aboriginal or Torres Strait Islander language
- Identify and implement a language learning situation

In addition, the candidate must be able to effectively do the task outlined in elements and

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REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate with local custodians and speakers
- Conduct interviews to obtain and clarify understanding of language
- Study languages and cultures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Identify and research language and culture includes:

- Naming of languages and cultures
- Mapping of languages and cultures
- Collection and/or creation of resources relating to local languages and culture
- List of local contacts, custodians and speakers
- Negotiation with local custodians
- Description and summary of local language and culture

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RANGE STATEMENT

Curriculum requirements for Aboriginal and/or Torres Strait Islander languages and culture refers to:	• Culture • language maintenance • language revitalisation
Learning an Aboriginal or Torres Strait Islander language may refer to:	• Language maintenance • Language revitalisation • Language reclamation

Unit Sector(s)

Not Applicable

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CHCEDS429B Coordinate e-learning programs

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS429A Coordinate e-learning programs	CHCEDS429B Coordinate e-learning programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required for education support workers to coordinate learning programs/activities using an e-learning management system

It includes establishing the learning environment, inducting students into the learning program, assisting them to use the available functions of the system, dealing with technical problems and collation of student data from the system to inform reviews

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish online learning environment according to provided specification	1.1 Identify *e-learning* purpose and *learning program requirements* 1.2 Negotiate scope and structure of learning activities and any requirements for assessment with the teacher in line with organisation requirements 1.3 Design the *learning space* in collaboration with the course owner in accordance with e-learning goals, *social constructivist approaches*, *school routines* and budgetary considerations 1.4 Establish student access to the site in accordance with *educational organisation* requirements 1.5 Use *e-learning management system* to record a range of student and course *information*

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ELEMENT	PERFORMANCE CRITERIA
2. Coordinate e-learning activities	2.1 Agree protocols and *netiquette* with e-learners in accordance with organisation requirements 2.2 Induct students into the course procedures and the capability of the e-learning management system 2.3 *Facilitate interaction* between students to encourage and develop a community of learners 2.4 Provide opportunities for students to reflect and record own progress
3. Provide ongoing support for e-learning management system	3.1 Provide students with personal and *technical support* while they are engaged in e-learning through *online communication* and *personal contact* 3.2 Provide support and guidance for students using the e-learning environment, taking into account *student learning characteristics* 3.3 Identify errors or difficulties with e-learning management system and/or *technical infrastructure* and provide ongoing support and solutions 3.4 Provide effective administration of the e-learning management system
4. *Review* the effectiveness of the e-learning course	4.1 Obtain feedback from educational / training organisation on levels of satisfaction with e-learning against *set criteria* 4.2 Collect quantitative data from the e-learning management system and analyse against set criteria 4.3 Take time to *reflect on own performance* as a facilitator of an e-learning management system 4.4 Analyse data collected to identify potential improvements to the delivery of the learning program 4.5 Identify recommendations for improving the facilitation of e-learning programs, resources and tools 4.6 Document recommendations in accordance with the education/training organisation requirements and provide to relevant authorities for consideration

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of learning in a virtual environment
- Technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- Technical knowledge required to work within the e-learning management system e.g. construction of discussion board or tests
- Use of systems that allow monitoring of students
- Structure and content of relevant e-learning resources
- Ethics related to e-learning e.g. duty of care, security of information, plagiarism
- Rationale for the use of different learning activities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide an integrated demonstration of the application of all elements of competency and their performance criteria
- Adjust an e-learning site and content to suit educational / training organisation requirements
- Adjust e-learning site and content to suit learner and group needs
- Adapt level and type of support to effectively address needs of different learners

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Correctly use e-learning tools e.g. communication tools, learning activity tools,

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REQUIRED SKILLS AND KNOWLEDGE

assessment tools, monitoring tools

- Apply high-level organising skills
- Apply technological skills effectively, for example in identifying technical problems and being able to troubleshoot or know where to get required technical assistance
- Use time management skills
- Apply language, literacy and numeracy skills
- Communicate effectively, including negotiation and conflict resolution, to resolve difficulties and complaints

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered within an e-learning educational context, including:
  - an e-learning management system
  - e-learning programs
  - 'students' accessing e-learning programs simulating various problems that may occur
  - relevant documentation and resources normally used in the e-learning education environment

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EVIDENCE GUIDE

Methods of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - observation
  - demonstration
  - questioning - oral and written
  - scenarios, simulation or role plays
  - authenticated evidence from the workplace/ training programs
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

E-learning refers to:

- The term used to refer to computer-enhanced or managed learning, although it is often extended to include the use of mobile technologies such as PDAs and MP3 players
- It includes the use of, for example:
  - web-based teaching materials
  - multimedia CD-ROMs or web sites
  - discussion boards
  - collaborative software
  - email
  - blogs
  - wikis
  - computer aided assessment
  - simulations
  - games
  - learning management software

And generally involves a combination of different methods being used

- An e-learning environment may include the following characteristics:
  - is independent of a set or scheduled time period
  - is independent of a fixed or specific venue or place
  - is connected through information communication technology
  - the internet provides the operating learning environment
  - learners can determine how, when, and where they learn

Learning program requirements may include:

- Relevant syllabus and approved work programs for a particular State or Territory
- School based subjects and work plans
- School requirements
- Community based training courses
- Vocational education and training courses

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RANGE STATEMENT

Learning space may include:

- On-line class areas
- Virtual schooling/classrooms
- Discussion boards
- Chartrooms
- Designated space

Social constructivist approaches refers to:

- View our knowledge as 'constructed', because it does not necessarily reflect any external 'transcendent' realities and is contingent on convention, human perception, and social experience
- Believe that learning is the result of social interactions within a structured knowledge and skill framework
- *Social constructivism* contends that categories of knowledge and reality are actively created by social relationships and interactions

School routines may include:

- Timetables
- Flexible weeks
- Flexible school
- Supervision rosters
- Tutor allocations
- Daily programs

Educational organisation may include:

- Primary schools
- Secondary schools
- Middle schools
- Vocational education and training organisations
- Institutes of technical and further education
- Registered training organisations
- Some community organisations

Education/training organisation requirements will vary according to the organisation's purpose and client base

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RANGE STATEMENT

E-learning management system may include:	• Moodle • Blackboard • WebCT • Janison's systems
Information may relate to:	• Enrolment information • Teacher / facilitator details • Surveys of learners to identify specific technology skills and support needs for e-learning • Quizzes and assessment items • Student details (within scope allowed within learning environments) • Learning materials • Learning objects • Internet links • Communication protocols
E-learning activities and events may be synchronous (*in real time*) *or asynchronous* (*not in real time*) *and may include*:	• Discussions/debates • Questions, problems, brainstorming • Games/quizzes • E-based research activities • Case studies • Role plays/simulations/scenarios • Practical activities • Using the internet to find information sites • Using materials on CD-ROMS • Downloading resources including materials/ notes/ guides from dedicated learning program/course specific web site • Learning objects (i.e. learning federation, etc.)

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RANGE STATEMENT

Protocols for the e-learning interaction and environment may include:

- Boundaries of communication/standards of behaviour while on-line
- Guidelines for trainer/facilitator and e-learner interactions, such as:
  - standard of service levels
  - email guidelines, times for sending, expected response times, types of questions that are individual or group directed
  - email access and lists
  - discussion board guidelines
- Arrangements for technical support
- Learning activity and assessment requirements and processes
- Security systems
- Expectations/requirements of students, for example:
  - participation in learning events and activities
  - time requirements for submitting work
  - group work arrangements
  - ability to work online and offline as required

Netiquette is:

- A term for the conventions of politeness and respect recognised on internet activity (e.g. discussion boards, chat rooms, email, etc)
- These conventions address the relationship between personal behaviour and group phenomena, and outline a set of guidelines for conduct that is conducive to pleasant, efficient and agreeable interaction

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RANGE STATEMENT

Facilitate interaction may include:

- Guiding learning activities through setting up questions, issues, scenarios to be addressed in discussion board, data conferences or email
- Observing in forums/chat and intervening when necessary to maintain focus/momentum/engagement
- Knowing when to intervene/when to let learners direct themselves
- Moderating disruptive, abusive or dominant e-learners
- Facilitating group work both online and offline
- Assisting learners in locating, using and evaluating online information
- Maintaining momentum and motivation of e-learners through ongoing individual contact and feedback

Technical support needs and mechanisms may include:

- Technical support from education organisation / system
- Meeting accessibility issues, e.g. Internet accessibility standard
- Asked questions (FAQS) service
- Problem solving tools
- Support with it literacy
- Support to help learners become self-directed e-learners
- Work health and safety (WHS) guidelines for computer-based work

Online communication may include:

- Text chat
- Chat rooms
- Discussion boards
- Audio contact through VOIP
- Data conferencing

Personal contact may include:

- Face-to-face meetings
- Telephone contact
- Email

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RANGE STATEMENT

Student learning characteristics may include:

- Level of expertise in using relevant technologies
- Level and type of experience in an e-learning environment
- Specific needs
- Educational background
- Language, literacy and numeracy needs
- Employment status
- Past learning experiences
- Age
- Level of maturity
- Culture and/or language diversity
- Differing learning styles (e.g. auditory, visual, kinaesthetic, left/right brain, global/analytical, theoretical, activist, reflective)

Technical infrastructure may include:

- Technology to be used in delivery
- Type of online learning management platform, e.g. Blackboard, Moodle
- Time required for setting up and testing equipment/technology
- Setting up a specific dedicated web site for the e-learning course/program
- Setting up hyperlinks
- Liaison with information technology (IT) personnel/ specialists

Review may include:

- Feedback from learners, supervisors, e-learning designers, program owners, etc.
- Identification of issues in managing/monitoring students involved in e-learning
- Identification of issues in e-learning management system operation
- Effectiveness of the e-learning protocols, their application and proposed changes
- Effectiveness of the technology being used

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RANGE STATEMENT

Set criteria may include:	• Content • Presentation • Technologies • Student outcomes • Personal outcomes • Team outcomes • Organisation outcomes
Reflect on own performance may include:	• Critical questions about system performance, problem-solving/identification, methods used, etc. • Listening to and acting on feedback from students and others

Unit Sector(s)

Not Applicable

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CHCEDS434A Provide support to students with autism spectrum disorder

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the competency requirements for education support workers to provide support to students who have education needs associated with an autism spectrum disorder (ASD) Education support personnel who support teachers play an important role in assisting these students to participate in their learning activities and a range of other school activities

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply basic knowledge of *autism spectrum disorder*	1.1 Demonstrate an understanding of the *historical context* and current research relating to autism spectrum disorder 1.2 Demonstrate understanding of *processes of establishing a diagnosis of ASD* 1.3 Work with a demonstrated understanding of the difficulties experienced by students with ASD
2. Identify the effects of ASD on student development and learning	2.1 Communicate the *effects of ASD on student development and learning* 2.2 Identify the *implications of ASD on effective teaching and learning practices*
3. Provide support to students with ASD	3.1 Assist the student with ASD as part of the *education team* 3.2 Work as a team member to implement education programs 3.3 *Influence social interactions* with other students and staff

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ELEMENT	PERFORMANCE CRITERIA
4. Provide support to teachers of students with ASD	4.1 Contribute to goal setting for the student as part of the education team 4.2 *Support the teaching strategies* used by the teacher 4.3 Identify, maintain, prepare and use *suitable resources* for students with ASD 4.4 Take appropriate steps, if required, to maintain personal safety of self and others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Autism spectrum disorder (ASD) and its effects on development and learning
- Communication techniques for engaging students with ASD in the education context
- Education facilities policy related to working with people with a disability
- Legislation related to anti-discrimination, disability in the education environment, child safety, inclusiveness
- Positive behaviour support techniques

Essential skills:

It is critical that the candidate demonstrate the ability to

- Contribute to planning and support for students with ASD

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Anticipate the need for intervention or diversion in social situations between students with ASD and others
- Communicate using:
  - oral skills with teachers and colleagues to ensure understanding of tasks and strategies
  - verbal and non-verbal skills to develop supportive relationships with students without creating dependency
  - writing skills to record observations
- Empathise with students with ASD
- Make suitable resources
- Use technology to set-up, use and maintain any aids required by students with ASD

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Autism spectrum disorder (*ASD*) *refers to*:

- The term autism spectrum disorder is an umbrella term that describes autism and asperger syndrome
- Some researchers believe the spectrum also includes rett's disorder, childhood disintegrative disorder, pervasive developmental disorder not otherwise specified (PDD-NOS)
- This is because there is an overlap between these disorders with the triad of impairments- these are the three core area associated with ASD as listed communication skills, social interaction and restricted areas of interest/thinking
- There are no diagnostic criteria for ASD; it is simply a term used to describe individuals with a diagnosis of autism, asperger's syndrome or associated pervasive developmental delays without needing to specify each disorder individually
- ASD is a very complex developmental disability - a lifelong and pervasive disability that may have serious influence on every aspect of a person's family and community life
- Individuals diagnosed with ASD may display difficulties in three areas:
  - communication
  - social interaction
  - flexible thinking and behaviour
- In addition, some young people with ASD may also have sensory processing difficulties - unusual perception of sounds, sights, smell, touch and taste, which may lead to distinctive behavioural responses
- A pattern of developmental differences in all three areas is necessary to confirm a diagnosis
- The effect of these difficulties on a student will vary; no two people with ASD are the same

Historical context includes:

- Facts and myths about autism spectrum disorders
- Original research conducted by Leo Kanner (1943) and Hans Asperger (1944)

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RANGE STATEMENT

Processes of establishing a diagnosis of ASD include:	• Diagnosing ASD is a highly specialised skill • Diagnoses are generally based on a multi-disciplinary team approach, including two different perspectives, most commonly from a psychologist, speech pathologist, paediatrician or psychiatrist • A specialist or family member may request information from school staff to assist with the diagnostic process • *NOTE*: School staff, including advisory visiting teachers - ASD, guidance officers and special education teachers, are not qualified to make a diagnosis of ASD

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RANGE STATEMENT

Effects on student development and learning include:

- The effects of ASD on learning and development will vary as no two students have identical symptoms, backgrounds or interests
- Abilities in communication, social understanding and flexibility of thought and behaviour will vary from student to student
- The level of difficulty experienced in each area will be specific to each individual; however the pattern of problems is the feature common to persons diagnosed with ASD

Students diagnosed with ASD will experience difficulties in at least one of the following areas:

- Communication:
  - students with ASD may have difficulty interpreting the messages of others and in framing and conveying messages for themselves
- Receptive language skills
- Expressive language skills
- Social competence:
  - social interactions of all students with ASD are disordered to some degree
  - students may be motivated to interact socially but lack many of the skills to do so
  - one student with ASD may seem largely disinterested and unresponsive to others, but another may have more subtle social competence
- Behaviours that interfere with learning:
  - difficulties adjusting to change
  - aggression/disruption
  - stress responses
  - self-stimulatory behaviours/repetitive actions
  - inconsistencies in behaviour (home behaviours differ from school behaviour)
- Sensory information processing: difficulty registering, modulating and integrating information received through one or more of the senses
- Other considerations:
  - motor skills
  - cognition/learning characteristics
  - self care skills
  - personal independence

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RANGE STATEMENT

- leisure/recreation
- assessment and reporting

Implications of ASD on effective teaching and learning practices may include:

- A need for additional human resources
- Formulation of rules for acceptable class behaviour that takes into consideration the difficulties of students with ASD
- Required input from specialists and key stakeholders
- Team approach to programming specific needs
- Use of instructional design and resources

Education team may include:

- Advisory visiting teacher/s
- Class teacher/s
- Education support workers
- Guidance officer
- Nurses
- Parents/guardians
- Principal
- Therapists

Influence social interactions between students with ASD and staff and other students refers to:

- Actively supporting the student to participate as a member of his/her class group
- Developing a positive relationship with the student
- Developing good communication with students to negotiate, clarify and problem-solve
- Encouraging students to do as much as much as possible for themselves
- Helping students to have input to he style of support provided
- Minimising unnecessary withdrawal or isolation of the student
- Modelling appreciation of valued qualities displayed by students with ASD

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RANGE STATEMENT

Support the teaching strategies includes:	• Contributing observations and data to assist the teacher monitor progress and planning • Ensuring the desired learning outcomes and planned means to achieve them are clearly understood • Following the teacher's example - using a similar vocabulary, tone of voice, positioning , wait-time, questioning techniques, and directions • Liaising with other education support workers to share experiences and create a network of team support • Seeking clarification when purpose of activities is unclear • Understanding the principles of practice being used by the teacher
Suitable resources may include:	• Modified materials to enable students with ASD to participate in class activities e.g. more space between questions on worksheet, complex sentences reworded • Specialised equipment, such as a slope board or pencil grip to improve writing skills • Technological aids e.g. computer switches which are bigger or brightly coloured, or electronic communication devices
Support strategies for students with ASD will be developed by/with the teacher/s and may include:	• Addressing rigidity and inflexibility • Encouraging acceptable behaviours • Enhancing communication • Incorporating social learning into curriculum activities

Unit Sector(s)

Not Applicable

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CHCEDS501A Identify and respond to student development needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by education support workers to identify and respond to the developmental needs of students

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide opportunities for developmentally appropriate physical activity	1.1 Identify *opportunities for physical development* that are appropriate to student's stage of development and capabilities 1.2 Identify opportunities for students to learn and develop *physical skills* 1.3 Seek and follow guidance regarding opportunities for a particular student 1.4 Promote *appropriate physical activities* using available resources
2. Promote the student's exploration and development of identity	2.1 In conjunction with teacher, choose *learning materials and resources* that provide positive and *non-stereotypical images* 2.2 Encourage students to take pride in their racial identity , gender identity and abilities 2.3 Under supervision of teacher, design activities that provide opportunities to explore issues of *self-image and identity* that are within the students level of development

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ELEMENT	PERFORMANCE CRITERIA
3. Promote students self-esteem	3.1 Design activities that take into consideration the *student needs, interests and capabilities* 3.2 Encourage students to take *appropriate risks* and to view them as opportunities to learn 3.3 Monitor student *confidence and self-esteem* 3.4 Acknowledge and support students who are experiencing negative views of themselves, their world and learning 3.5 *Share information* in a variety of forms with other staff, specialist and management 3.6 Encourage students to be active in decision-making that affects their learning and development
4. Develop and promote positive interaction with and between students and adults	4.1 Encourage students to initiate and develop positive and appropriate *forms of contact* with others 4.2 Identify and address inappropriate and negative forms of contact according to *organisation policies and procedures* 4.3 *Model and advocate* respect and courtesy in all forms of communication 4.4 Structure learning activities to promote cooperation, mutual respect and resolution of conflict 4.6 Provide support to students who have difficulty interacting with others to establish and maintain friendships and group membership
5. Encourage and promote the acceptance of diversity by students and staff	5.1 Encourage students to regard differences between people positively 5.2 Assist students to understand that diversity is beneficial to the community and their future 5.3 Negotiate problem solving between students in conflict

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ELEMENT	PERFORMANCE CRITERIA
6. Assist students in their cognitive development	6.1 Provide opportunities and resources that are varied and challenging to the students stage of cognitive development and interests 6.2 Use *theories of cognitive development* to construct appropriate learning interactions and activities 6.3 Provide activities that reflect *sequential acquisition of knowledge* and skills 6.4 Encourage students to explore, understand and attempt to solve problems in their environment 6.5 Introduce new ideas/activities that may build on existing knowledge, skills and interests 6.6 Arrange the education environment to provide a variety of experiences to develop students' creativity, imagination and self expression
7. Assist students in their language development	7.1 Provide developmentally relevant opportunities for students to listen, use and experiment with language 7.2 Create opportunities for group discussions and exchange of views between students 7.3 Use learning materials that are developmentally appropriate 7.4 Speak to students in a language that is appropriate to the maturation and developmental level of the student 7.5 Take time to listen and respond to students 7.6 Encourage students to express their thoughts, feelings and ideas using open-ended questions 7.7 Model and encourage *two-way communication* with questioning and listening

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Policy, procedure and legislative issues affective performance as education support personnel
- Physical skill and development
- Each student's rate of development, needs, interests and strengths
- Experiences that will target specific areas of physical, emotional, social, cognitive and language development
- Resources that can be used the stimulate physical, emotional, social, cognitive and language development
- Interactions between different areas of development
- Strategies that can be used to encourage independent reading
- Roles and responsibilities of education support workers and teachers in providing support to students
- A range of effective communication strategies for use with students and teachers
- Contextual factors which influence the students emotional and psychological development
- Events or crises which can challenge the students emotional and psychological development
- Factors which enhance the development of self-esteem and self identity
- Identity development processes within the students' culture

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate integration of all elements of competency
- Assess the elements of competency within an education setting
- Analyse student behaviour against developmental theories

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REQUIRED SKILLS AND KNOWLEDGE

- Select activities that are appropriate to the developmental stages of the students
- Promote and interact in a positive, respectful, and supportive manner with student/s and colleagues
- Understand, promote and support student's developmental needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use a range of communication styles to suit different audiences and purposes
- Respond to diversity in supportive and positive ways
- Empathise and be culturally sensitive in responding to students
- Access formal documents such as legislation and policies related to education environments
- Apply environmental and occupational health and safety procedures
- Identify appropriate contact
- Use problem solving in respect to choosing appropriate response, identifying problems, consulting with appropriate personnel with self and students
- Use interpersonal skills
- Consult with teaching staff, education support workers, management team and others on workplace learning strategies to accommodate student developmental needs
- Apply stages of developmental theories to working with students

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Opportunities for physical development may include:

- Fine motor and gross motor activities
- Eye-hand/foot coordination
- Balance
- Active games
- Sports
- Physical environment - constraints and potential
- Level of support
- Frequency and regularity
- Socio-dramatic play
- Art/craft activities

Physical skills may include:

- Fine motor and gross motor activities
- Eye-hand/foot coordination
- Balance
- Active games
- Sports
- Locomotion

Appropriate physical activities may include:

- indoor and outdoor activities
- Fine motor and gross motor activities
- Eye-hand/foot coordination
- Balance
- Active games
- Sports
- Locomotion
- Coordination

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RANGE STATEMENT

Learning materials and resources may include:

- Electronic forms
- Print resources e.g. References, texts and worksheets
- Auditory resources e.g. Videos, photos, charts and diagrams
- Sporting equipment
- Scientific equipment
- Nature
- Personnel
- Case studies
- Assessment materials
- Record/log books
- Constructions
- Art work
- Food

Non-stereotypical images include flexible portrayal of people regardless of:

- Age
- Cultural background
- Education
- Ethnicity
- Expertise
- Family responsibilities
- Gender
- Interests
- Interpersonal approach
- Language
- Life experiences
- Marital status
- Personality
- Physical ability
- Political orientation
- Sexual orientation
- Religious beliefs
- Socioeconomic background
- Thinking/learning styles
- Work experiences
- Working styles

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RANGE STATEMENT

Self-image and identity may include:

- Perceptions of self as influenced by:
  - age
  - cultural background
  - education
  - ethnicity
  - expertise
  - family responsibilities
  - gender
  - interests
  - interpersonal approach
  - language
  - life experience
  - marital status
  - personality
  - physical ability
  - political orientation
  - sexual orientation
  - religious beliefs
  - socioeconomic background
  - thinking/learning styles
  - work experience

Student needs, interests and capabilities may include:

- English language numeracy and literacy
- Behaviour support
- Learning support
- Socio-emotional
- Cultural appropriateness
- Physical disabilities
- Intellectual disabilities
- Gifted and talented
- Interests
- Curriculum requirements

Appropriate risks refers to:

- Participation in activities where the results may be unknown and where their skills and/or knowledge are likely to be known or extended

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RANGE STATEMENT

Confidence and self-esteem may include:	• Communication skills • Physical abilities • Emotional resilience • Social adeptness • Cognitive abilities
Share information may include:	• Personal information • Custodial information • Medical details • Assessments • Behavioural reports and programs • Individual learning programs • Anecdotal and formal reporting
Forms of contact may include:	• Social • Emotional • Physical
Organisation polices and procedures may include:	• Documents developed by the education system, school or a sector of the school which provided policy and procedural direction
Model and advocate refers to:	• Demonstrating and promoting as part of daily life
Theories of cognitive development include:	• Behavioural, cognitive learning and social constructivist theories of learning
Sequential acquisition of knowledge and skills may include:	• Progressive attainment of knowledge and skills as outlined in the development stages of cognitive theories

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RANGE STATEMENT

Two-way communication refers to:

- Congruence between verbal and non-verbal communication
- Verbal and written communication:
  - phrases and jargon that students use
  - language specific to an area of the student's interest e.g. football/fashion
  - language that takes into account any identified disability or special learning needs
  - group or individual discussions
  - listening to informal conversations/chatting
  - volume to suit situation and audience size
  - intonation
  - articulation
  - pronunciation
  - tone of voice
  - awareness of word order patterns in Standard Australian English
- Non-verbal communication:
  - working at the same level as the students (e.g. sitting at the student's desk or on the floor)
  - proximity to the student
  - eye contact/no eye contact
  - body language
  - facial language
  - care and respect in interactions may be demonstrated through the tone of voice and style of interaction
  - gestures
  - augmentative and alternative communication

Unit Sector(s)

Not Applicable

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CHCEDS502B Foster and support an effective learning environment

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS502A Foster and support an effective learning environment	CHCEDS502B Foster and support an effective learning environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to independently establish a learning environment for students

Application of the Unit

Application

This unit is intended for education support workers to facilitate a framework of education support within the education context and with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish learning context and delivery arrangements	1.1 Establish, analyse and organise the *physical learning environment* to meet organisation compliance and facilitate learning
	1.2 Identify and assess *risks and constraints* for learning delivery
	1.3 Access information from teachers, others, documentation or records on the individual *learning needs* of students
	1.4 Confirm responsibilities and role with *relevant staff*, to establish, deliver and review learning
	1.5 Plan to reflect *inclusivity and diversity principles* in the learning environment

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ELEMENT	PERFORMANCE CRITERIA
2. Identify, interpret and document learning styles	2.1 In conjunction with teacher, analyse and assess a broad range of *learning theories and styles* for relevance and application to the individual/group of students 2.2 In conjunction with teacher, implement a range of *learning strategies*, analyse them for effectiveness and modify where necessary 2.3 Provide planning documentation to relevant staff for approval ensuring the plan reflects a variety of learning styles
3. Manage the learning environment	3.1 In conjunction with teacher, establish the learning environment to meet the *agreed goals* and to reflect inclusive processes and practices 3.2 Facilitate learning to include diversity of student needs 3.3 Use *communication and interpersonal skills* to establish learning environment and motivate students 3.4 Identify barriers to learning and make adjustments where necessary to the learning environment 3.5 Create learning experiences using learning theories, principles and inclusive practice
4. Assess situations requiring interventions	4.1 Gather information from relevant sources and identify the immediate and long term consequences of the situation 4.2 Identify major issue of concern, factors which are maintaining the situation and frequency of the problem occurring 4.3 Observe and investigate interaction patterns 4.4 Identify and make decisions about the impact of the problem on people involved and need for urgent action 4.5 Assess the likely intent of the student central to the problem

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ELEMENT	PERFORMANCE CRITERIA
5. In conjunction with teacher, develop, implement and review behaviour support strategies	5.1 Under teacher supervision, develop clear goals to meet students needs and development stage and obtain required resources to implement strategies 5.2 Where possible develop strategies with student and implement in the least obtrusive way, under teacher supervision 5.3 Design strategies in consultation with other staff that create opportunities for students to interact with others 5.4 Under teacher supervision, regularly review strategies which are achievable within available resources 5.5 Complete incident report forms as required by organisation
6. Reflect on own professional practice	6.1 Facilitate and plan learning to meet ethical principles of practice 6.2 Monitor and review own practice as a learning facilitator with supervisor 6.3 Analyse facilitation practice to identify professional development needs 6.4 Incorporate continual improvement practices in planning and facilitation practices

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relationship between legislation and agency policy and procedures
- Principles of duty of care
- Relevant standards and code of behaviour in the workplaces
- Rights and responsibilities of students and workers
- Principles and practices of confidentiality
- Importance of ethics in practice
- School policies
- Learner needs to be learner focused
- Learning styles, strategies and theories
- Availability and type of resources
- Principles of diversity and inclusivity
- Emergency procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and integrate legislative responsibilities and policies and procedures into routine activities
- Interpret and analyse the legislative framework
- Make decisions according to legal, ethical and organisation policy
- Interpret and analyse the legislative framework
- Work within the ethical frameworks underpinning an education setting
- Integrate diversity into planned activities
- Plan, organise and facilitate learning activities
- Develop and implement behaviour support strategies in consultation with the teacher

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REQUIRED SKILLS AND KNOWLEDGE

- Undertake self reflection and improvement process

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate and use interpersonal skills
- Problem solve logistics
- Plan and organise activities
- Use literacy to the required level
- Deliver in a range of methodologies
- Reflect, observe and demonstrate facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Opportunities for physical development may include:

- Fine motor and gross motor activities
- Eye-hand/foot coordination
- Balance
- Active games
- Sports
- Physical environment - constraints and potential
- Level of support
- Frequency and regularity
- Socio-dramatic play
- Art/craft activities

Physical learning environment may include:

- Classroom
- Library
- Workshop
- School support centre
- Learning support centre
- Special education units
- Special school
- Pre school
- Behaviour support units
- Excursions
- Vocational education environment

Learning environment may include:

- Physical setting
- Routines
- Procedures
- Mood/tone/climate
- Resources
- Appropriate language
- Tailoring to the individual interests and learning style

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RANGE STATEMENT

Risks and constraints may include:

- Work health and safety (WHS)
- Age
- Time
- Space
- Group size
- External risks
- Appropriate groupings of students to meet their learning needs
- Environmental factors, weather, location
- Linguistic, cultural or ethnic differences
- Inadequate resources

Learning needs may include:

- English language, literacy and numeracy
- Behaviour support
- Learning support
- Socio-emotional
- Culturally appropriate
- Physical and/or intellectual disability

Relevant persons may include:

- Teachers
- Principles
- Heads of department
- Curriculum coordinators
- Parents/carers
- Specialist support staff

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RANGE STATEMENT

Inclusivity and diversity principles may include:

- Age
- Cultural background
- Disability
- Education level and experience
- Ethnicity
- Gender
- Interests
- Language
- Learning styles
- Life experiences
- Thinking styles
- Responding to individuals with particular needs
- Demonstrating probity in all areas of responsibility
- Modelling organisation code of conduct
- Reinforcing ethical conduct in transaction with and between people
- Demonstrating sensitivity to the circumstances and background of others

Learning theories may include:

- Behaviour and cognitive learning theory
- Social constructivist theory

Learning styles may include:

- Aural
- Visual
- Verbal
- Kinaesthetic
- Logical
- Social
- Solitary
- Global/analytical
- Theoretical
- Activists
- Pragmatic
- Reflective

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RANGE STATEMENT

Learning strategies may include:

- Role plays
- Written activities
- Discussion
- Group work
- Scaffold learning
- Debating
- E learning
- Case studies
- Demonstration
- Games
- Project work

Agreed goals may include:

- Behaviour outcomes
- Literacy outcomes
- Numeracy outcomes
- Self expression
- Social outcomes
- Curriculum outcomes
- Organisation outcomes

Communication and interpersonal skills may include:

- Congruence between verbal an non-verbal communication
- Written
- One on one instruction
- Critical listening an questioning
- Constructive feedback
- Age and culturally appropriate language

Unit Sector(s)

Not Applicable

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CHCEDS503A Support the development of literacy skills

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to provide high level support to students and teachers in all aspects of literacy including the ability to develop resources that will reinforce literacy skills across the curriculum

Application of the Unit

Application

This unit is intended for education support workers providing assistance to students in all phases of learning who need additional support with general literacy

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide opportunities to stimulate the student's language development	1.1 Provide *opportunities to listen to language* that reflects the age interests and needs of the student 1.2 Use language relevant to the students culture, age, abilities, interests, and needs 1.3 Link the development of language skills to all school activities 1.4 Select *resources and strategies* to support language skills according to criteria established by the teacher and ensure they are appropriate for age, abilities, interests and needs
2. Implement a language support program	2.1 Provide a language program according to program specifications , and as directed by, the teacher, speech pathologist or other specialist 2.2 Model language which is appropriate to the audience, the situation, purpose and place 2.3 Use verbal and non-verbal *communication methods* 2.4 Maintain student confidentiality according to program/school guidelines

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ELEMENT	PERFORMANCE CRITERIA
3. Support the student language program	3.1 Extend student competence through conversations, active listening and responding 3.2 Encourage students to express their thoughts and feelings and words 3.3 Provide *opportunities for students to explore forms of non-verbal communication* 3.4 Provide *opportunities for students to interact with others through language* 3.5 Monitor students *understanding and use of language* through listening and conversation to assist teachers with planning 3.6 Demonstrate the different *functions of language* in interactions with the student 3.7 Use *explicit talk* to *scaffold learning*
4. Assist students with *specific communication needs* as required	4.1 Identify *specific communication needs* of the student in consultation with the teacher 4.2 Use alternate communication strategies or techniques according to directions from the teacher 4.3 Promote and encourage integrations and participation in class activities 4.4 Identify and use *specialist assistance* when required in supporting students
5. Identify what students do when they read and write	5.1 Identify the *generic skills and knowledge required by students to make meaning of texts* 5.2 Recognise the *links between reading and writing* 5.3 Identify and use various *genre* that may be read 5.4 Recognise *reading and writing processes* according to teacher specifications and the level of student ability 5.5 Select texts for specific purposes according to criteria developed by the teacher

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ELEMENT	PERFORMANCE CRITERIA
6. Implement a reading and/or writing support program	6.1 Implement the reading and/or writing program as directed by the teacher 6.2 Keep a *record of student reading* and/or writing as directed by the teacher and using established systems of the education organisation 6.3 Create optimum conditions for student development of specific writing skills with guidance from teachers 6.4 Support student learning using accurate terminology as planned with teachers
7. Support student reading and/or writing program	7.1 Support individual student needs using reading support strategies including explicit talk 7.2 Implement support procedures for students according to reader program and teacher requirements 7.3 Report student reading and/or writing progress regularly to teachers as part of evaluation process 7.4 Determine support strategies to accommodate the students writing and/or reading ability according to teacher guidelines 7.5 Enhance the writing process by using the relationship between reading experiences and writing 7.6 Support students to plan their writing tasks
8. Support accurate use of spelling, grammar and punctuation	8.1 Encourage students to critically reflect on the effectiveness of their writing 8.2 Demonstrate and encourage the use of *resources to provide guidance* in writing 8.3 Use strategies to support the student according to teacher evaluation of student needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Areas of language development across the chronological periods associated with schools and other learning environments
- Policy procedures and other legislation affecting performance as education support workers
- Culturally based expectations about communication
- Understanding of the support required by developing readers and a range of strategies that can be used to encourage independent and purposeful reading
- Roles and responsibilities of education support workers and teachers in providing literacy support to students
- A range of effective communication strategies for use with students and teachers
- The relationship between reading and writing
- How to apply appropriate strategies to develop students writing
- Purpose of formative and diagnostic assessment
- Genres and writing styles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Stimulate students to speak, taking into account development and culture of the students
- Interact in a positive and supportive manner with students
- Implement a literacy support program as directed by the teacher
- Identify what readers do when they read
- Identify the relationship between reading and writing
- Complete records accurately
- Select texts appropriate to teacher and student needs

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REQUIRED SKILLS AND KNOWLEDGE

- Implement writing support strategies

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Implement strategies for developing comprehension and expression
- Use communication strategies for students with additional needs
- Demonstrate empathy and cultural sensitivity when responding to students
- Manage cross cultural issues and beliefs
- Complete sequence of routine tasks given direction and support from the teacher
- Interpret information from written and/or oral directions
- Apply problem solving to choosing appropriate responses, identifying problems, consulting with appropriate personnel
- Demonstrate interpersonal communication
- Use time management to support students as directed by the teacher
- Use grammar, correct spelling and punctuation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - relevant workplace or simulated realistic workplace setting where assessment may take place
  - students in a literacy program
  - literacy terminology used in the education environment

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Opportunities to listen to language may include:

- Stories
- Language games
- Music
- Dramatic play
- Film, video, television
- Everyday conversations
- Discussions
- Transactions (greetings, directions, instructions)

Resources and strategies to support language skills may include:

- Materials that stimulate verbal response
- Materials that extend understanding of vocabulary
- Pictures, posters and displays
- Books
- Magazines, newspaper, comic books
- Bilingual charts, books
- Interesting objects, spoken word tapes
- Songs
- Assisting with preparation of class work for students
- Providing technology support
- Provide planned level of support for tasks with the student
- Checking students comprehension
- Assist student to work at their optimal pace
- Repeat and/or clarify directions for students if needed
- Provide a summary of the lesson
- Provide basic instructions to the student
- Assist students to find appropriate research sources
- Support students in preparation of oral tasks
- Set up and prepare for practical tasks/activities
- Explaining school/class notices

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RANGE STATEMENT

Communication methods may include:

- Verbal and written communication:
  - phrases and jargon used by the student
  - naming used by family or friends
  - language suitable for the students age and level of competence
  - informal conversations
  - intonation
  - language appropriate for communicating with people with learning needs and/or specific disabilities
- Non-verbal communication:
  - working at the same level as the student
  - proximity to the student
  - eye contact
  - facial expression
  - care and cultural respect considerations

Opportunities for students to explore forms of non-verbal communication may include:

- Mime
- Gestures
- Sign language
- Proximity
- Eye contact
- Body language facial expression
- Tone of voice

Opportunities for students to interact with others through language may include:

- Reading out loud
- Reading texts that contain reference to familiar objects or topics
- Language is extended by labelling objects and then using simple sentences
- Respond to questions in clear simple answers
- Involve the student in song, rhymes, poetry, plays
- One on one conversations with the student
- Encourage students to ask questions to increase understanding
- Encourage participation in group discussions

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RANGE STATEMENT

Understanding and use of language may vary according to:	• Student age • Student stage of development • The context • Confirmation of understanding is monitored by using repetition • Reflection is encouraged by questioning, listening and comprehension activities • Humour is used and encouraged • Content can be accessed from a range of sources and collated in a logical sequence • Computers are used to write, edit and publish
Functions of language include:	• Informative: the communication of information • Expressive: reports feelings of attitudes of the writer, speaker or subject to evoke feelings in the reader • Directive: language used for the purpose of causing or preventing overt actions
Explicit talk may include speaking aloud about:	• Thinking processes involved in constructing communication • Open ended questions about meaning and alternative ways to convey meaning • Structure of a sentence • Purpose of language used • Effectiveness of language used • Processes used to work out the spelling of words • How words are broken into syllables to aid spelling • Relating to the unknown • Specific strategies devised for specific purposes in consultation with teachers

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RANGE STATEMENT

Scaffold learning involves providing temporary support to students to enable their progress toward independent thinking and learning *It may include*:	• Relating new knowledge to students current knowledge • Breaking new information into smaller chunks • Approaching new information in a familiar way • Encouraging students to concentrate on new information • Providing achievable challenges • Reinforcing attempts to use new information • Encouraging repeated use of new information to achieve automaticity
Specific communication needs may include:	• Needs related to the development stage of the student • Needs related to disability • Needs arising forma different first language
Specialist assistance may include:	• Speech/language pathologist • Advisory visiting teachers • Medical personnel
Generic skills and knowledge required by students to make meaning of texts may include:	• Comprehend and use the language system of the text • Access the text • Knowledge that specific text types have their own generic structure • Understand that all texts convey information • Understand that texts are created and read for specific personal, special, scientific, cultural and aesthetic purposes
Genre may include:	• Literary texts • Everyday texts • Mass media texts

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RANGE STATEMENT

Reading and writing processes may include:	• Using cues • Non visual information • Visual information • Predicting • Checking • Confirming • Correcting
Purposes for which readers may read may include:	• Access information • Enjoy specific use of words • Appreciate a new perspective • Confirm understanding • Obtain instructions • Enjoy • Provoke imagination • Discuss the text with others • Social purposes
Record of student reading may include:	• Running records • Schedules • Reading ages from standardised texts
Links between reading and writing may include:	• Experience with various texts as a reader provides model for use as a writer • Visual models of pages, paragraphs, sentences gleaned from reading various materials helps develop skills to structure own writing • Reading aloud or listening to texts develops a sense of rhythm of language that can be used to test the effectiveness of own writing • Effectiveness of different genres is demonstrated by reading examples of each • Ways in which words are combined to make meaning are demonstrated as students construct meaning form text • Exploration of the use of alternative effects such as visual images on the creation of meaning in a text

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RANGE STATEMENT

Writing resources may include:

- Beginning writers record of independent writing
- Record of spelling words for beginning writers
- Record of spelling words for developing writers
- Annotated collection of writing samples

Resources to provide guidance may include:

- Dictionary
- Spell checker
- Thesaurus
- Encyclopaedia
- Exemplar texts from a range selected by the teacher

Unit Sector(s)

Not Applicable

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CHCEDS505A Work effectively with Aboriginal and/or Torres Strait Islander students

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by education support workers to support, contribute to and coordinate education opportunities for Aboriginal and/or Torres Strait Islander students

Application of the Unit

Application	This unit is intended for education support workers in environments where they will be providing support to Aboriginal and/or Torres Strait Islander people students with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify personal cultural identity and its influence on interactions with Aboriginal and/or Torres Strait Islander students	1.1 Identify *significant events* in own family's history which may influence own current beliefs and values 1.2 Identify *aspects of the environment* which influence own *cultural identity* 1.3 Examine aspects of family history and personal cultural identity for impact on personal values and interactions with Aboriginal and/or Torres Strait Islander students
2. Research and document some of the impacts of colonisation on Aboriginal and/or Torres Strait Islander Australians	2.1 Identify some *Aboriginal and/or Torres Strait Islander historical issues* for own district/state 2.2 Analyse the impact of some Aboriginal and/or Torres Strait Islander historical issues in own district/state 2.3 Identify some contemporary impacts of Aboriginal and/or Torres Strait Islander historical issues on Aboriginal and/or Torres Strait Islander people today 2.4 Research the *diversity* of Aboriginal and/or Torres Strait Islander populations in own educational organisation and the wider community

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ELEMENT	PERFORMANCE CRITERIA
3. Support cultural identity of Aboriginal and/or Torres Strait Islander students	3.1 Identify and consult with *appropriate persons* to obtain knowledge of local Aboriginal and/or Torres Strait Islander groups 3.2 Identify and consult with colleagues to obtain knowledge about the cultural identity of Aboriginal and/or Torres Strait Islander students in the educational organisation 3.3 Develop *skills and knowledge which enable supportive interactions* with Aboriginal and/or Torres Strait Islander students 3.4 Handle *information* in a *culturally appropriate* way at all times including identification of how and with whom information can be shared 3.5 Provide opportunities for students to share local context and cultural knowledge 3.6 Use *cultural diversity* to enhance educational opportunities for all students 3.7 Incorporate recognition of and respect for *Aboriginal and/or Torres Strait Islander languages* into the learning context in consultation with the teacher
4. Create safe learning environments and provide social support for student achievement	4.1 In consultation with the teacher, plan and implement learning experiences that foster positive attitudes to learning and student achievement 4.2 Establish constructive relationships with students based on mutual trust and respect 4.3 Communicate and interact with students in an open, inclusive, equitable and ethical manner 4.4 Encourage involvement of family and *community members* in all aspects of the student's learning 4.5 Negotiate with community members any *approaches to student support* in areas that are outside of educational programs

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ELEMENT	PERFORMANCE CRITERIA
5. Contribute to the design and implementation of inclusive learning experiences	5.1 Gather accurate and reliable information about students and their families from the teacher/ supervisor and use to identify student needs and design learning experiences 5.2 Evaluate learning and assessment resources to ensure they accurately represent different cultures, are not discriminatory and do not reinforce stereotypes 5.3 Provide classroom teacher with written and verbal reports on student performance 5.4 Plan and implement learning experiences that build on the diverse backgrounds of students and their families in consultation with the teacher/supervisor 5.5 Plan and implement learning experiences that focus on events, customs and beliefs relevant to Aboriginal and/or Torres Strait Islander communities in consultation with the teacher/supervisor 5.6 Access *community resources* that focus on events, customs and beliefs relevant to Aboriginal and/or Torres Strait Islander communities and, in consultation with the teacher/ supervisor, plan and use them in a culturally appropriate manner 5.7 Discuss with teacher/supervisor support for students whose skills in reading/writing *Standard Australian English* (SAE) (or equivalent) and numeracy are below conventional levels

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ELEMENT	PERFORMANCE CRITERIA
6. Actively support students in developing personal identity, self-esteem and a positive self-image	6.1 Foster learning environments where relationships between students, teachers and other adults are based on trust and mutual respect 6.2 Communicate and interact with students to foster their confidence, self-esteem, self-image and self-efficacy 6.3 Plan, implement and evaluate group activities in consultation with the teacher, so that students use collaborative processes to set and achieve goals and solve problems 6.4 Follow the organisation's *policies and procedures on pastoral care* 6.5 Identify Aboriginal and/or Torres Strait Islander peers, mentors or members of staff to support individual students 6.6 Follow relevant *protocols* in working with Aboriginal and/or Torres Strait Islander community members

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Impact of colonisation on Aboriginal and/or Torres Strait Islander Australians
- Equity and diversity principles
- Awareness of differences between cultural groups
- Education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander peoples
- Information sources for local Aboriginal and/or Torres Strait Islander peoples
- A variety of appropriate teaching and learning strategies for use with Aboriginal and/or Torres Strait Islander students
- Factors affecting facilitation of individual and group learning
- Anti-discrimination and stereotyping
- Local protocols for interacting with Aboriginal and/or Torres Strait Islander community members

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Analyse and document impacts of colonisation on Aboriginal and/or Torres Strait Islander Australians
- Reference documentation of research using the American Psychological Association standards (APA)
- Interact in a culturally appropriate way with Aboriginal and/or Torres Strait Islander community members
- Interact appropriately with students/staff from diverse cultural backgrounds
- Use a range of inclusive learning strategies that encourage engagement of Aboriginal and/or Torres Strait Islander learners
- Work in consultation with the teacher to use a range of inclusive learning and teaching

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REQUIRED SKILLS AND KNOWLEDGE

strategies that celebrate diversity and build student self-esteem

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake research and written analysis
- Use literacy and numeracy skills to interpret and support the learning program and interact with colleagues within an educational organisation
- Use communication skills to effectively liaise between differing cultural contexts
- Undertake training/coaching
- Use demonstration and facilitation
- Use a range of communication styles to suit different audiences and purposes
- Access and read formal documents such as legislation and policies related to educational work environments and Australian history
- Use problem solving/logistical skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations • The candidate is required to address the elements and performance criteria in a range of at least three contexts or occasions, over a period of time

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered within an educational context
  - research material on the impact of colonisation on Aboriginal and/or Torres Strait Islander Australians
  - legislation, regulations, policies, procedures, protocols and guidelines
  - definition and benefits of workplace diversity
  - organisation's values and codes of conduct
  - current Aboriginal and/or Torres Strait Islander student's profile and academic information
  - current information on organisation diversity profile
  - current information on diversity within the wider community
  - Aboriginal and/or Torres Strait Islander students and colleagues in an educational organisation
  - Aboriginal and/or Torres Strait Islander community members
  - variety of learning resources as would be expected in an educational environment

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - case studies
  - demonstration
  - observation
  - questioning - oral and written
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect work demands, such as literacy, and the needs of particular groups, such as:
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - women
  - young people
  - older people
  - people in rural and remote locations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Cultural identity refers to relationships with:

- Place
- People
- The environment
- Belief systems
- History
- Tradition
- Society

Significant events may include:

- Schooling experience
- Divorce
- Family composition
- Migration
- Health
- Financial factors
- Housing arrangements
- Death of a family member
- Attendance, high mobility between schools and long absences in between

Aspects of the environment may include:

- Weather
- Political circumstance
- Government policy
- Religious freedom
- Educational opportunity
- Freedom of speech
- Dominant/minority groups
- Equal rights
- Media
- Songs

Colonisation is:

- The process of settling or inhabiting another country

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RANGE STATEMENT

Aboriginal and/or Torres Strait Islander historical issues are varied and numerous
The identification and analysis of three Aboriginal and/or Torres Strait Islander historical issues will suffice the requirements for this element
These may include but are not limited to:

- Education
- Health care
- Stolen generation
- Missions and reserves
- Restriction legislation/policies
- Reconciliation initiatives and a way forward
- Assimilation
- Constitution
- Citizenship
- White Australia Policy

Diversity may include:

- Population
- Language
- Law
- Ceremonies
- Literacy
- Employment
- Living conditions
- Lifestyles

Appropriate persons may include:

- Management of the educational organisation
- Colleagues in the educational organisation
- Elders
- Aboriginal and/or Torres Strait Islander organisations

Skills and knowledge which enable supportive interactions are the same factors for Aboriginal and/or Torres Strait Islander and non-Indigenous groups
They may include skills and knowledge of :

- Language groups
- Learning styles
- Building relationships
- Speaking a few words from the student's native tongue
- Strategies which encourage involvement
- Facilitating individual and group work
- Working at the individual student's level of understanding
- Student's life experience to draw upon
- Matching work and expectations to developmental level of the student

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RANGE STATEMENT

Information may include:

- Languages spoken
- Attendance record
- Health status
- Learning performance
- Family situation
- Family/relatives at the school
- Name of traditional Aboriginal and/or Torres Strait Islander custodians of the land
- Extent of their land
- Neighbouring peoples
- Use of Aboriginal and/or Torres Strait Islander names for local features e.g. areas, street
- Main historical events associated with the arrival of non-Indigenous peoples
- Names of the main local families today
- The main local Aboriginal or Torres Strait Islander organisations

Cultural diversity refers to:

- The range of knowledge, skills and experiences brought to a situation by all members of a group
- The range of perspectives, responses and ideas possible within a diverse group

Aboriginal and/or Torres Strait Islander languages (*or components of languages*) *may include*:

- Aboriginal languages and dialects
- Torres Strait Islander languages and dialects
- Torres Strait creoles, Yumpla tok
- Aboriginal English
- Kriol and other Australian creoles

Community members may include:

- Elders
- Family and relations
- Aboriginal and/or Torres Strait Islander organisations
- School community
- Other community organisations

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RANGE STATEMENT

Approaches to student support in areas that are outside of educational programs may include:	• Homework group • Breakfast group • Cultural programs
Community resources may include:	• Elders • Traditions • Oral histories • Artefacts • Music and dance • Paintings and artworks • Land and 'country' • Places • Structures • Personnel • Aboriginal and/or Torres Strait Islander organisations
Culturally appropriate refers to:	• Within the local context • Social norms of the cultural group • In the context of 'country' • Kinship structures • Verbal and non-verbal communications protocols • Gender specific issues • Language • Use of information • Beliefs systems
Standard Australian English is:	• The language in which fluency is required for participation in mainstream society

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RANGE STATEMENT

Policies and procedures on pastoral care may include:	• Acknowledgement of the role of Elders • Provision of Aboriginal and/or Torres Strait Islander adult role models in the school • Visits by/to community members • Access to Community Education Counsellors • Classroom practice built on relationship building • Involvement of local Aboriginal and/or Torres Strait Islander people on school/institute committees • Working collaboratively with other agencies • Home visits by appropriate personnel • Cultural awareness training for all staff
Pastoral care may include	• Programs which support the physical, social, emotional, psychological and spiritual care of the individual
Protocols may include:	• Talking to the right people e.g. community elders • Land ownership • Family/kinship/clan

Unit Sector(s)

Not Applicable

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CHCEDS506A Assist in implementing education plans for students with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by education support workers to contribute to and implement individual education plans for students with disabilities

Application of the Unit

Application	This unit is intended for education contexts where students with disabilities and consequent special learning needs are enrolled This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of the individual education plan process	1.1 Explain the role of teachers and other professionals in designing the *individual education plan* 1.2 Obtain and use information from the teacher and other specialist to develop a clear understanding of student's needs to inform implementation strategies 1.3 Analyse *individual education plan goals* and identify *component* parts that impact on the education support work functions 1.4 In conjunction with teacher, identify and implement *pedagogical practices that are inclusive for students with a disability* 1.5 Contribute to the planning process using previous experience

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to the implementation of the individual education plan	2.1 Identify, modify and use appropriate facilities, resources, and equipment to meet student needs 2.2 Identify and request specialist resources as needed 2.3 Discuss specialist resource needs with the teacher so funding can be sought and/or allocated 2.4 Consult, as directed by teacher, with student, parent and/or carer as appropriate to identify goals and expectations and use to inform implementation strategies 2.5 *Support the needs of the student* using a broad range of strategies suitable to students with a disability
3. *Contribute to monitoring and review of individual education plan*	3.1 Record and use observations and interactions with the student to assist the teacher with modifications to the individual education plans 3.2 Identify, document and implement where possible opportunities for additional education support to assist the teacher with modification of individual education plan 3.3 Document student's progress and review with the teacher
4. Maintain *communication* with other members of the team	4.1 Develop and review strategies for ongoing communication with all parties involved in individual education plan 4.2 Identify and use clear communication channels 4.3 Facilitate and evaluate effectiveness of individual education plan with all those involved

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The individual education plan process including development
- The education adjustment plan process
- Policies and procedures relevant to individual education plan
- Inclusive and non discriminatory practice in the education environment
- Communication strategies relevant to age group of the learner
- Individual's disability and how this interacts with their ability to learn
- Philosophy and mission of the education organisation
- Safety and legal requirements of the organisation and education support worker

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Contribute to implementation of individual education plans
- Contribute to ongoing monitoring and evaluation of individual education plans
- Communicate with relevant personnel about teaching/learning issues
- Problem solve
- Work in a team environment with effective consultation strategies

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate empathy and cultural sensitivity to:
  - respond to students in a culturally sensitive manner

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REQUIRED SKILLS AND KNOWLEDGE

- promote cultural diversity and empathise with students
- manage cross cultural issues and beliefs
- Apply literacy ability to:
  - research, collate and collate reference material
  - interpret reference material

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Access to:
  - legislation, regulations, policies and guidelines and organisation values and codes of conduct
  - student/s with a disability
  - teachers and other professionals
  - student records as required
  - a variety of learning resources

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from workplace environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Individual education plan is:	• A plan developed to meet the learning needs of individuals with disabilities
Individual education plan goals may include:	• Structure of the individual education plan • Format of the individual education plan • Observable and measurable • Long and short term goals
Pedagogical practices that are inclusive for students with a disability include:	• Focus on student learning outcomes • Being broad and comprehensive • Enable access to the key learning areas in compulsory schooling or to other standards • Being relevant to the students physical. Intellectual social and emotional needs • Being age appropriate • Being linked to the learning activities undertaken by students without disabilities • Being part of the continuum of life learning • Offering opportunities, challenges and choices • Encourage independence while recognising the inter dependence of members of the community • Value independent learning styles and preferred learning styles • Enhance self-esteem, self worth and identity • Be realistic, achievable, have clearly stated goals and anticipate the students future needs • Include specialised methodologies and/or equipment where appropriate, for example, Braille reading , auditory learning activities

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RANGE STATEMENT

Components of an individual education plan may include:	• Targeted learning outcomes • Condition • Criterion • Behaviour • Strategies • Team responsibilities • Evaluation
Support the needs of the student may include:	• Structuring supportive socialisation activities • Building the students self-esteem and confidence by providing positive reinforcement • Assisting students to develop problem solving skills • Modelling positive attitudes to learning • Technology • Strategies for students in the disability area • Curriculum areas
Contribute to monitoring and review of individual education plan may include:	• Assisting with review of the individual education plan • Monitoring and reviewing progress of the student in achieving set goals • Monitoring and reviewing students development of skills and abilities • Monitoring and reviewing students psychological and emotional well being • Monitoring and reviewing the social participation and development of the student • Monitoring and reviewing students personal and cultural development

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RANGE STATEMENT

Communication may occur with:

- Teacher
- Student
- Therapy team
- Advisory visiting teacher/personnel
- Other members of the school community
- Specialists
- Resource networks
- Referral agency

Unit Sector(s)

Not Applicable

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CHCEDS507A Research an education issue

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to carry out research activities, analyse collected data and produce reports

Application of the Unit

Application

This unit is intended for education support workers undertaking research as part of an education team in areas related to school operations and education/training programs

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine the research question and requirements	1.1 In consultation with relevant staff, define *research brief* or problem according to *education organisation* requirements 1.2 Frame and clearly articulate the *research question or topic* using key issues and support it with relevant information 1.3 Validate and document research requirements with relevant staff
2. Develop a research strategy	2.1 Identify and evaluate suitable *research strategies* for use in the project 2.2 Identify *sources of information* 2.3 Develop *project plan* according to organisation's ethical and legal requirements and in consultation with relevant staff 2.4 Determine *risk management strategies* 2.5 Incorporate *recording processes and data management* into the project plan 2.6 Process the research plan for approval according to organisation guidelines

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ELEMENT	PERFORMANCE CRITERIA
3. Conduct and manage research activities	3.1 Conduct *research methods and activities* according to the research plan 3.2 Access *resources* to support the research according to organisation *policy and procedure* 3.3 Monitor research activities and implement changes to the project plan where necessary after appropriate approval 3.4 Analyse and interpret incoming data according to research strategy 3.5 Determine and document research outcomes according to organisation requirements
4. Evaluate research outcomes	4.1 Organise research data according to the approved research strategy 4.2 Structure research outcomes to answer questions posed in the research brief or problem 4.3 Highlight and summarise specific issues and important additional findings 4.4 Discuss research outcomes with key stakeholders and make adjustments to findings based on the feedback
5. Document research processes and outcomes	5.1 Summarise research procedures and outcomes in format acceptable to the education organisation and *academic standards* 5.2 Store research documents as required by the organisation
6. Disseminate research results and reports	6.1 Submit research reports and findings to the relevant authorities for action 6.2 Identify processes for dissemination and seek approval from relevant authorities 6.3 Implement protection of organisation's intellectual property as required by organisation and any relevant legislation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Research protocols and procedures
- Organisations preferred format and style for documenting research findings
- Ethical and legal obligations of self and organisation to undertake particular research topics
- Key people in the organisation and their responsibilities for research projects

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work, independently within a designated timeframe for the research project
- Work within ethical frameworks underpinning research within an education setting
- Analyse collected data
- Use computers for data entry and retrieval, produce documents and reports

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse and present information
- Write notes, business letters and research reports
- Use computers for work processing and data entry
- Work collaboratively with a team
- Manage timeframes
- Listen, question and clarify

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REQUIRED SKILLS AND KNOWLEDGE

- Read, understand, interpret written documents associated with the task

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Research brief may include:	• Oral instructions to conduct an investigation • Formal written directive defining the scope of the topic to be investigated • Outcomes of meetings that provide direction and purpose of an investigation
Education organisation may include:	• Public and private schools • Registered training organisations • Community education settings • Special schools

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RANGE STATEMENT

Research question or topic may refer to:	• Specific and explicated statements describing the purpose of the investigation
Research strategies are:	• Activities that the researcher will use to conduct the investigation into the identified topic
Sources of information may include:	• Other research in progress or completed • Recently published information • Unpublished information • Student requirements • Internet • Libraries and research bodies • Individuals • Reference texts • Questionnaire survey • Interviews • Experts • Other stakeholders
A project plan is:	• A formal, approved document used to guide both the project execution and project control.
Ethical and legislative practices may include:	• Code of conduct • Respect for persons, law, and government systems • Economy and efficiency • Integrity • Diligence • Openness and honesty • Accountability • Impartiality • Reliability • Confidentiality

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RANGE STATEMENT

Risk management strategies may include:

- Identification of risks
- Assessing level of risk
- Addressing the risks with alternative actions
- Reporting risks

Recording processes and data management may include:

- Note taking
- Audio and visual recording
- Anecdotal comment
- Computer data base
- Filing systems

Research methods and activities may include:

- Case study
- Focus groups
- Appreciative study
- Interview
- Surveys
- Action research

Resources may include:

- Human
- Physical
- Monetary
- Design specifications
- Reference material
- Internet and telecommunications access
- Personnel and clients

Policies and procedures are:

Documents developed by the education system, school or a sector of the school which provide policy and procedural direction

These may include:

- Education system policies and procedures
- School policies and procedures
- Government legislation and regulation
- Statutory body requirements

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RANGE STATEMENT

Academic standards are:

- Appropriate formats for reports
- Documentation standards
- Referencing standards

Unit Sector(s)

Not Applicable

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CHCEDS508B Assist in leading a small team in an educational environment

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS508A Assist in leading a small team in an education environment	CHCEDS508B Assist in leading a small team in an education environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for education support workers to plan and lead the activities of a small team in the education environment, in conjunction with a teacher

Application of the Unit

Application

This unit is intended for education support workers involved in team leadership with groups of students, staff and volunteers in the education context

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with provision of information and training to *team* members	1.1 Work with teacher to clarify detailed information and *training requirements* to address identified purpose and performance requirements of team 1.2 Articulate clearly the purpose for which the *team* is formed 1.3 Explain to team members the team and individual responsibilities and *performance requirements* 1.4 Design team member responsibilities in accordance with *industrial agreements* where appropriate 1.5 In consultation with teacher, work with team members to identify their *training needs* 1.6 Implement a *systematic approach to training* as appropriate to the individual and the task

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ELEMENT	PERFORMANCE CRITERIA
2. Plan and manage workflow	2.1 Determine timeframes for completion of the task 2.2 *Monitor and review* of allocated task/functions to ensure delivery within timeframes 2.3 Provide opportunities for team members to vary tasks undertaken where a change might enhance productivity 2.4 Manage *contingencies* to ensure minimal effects on work outcomes, in consultation with teacher
3. Review team performance, in consultation with teacher	3.1 Develop and maintain positive and constructive relationships with and between team members 3.2 Review and update team objectives in *consultation* with team members 3.3 Identify with the team the strengths and weaknesses as benchmarked against the organisation standards 3.4 Encourage team members to reflect upon own performance, suggest improvements and identify professional development needs 3.5 Provide *recognition* to team members for their contribution to team outcomes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic knowledge of state and federal legislation and local government legislation affecting the operations of an education organisation, especially in regard to work health and safety (WHS), environmental issues, disability and anti-discrimination
- Relevant industry awards and enterprise agreements
- Organisation policy and procedures pertaining to team operations
- Specific knowledge relevant to the work of the team

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Lead a team within relevant industrial and organisation frameworks
- Develop and maintain team performance and relationships
- Identify and meet training needs within the team
- Plan and manage the work of a team

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use literacy skills to interpret legal requirements, comprehend equipment user manuals and maintain records
- Use numeracy skills to effectively manage resource requirements, timeframes, budgets (where necessary) and team allocations
- Use communication skills including effectively relating to team members and other staff
- Undertake team building and motivation

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REQUIRED SKILLS AND KNOWLEDGE

- Relate to a diverse range of people

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place • Access to relevant documentation and resources normally used in the education workplace • Access to appropriate awards and agreements relevant to the candidate and team members
Method of assessment:	• Assessment may include observation, questioning, case studies, demonstration, simulation and work based projects and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislation and codes that may affect the team allocation of tasks may include:	• Federal/State and territory legislation relating to anti-discrimination, WHS, disability environmental issues and industrial relations affecting education environments

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RANGE STATEMENT

Team may include:

- Colleagues
- Students
- Parents
- Home tutors
- Volunteers
- Community members
- People from diverse cultural and ethnic backgrounds
- People with a range of skills and knowledge
- Groups formed across faculties, schools, clusters, districts and regions

Performance requirements may include:

- Timelines for completion
- Standards to be achieved
- Quality of products
- Individual responsibilities
- Team productivity
- Cooperation and support between team members
- Compliance with legislation and organisation policies

Training requirements may include:

- Use of technology
- Relevant policy
- Legislation requirements
- Processes and procedures
- Use of resources
- Systems and protocols
- Specific skills

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RANGE STATEMENT

Systematic approach to training includes:

- Identifying skills available within the team
- Identifying training needed by the team members
- Pairing skilled team members with less skilled team members
- Providing training in a logical sequence to build capability
- Managing the amount of information provided to maintain active learning
- Offering opportunities for practice and support
- Providing ongoing constructive feedback and positive acknowledgement of achievements
- Receiving and acting on feedback about training provided

Monitor and review task allocations may include:

- Asking team members for feedback on progress
- Monitoring timelines and outcomes
- Team discussions on progress and reasons for delays
- Requesting suggestions for improvement from the team
- Reallocation of tasks when necessary to lift team effectiveness

Contingencies may include:

- Illness
- Absenteeism
- Technology breakdown
- Resources unavailable
- Accident or emergency
- Conflict within the team

Consultation involves:

- A two way conversation in which both parties are given the opportunity to express a view, opinion, perspective, solution or options
- Consultation undertaken well usually results in a decision owned by all participants in the conversation, even when some do not agree

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RANGE STATEMENT

Recognition of contributions may include:	• A nod, smile or handshake • A few positive words about the task completed • Thanks and appreciation of the job well done • A formal appreciation for work by way of issue of a certificate

Unit Sector(s)

Not Applicable

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CHCEDS509A Support students with multiple disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for education support workers to provide support to students who have multiple disabilities to assist these students to participate in their learning experiences and an array of other school activities

The unit provides strategies to work with students with multiple disabilities or impairments in early, middle and senior years of schooling

Application of the Unit

Application

Students with multiple disabilities (or impairments) are significantly more disadvantaged in education than students with a single impairment

Teaching and learning strategies effective for students with individual impairments may be less appropriate or effective where a student is coping with multiple challenges

Empathy and advocacy communication skills underpin the competencies required by education support workers in this environment

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of multiple disabilities (impairments)	1.1 Use appropriate *terminology* to refer to and describe *multiple disabilities or impairments*, in line with education organisation guidelines 1.2 Identify causes of multiple disabilities 1.3 Outline interrelationships between different combinations of disabilities
2. Identify ways in which multiple disabilities can affect student development and learning and adaptive skills used by students	2.1 Identify and explain *ways in which multiple disabilities may affect student learning* 2.2 Identify a range of *adaptive skills* used by students with multiple disabilities 2.3 Explain the role of incidental learning and identify *alternate performance strategies* 2.4 Identify and explain implications of multiple disabilities on effective teaching and learning practices

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ELEMENT	PERFORMANCE CRITERIA
3. Provide support for students with multiple disabilities	3.1 *Assist students* to set goals 3.2 *Contribute to effective learning outcomes* for the student 3.3 Provide support to student/s by accommodating his/her needs, allowing him/her to actively participate in an educational setting 3.4 Contribute to implementation of the education program as a member of the team 3.5 Influence interactions with other students and staff to nurture a *supportive environment*
4. Provide *support to the teacher* of students with multiple disabilities	4.1 Support teaching strategies employed by the teacher 4.2 Assist with setting goals for students 4.3 Support the implementation of education programs as directed by the teacher 4.4 Identify, prepare and maintain suitable *resources to support the teacher in the delivery of educational programs* 4.5 Share knowledge with the whole school to assist with and/or influence school policies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of disabilities
- Educational organisation's policies and procedures
- Disability issues
- Integration practices
- Implications of discrimination issues in the classroom
- Stages of learning
- Factors affecting learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and procedures
- Use appropriate language and terminology
- Identify adaptive skills
- Assist with the development and implementation of an educational appraisement program
- Support students across a range of activities to assist with their educational development
- Support the teacher of students with multiple disabilities to create a productive, supportive, caring learning environment

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate empathy and sensitivity in:
  - responding to students' needs
  - implementing support mechanisms for students with multiple disabilities and
  - promoting and fostering cross cultural issues and beliefs
- Use literacy skills to:
  - interpret and analyse reference materials
  - manage a sequence of tasks given direction and support from the teacher
  - interpret information from written and / or verbal directions
- Use problem solving skills to:
  - select appropriate response
  - identify the problem and choose an effective solution
  - identify the best course of action and implement
  - be flexible in approaching a range of teaching and learning situations
  - promote discussion about solutions to problems within the work team
- Communicate effectively to:
  - listen to and interpret instructions regarding the assistance required by the student
  - provide clear directions and/or instructions
  - explain routine procedures to students
  - express an opinion, e.g. negotiate improvements to workplace strategy/methods for assisting/supporting students with multiple disabilities
  - foster a positive work attitude within the work team and school
  - demonstrate a belief in the students' abilities
- Use numeracy skills to interpret and apply numeric information as required
- Use organising and teamwork skills to:
  - consult with teachers on teaching/learning support strategies
  - manage time effectively
  - consult with teaching team on workplace procedures and make suggestions for new approaches to accommodate individual student requirements
  - consult with group members on operating procedures

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment **must** be undertaken in the workplace in a case/student specific situation so that actual skills in empathy and sensitivity, communication and problem solving can be evidenced
- Where participants are not employed as education support workers, it is recommended that they seek assessment as part of work experience or Vocational Placement
- Assessment must demonstrate consistency of application of skills and knowledge described in the elements and performance criteria in at least three contexts or occasions, over a period of time, while working in a case/student specific situation

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - colleagues, and students with multiple disabilities or impairments, in an educational organisation
  - legislation
  - education organisation's policies, procedures and guidelines
  - organisation's values and codes of conduct
  - current information on diversity and a range of disability issues
  - resources as may be located in an educational organisation which meets the needs of students with multiple disabilities or impairments

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
  - case studies
  - demonstration
  - observation
  - questioning - oral and written
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect work demands, such as literacy, and the needs of particular groups, such as:
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - women
  - young people
  - older people
  - people in rural and remote locations

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Terminology relating to multiple disabilities or impairments may include:

- Access:
  - to use or participate in something, for example, to access a computer, curriculum or building
- Achievement:
  - the level of actual performance or accomplishment, especially as a result of effort and ability
- Acquired injury:
  - an impairment which has developed during the person's life rather than being present from birth
- Anecdotal records:
  - recording of incidents, exactly as observed, during everyday school activities
- Education adjustment program profile:
  - a process used to demonstrate the types of adjustments to:
  - curriculum
  - communication
  - social participation /emotional well being
  - health and personal care
  - safety
  - learning environment / access

  that are being provided for students with disabilities s to learn, participate and progress towards planned outcomes in relation to his/her same age peers

  - rather than focussing on the students' disabilities, this process focuses on the adjustments that need to be made at school to facilitate the student's presence, participation, access and achievement of appropriate educational outcomes
- Attention span:
  - the period of attention or concentration given by an individual to a task
- Auditory:
  - related to hearing
- Behaviour:
  - all the observable responses of an individual to internal and external stimuli

continued...

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RANGE STATEMENT

Terminology relating to multiple disabilities or impairments may include: (*contd*)

- Behaviour support:
  - the application of a range of positive support strategies designed to assist students to behave in socially acceptable ways
- Classroom environment:
  - the sum of the conditions within the classroom, or affecting the classroom and which influence the learning situation
  - it covers the physical setting, the structure of learning and the relationships between participants
- Cognition:
  - developmental area that involves thinking skills, including the ability to receive, process, analyse and understand information
- Communication:
  - the process of exchange of meaning through listening, speaking, viewing, signing, symbols, gesture, facial expression, reading and writing
  - this process of exchange involves receiving and understanding messages and making and sending messages
- Competency:
  - the ability to perform a task at a satisfactory standard consistently
- Comprehension:
  - understanding the message in what is read, heard or observed
- Cue:
  - a distinctive signal or hint to which a person has learned to respond
- Culture:
  - all the behavioural patterns and products of a social group
  - these are closely related to customs and values
- Curriculum:
  - the entire range of experiences and structured learning activities through which knowledge, skills and benefits are communicated in schools
  - these experiences have *intended* and *unintended* outcomes

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RANGE STATEMENT

- Disability:
  - the resulting functional impact of disability or impairment on performance (that is, any restriction or lack of ability to perform an activity in the normal manner)

continued ...

Terminology relating to multiple disabilities or impairments may include: (*contd*)

- Distractibility:
  - inability to maintain attention to relevant stimuli as outside stimuli interferes
- Enrichment activities:
  - educational experiences to supplement the regular class work
- Evaluation:
  - measurement of student performance usually against stated objectives
- Facilitation:
  - supporting a team or group to stay focused on a task or process
  - it involves process management and communication skills
- Fine motor:
  - refers to movements made by the small muscles of the hand and mouth (e.g. manipulation of objects, speech etc)
- Fluency:
  - smoothness of completing a task (e.g. reading without stumbling or errors)
- Functional performance:
  - a level which is sufficient for the person to operate within a particular environment
  - it may describe writing that is less than artistic but which allows the person to communicate at their job
- Gross motor:
  - refers to movements of the large muscle groups of the arms, legs and trunk (e.g. walking, rolling, and sitting)
- Impairment:
  - an objective description defining any loss or abnormality in terms of psychological, physiological or anatomical structure or function

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RANGE STATEMENT

- Inclusive curriculum:
  - a flexible model that requires each school to provide for the educational needs of all students enrolled there
- Individual differences:
  - differences in personality, physiology, and perceptual processes that can account for variations in student performance

continued ...

Terminology relating to multiple disabilities or impairments may include: (*contd*)

- Informal assessment:
  - assessing student performances by means other than the use of standardised tests
- Interpersonal:
  - relating to other persons
  - the ability to interact and get along with others
- Interpreter:
  - a person who translates information from one form to another
  - for students who are deaf/hearing impaired, specifically used for translation between spoken language and signed language
- Kinaesthetic:
  - related to the awareness and sensations coming from muscles and joints that indicate the position and movement of body parts
- Language:
  - a conventional symbolic system used to communicate
  - it is symbolic because the spoken, signed, indicated or written units of a language always represent the same object or concept
  - it is conventional because members of a community share the meaning of the symbols
  - it is a system because there are rules for using the symbols.
- Learning style:
  - the way that an individual prefers to perceive information, think and problem solve
  - there are a number of theoretical frameworks which divide people who have similar preferences into groups

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RANGE STATEMENT

- Least restrictive options:
  - choices about activities and processes which provide the maximum opportunity for access and participation by all students
- Literacy:
  - the ability to comprehend and compose spoken, written and visual texts commonly used by individuals and groups to participate fully, critically and effectively in a wide range of life roles
  - computer literacy is also now viewed as another vital strand of literacy competencies.

continued ...

Terminology relating to multiple disabilities or impairments may include: (*contd*)

- Long-term memory:
  - the mental process of retaining and recalling a past act, experience or expression after a period of time
- Modelling:
  - a process where the learner acquires a skill or attitude through watching and copying another person
- Motivation:
  - force within the individual which drives them to maintain attention or to behave in a certain way in order to satisfy a need or attain a goal
- Note taking:
  - the use of another to take lesson notes on behalf of a student who is unable to do so because of a disability
- Numeracy:
  - the ability to use skills for interpreting, applying and communicating mathematical information in commonly encountered situations to enable participation in a wide range of life roles that are appropriate to the student
- Perseveration:
  - tendency to persist in or to repeat behaviours which are no longer useful or appropriate
- Practice:
  - repetition of a performance in order to raise the quality of the performance.

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RANGE STATEMENT

- Prior learning:
  - relevant information that a person has prior to instruction
  - this forms a basis for learning the new information
- Program modification:
  - making changes and adjustments to the content or manner of presentation of the class curriculum to improve a student's chances of success
- Prompt:
  - any feature added to the learning task that assists the student in performing tasks - can be verbal, gestures, visual or physical
- Reflection:
  - the process of consciously thinking over experiences in order to learn from them

continued ...

Terminology relating to multiple disabilities or impairments may include: (*contd*)

- Risk-taking:
  - experiences undertaken by people which may or may not have positive outcomes but from which they can learn and develop
- Scaffolding:
  - the process where a more expert person interacts with learners to guide them towards building their own understanding
- Self-concept:
  - individuals' perception of themselves
- Self-esteem:
  - Individuals' value judgement about themselves
- Short-term memory:
  - momentarily, the mental process of retaining and recalling a past act, experience or impression
- Task analysis:
  - systematic study of the components of a skill or activity so that all components can be taught a step at a time to build up to performing the complete task
- Transition:
  - a move from one educational setting to another or from secondary to a post-school option

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RANGE STATEMENT

- Verifier:
  - a professional who has demonstrated skills to interpret a medical specialist's letter of diagnosis and to provide verification of disability and is nominated by the educational organisation as a verifier
- Verification:
  - a process that indicates that the student meets organisation's criteria to allow entry to a recognised disability category
- Visualisation:
  - mentally picturing objects or events as opposed to experiencing them directly

Multiple disabilities or impairments refers to:

- Students with multiple disabilities or impairments have a combination of two or more low incidence disabilities
- These occur in combinations, for example disabilities may be:
  - visual, hearing and physical
  - intellectual and hearing
  - speech language and physical
- Every student is different, even when they have a similar combination of disabilities:
  - it is important to realise that one impairment can exacerbate the difficulties caused by another
  - the interplay and impact of disabilities are greater than the sum of the individual disabilities
- The implications for learning will depend on the mix and severity of disabilities as well as on factors such as age, experiences and personality

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RANGE STATEMENT

Adaptive skills refers to:

- Along with significantly impaired intellectual functioning, people with multiple disabilities or impairments have limitations in two or more of the adaptive skill areas:
  - communication
  - self care
  - home living social skills
  - community use
  - self-direction
  - health and safety
  - adjusted academics
  - leisure
  - work

These skill areas are central to successful life functioning

- Communication (giving and receiving information) difficulties:
  - understanding language (especially complex sentences, colloquialisms and words with more than one meaning)
  - learning rules of language (e.g. grammatical constructions, appropriate language for specific situations)
  - using language for a variety of functions (e.g. fulfilling basic needs, asking questions, stating information)
  - producing speech

Some students may need to use AAC (Augmentative and Alternate Communication) and/or speech generating devices

- Self care: refers to those skills necessary to maintain personal hygiene and appearance
  Students will need to be taught these skills in a structured manner
  For example, they may need an understanding of appropriate clothing for different social contexts
  Students may need specific programs in the following areas:
  - eating
  - dressing
  - grooming
  - toileting

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RANGE STATEMENT

- hygiene

continued ...

Adaptive skills refers to: (*contd*)

- Home living: skills are those required to manage in the home environment and may include:
  - housekeeping
  - clothing care
  - food preparation
  - home safety
  - daily scheduling
  - planning to budget and shop
- Self-direction: skills include:
  - making choices
  - problem solving
  - being assertive
  - initiating or completing activities
  - planning
  - following a timetable
  - seeking assistance when needed
- Leisure: skills refer to the ability to use free time to pursue personal interests
  The purpose of teaching leisure skills is to provide students with the skills to be active participants in a variety of leisure pursuits
  Related skills include:
  - appropriate behaviour in leisure settings
  - home and community leisure
  - playing socially with others
  - indicating choices and needs
  - turn-taking
- Work Skills: need to be developed for students to have the opportunity to access work (paid and unpaid)
  These include work-related behaviours such as:
  - completing tasks
  - following schedules
  - seeking help
  - self -management
  - interacting with co-workers
  - job-specific competence

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RANGE STATEMENT

- Community Use: refers to the ability to access community facilities
  Skills include:
  - using public transport
  - shopping
  - using public facilities
  - appropriate behaviour

Alternate performance strategies refers to

- Strategies that provide the capacity to adapt/operate effectively in a normal situation

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RANGE STATEMENT

Ways in which multiple disabilities may affect student learning may include:

- Attention
  The student may have difficulty:
  - beginning to attend the task
  - maintaining attention to complete the task
  - discriminating key features
- Thought processing
  The student may have difficulty with:
  - speed and organisation of though processes
  - forming logical sequence of ideas
  - interpreting symbolic and abstract concepts
  - linking new information with previous knowledge or experience
  - perseveration (repetition of speech or behaviour)
- Memory
  - students with an intellectual disability may have difficulty retaining and recalling information
- Generalisation
  - students with multiple disabilities or impairments have considerable difficulty transferring skills learned in one situation to another (e.g. money addition on a worksheet may not be generalised to the shopping centre)
  - students need to be taught how to generalise learned skills across a variety of locations, people, materials, and times
- Perception
  - students with multiple disabilities or impairments may have difficulty registering information through particular sensory mode (e.g. auditory or visual)
  - they may also have difficulty making meaning from what has been perceived (e.g. interpreting diagrams or pictures)

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RANGE STATEMENT

Assist students may include:

- Assist a student to improve memory:
  - use visual supports such as word lists, pictorial timetable, or self management charts
  - use verbal and gestural prompts
  - use music or rhyme (e.g. learn required facts to a jingle)
  - build in opportunities for over learning (frequent practice)
  - encourage the use of a diary
- Assist students to improve generalisation ability:
  - creating real-life or life-like environments
  - use a range of concrete materials
  - use role play
  - develop contingency plans (e.g. carrying coins/phone card for the unexpected)
  - practising the same skill with different people in different places
- Assist students with perceptual difficulties:
  - use as many sensory modes as possible to reinforce learning (e.g. studying a country - include music, costume making, cooking, dance)
  - use one-to-one instruction
  - use short clear instructions
  - link abstract learning (e.g. reading and writing to actual concrete experiences in the student's recent past)
  - present paper tasks in simple, uncluttered formats (e.g. not too much information on the page)
  - provide visual, auditory or tactile support
  - use real-life or life-like situations wherever possible (e.g. study plants in the garden or the bush rather than at a desk)
- Assist students to improve adaptive skills:
  - most students acquire adaptive skills (everyday coping skills) through incidental learning
  - students with multiple disabilities or impairments may require specific instruction and training to achieve competency in these skills
  - as the skills are acquired, advantage should be taken of the many opportunities that arise for practice throughout the school day

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RANGE STATEMENT

- the student's age and environment will influence the adaptive skills to be taught

Contribute to effective learning outcomes may include:

- Assisting with establishing and maintaining a supportive environment which is emotionally, socially and physically inclusive of diversity
- A curriculum which is responsive to individual needs
- Student groupings which support the student's involvement in teaching and learning
- Supporting teaching strategies which respond to the student's learning styles and needs
- Assisting with the development of teaching materials which are adapted to the student's needs
- Positive behaviour management strategies

A supportive environment is one that creates a sense of belonging for all students by:

- Accepting and valuing difference
- Facilitating academic and social development
- Supporting learner risk-taking by encouraging students to 'have a go' (e.g. praise for working through the process of an activity even if the outcome is not correct)
- Defining, modelling and reinforcing appropriate behaviour

A critical element of a supportive environment is

- The positive attitude of teachers, teacher aides, students and parents
- To help develop positive attitudes within the school environment:
  - share student successes
  - demonstrate a positive approach
  - focus on what students CAN do rather than on what they CAN NOT do
  - expect ALL students to develop and progress
  - allow students with multiple disabilities or impairments to face challenges
  - promote the rights of all students
  - provide access to a range of experiences
  - encourage peer interaction

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RANGE STATEMENT

Support to the teacher of students with multiple disabilities or impairments includes:

- Develop a knowledge base in the area of multiple disabilities or impairments
- Develop a knowledge and application of appropriate resources
- Provide input into planning sessions as required
- Follow teacher directions in implementing programs
- Assist in collecting and recording data as required
- Provide feedback on student performance to the class teacher
- Encourage and guide students to do as much as possible for themselves (avoiding the development of learned helplessness)
- When needed, direct parent enquiries to the relevant teacher
- Maintain confidentiality on student and family personal information
- Use prompts and assistance only if required after the student has sufficient time to process the task
- Keep intervention to the minimum required for students to achieve success
- Fade assistance so the student can eventually do without teacher aide support
- Give sufficient feedback so the student can do it right or better next time
- Collect data on the student's performance to allow the teacher to monitor progress and make necessary program adjustments

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RANGE STATEMENT

Resources to support the teacher in the delivery of educational programs may include:

- Written material - hand out notes, tests or assignments
- Technology support - setting up and operating computers, software, DVD, audio and video equipment
- Researching - sources of material for students and teachers
- Setting up and preparing for practical tasks/activities such as sewing, cooking, art, music, drama
- Students with multiple disabilities or impairments sometimes need class materials adapted to enable them to participate in class activities {e.g. more space between questions on worksheet, complex sentences reworded)
- At times, the student may need specialised equipment, such as a slope board or pencil grip to improve writing skills
- Some students will need technological aids to assist them in class activities e.g. computer switches which are bigger or brightly coloured, or electronic communication devices

Unit Sector(s)

Not Applicable

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CHCEDS514B Support learning and implementation of responsible behaviour

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS514A Support learning and implementation of responsible behaviour	CHCEDS514B Support learning and implementation of responsible behaviour	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology ‘challenging/difficult behaviour’ to ‘behaviours of concern’. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to assist the individual and education organisation to implement responsible behaviour plans

The unit develops an understanding of relevant legislation and organisation policies

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research and document *legislative and organisation policy requirements*	1.1 Access *legislation and organisation policies* in relation to behaviour support concerns 1.2 Identify and confirm essential requirements of relevant legislation and organisation policies 1.3 Conduct and review work practices in accordance with requirements of legislation and organisation policies 1.4 Identify organisation requirements for student and learning environment behaviour strategies and plans
2. Create safe learning environments to socially support student learning	2.1 Plan and implement learning experiences in consultation with the teacher 2.2 Establish constructive relationships with students based on mutual trust and respect 2.3 Engage in inclusive communication with students 2.4 Establish strategies for promoting collaborative relationships between students

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ELEMENT	PERFORMANCE CRITERIA
3. Support learning environments encouraging student's responsibility	3.1 Examine and determine key aspects of *philosophical approaches to behaviour management* 3.2 Support students to identify and analyse their learning goals in consultation with teacher 3.3 Implement learning experiences that encourage students to direct and manage their own learning in consultation with the teacher 3.4 Implement learning experiences where students reflect on their own learning in consultation with the teacher
4. Support implementation of strategies for student responsibility in behaviour management	4.1 Work in consultation with the teacher to identify behaviour management strategies to support students in learning to take responsibility for their own behaviour 4.2 Establish learning environments that assist students to work collaboratively 4.3 Implement *strategies for assisting students to monitor and review their own behaviour* 4.4 Implement learning experiences for students to develop *effective communication skills* and appropriate social and learning behaviours 4.5 Implement strategies for providing regular feedback and reinforcement to students 4.6 Examine *classroom behaviour management practices* for effectiveness 4.7 Implement support processes for students requiring specific skills in developing and maintaining behaviours 4.8 Evaluate and implement strategies for professional practice improvement 4.9 Use *collaborative problem solving skills* when working with colleagues and students 4.10 Take appropriate steps, if required, to maintain personal safety of self and others

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Assessment strategies involving learner's participation
- Available professional support services and resources
- Child and adolescent development theories
- Effective communication skills
- Factors to promote or diminish students' intrinsic motivation
- Importance of the student's self-esteem in the learning process
- Origins of behaviours of concern and the impact on student learning
- Philosophical approaches to behaviour support
- Practices and strategies for non-violent crisis prevention and intervention
- Requirements of relevant legislation and organisation policies
- Social and group dynamics
- Typical (and atypical) behaviours encountered in the education environment
- Universal precautions for risk management
- When and how to implement consequences for behaviours of concern
- Whole of school and student approaches to behaviour support

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access and reference documented research information using relevant standards
- Adhere to education organisation's policies and procedures
- Demonstrate supportive and collaborative relationships with students
- Demonstrate use of a range of appropriate behaviour management strategies
- Implement student self management strategies
- Interpret feedback from colleagues relating to policies and procedures

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REQUIRED SKILLS AND KNOWLEDGE

- Reflect on personal skills in behaviour management

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reinforcement strategies within student behaviour support plans
- Demonstrate collaborative problem solving skills
- Encourage student's monitor and review of self
- Implement negotiation and conflict resolution strategies
- Implement proactive and reactive responses to irresponsible behaviour
- Observe and reflect
- Research and analyse

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative and organisation policy requirements may include:

- Anti-discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Education (General Provisions) Act 1989
- Freedom of Information Act 1992
- Individual education environment policy, procedure and plans
- Workplace Health and Safety Act 1995

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RANGE STATEMENT

Philosophical approaches to behaviour management may include:	• Behavioural • Cognitive • Ecosystemic • Psychodynamic
Strategies for assisting students to monitor and review their own behaviour may include:	• Discussion • Hypotheticals • Questioning • Reflection • Role play
Effective communication skills may include:	• Conflict management • Critical listening and questioning • Culturally appropriate language • Discussions (individual or group) • Paraphrasing • Presentations • Providing constructive and supportive feedback • Use of languages other than English if required • Use of translators • Verbal/non-verbal • Written (e.g. electronic, letters, memos)
Classroom behaviour management practices may include:	• Body language • Cue with parallel acknowledgement • Descriptive encouraging • Establish expectations • Give instructions • Provide choice • Selective attending
Collaborative problem solving skills may include:	• Active listening • Clarify • Draw inference • Provide positive feedback • Summarise

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Unit Sector(s)

Not Applicable

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CHCER301B Deliver emergency relief services

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCER301A Deliver emergency relief services	CHCER301B Deliver emergency relief services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers involved in the provision of emergency relief services

Application of the Unit

Application

The work described in this unit will take place within an agency providing emergency relief to individuals and families, generally by volunteer workers

Emergency relief may be provided in a range of areas including but not limited to finance, food, shelter, dealing with utilities and health

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply communication skills appropriate to emergency relief context	1.1 Communicate appropriately in order to identify *client needs and issues* 1.2 Assist clients to resolve their needs and issues using appropriate communication skills 1.3 Communicate mission and values of the service agency appropriately 1.4 Communicate appropriately in working with *other agencies*

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ELEMENT	PERFORMANCE CRITERIA
2. Provide emergency relief services	2.1 Assess client needs to ensure *appropriate support* is recommended 2.2 Provide *information* to clients according to their needs 2.3 Ensure recommended relief services are within agency's capabilities to provide 2.4 Refer clients to other appropriate agencies, services and professionals where necessary 2.5 Provide support and *advocacy* for clients according to client needs 2.6 Provide emergency relief services according to *legislative and agency procedures*
3. Review and monitor own work	3.1 Identify scope of work to ensure that services provided are within personal and organisation capabilities 3.2 Address diverse views and conflicts within the organisation as appropriate to ensure service provision is maintained 3.3 Participate in organisation monitoring activities to enable service provision to be reviewed 3.4 Seek to address difficulties with appropriate people and seek assistance when required
4. Undertake administrative duties	4.1 Maintain networks with other agencies 4.2 Attend review meetings to review agency range of services as required 4.3 Maintain *statistics* in accordance with organisation requirements 4.4 Maintain client files and financial records in accordance with organisation requirements 4.5 Mentor new volunteers in working within organisation philosophies and ethical frameworks 4.6 Undertake activities as required to support organisation mission and values

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislation and regulation relevant to emergency relief provision
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities
- Knowledge of the principles of equal employment opportunity (EEO), sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation in relation to emergency services provision
- Strategies to maintain personal well being

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide services within established timeframes
- Sensitively communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse backgrounds and cultures
- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete governmental and other documentation and forms
- Communicate sensitively with clients to establish needs

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REQUIRED SKILLS AND KNOWLEDGE

- Involve clients in decision-making processes
- Analyse own work
- Maintain a distance between self and client in service provision
- Refer appropriately

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include: • access to appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment	• Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client needs and issues may include:	• Financial difficulties • Difficulties with utilities • Housing issues • Dealing with public authorities • Food provision • Family conflict

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RANGE STATEMENT

Other agencies may include:

- Government departments
- Utilities
- Banks
- Transport providers
- Courts
- Health services
- Church agencies
- Welfare agencies
- Local government agencies
- Police
- Other service providers

Information may include:

- Available support services
- Government agencies (federal, state/territory and local)
- Completing forms and documents
- Rights and responsibilities of clients

Appropriate support may include:

- Provision of food vouchers
- Organisation of emergency housing
- Negotiating with utilities
- Provision of financial counselling
- Referral to other agencies
- Completion of forms
- Assessing suicide risk
- Providing information/options

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RANGE STATEMENT

Legislative and agency procedures may include:

- Duty of care responsibilities
- Limitations of legal responsibility
- Mandatory reporting requirements
- Privacy legislation
- Funding guidelines
- Work health and safety (WHS)
- Food handling regulations
- Anti-discrimination legislation and sexual harassment
- Equal employment opportunity legislation
- Health inspections
- Child protection
- Police checks
- Goods and Services Tax (GST)
- Funding raising legislation
- Prohibitive employment
- Disability
- Racial vilification legislation
- Service delivery guidelines
- Food management
- Codes of ethics and codes of conduct
- Rights and responsibilities
- Relief services policies
- Guidelines for giving vouchers
- Compliant procedures and resolution
- Emergency and shut down procedures
- Office opening/closing procedures
- Reporting requirements
- Data collection
- Risk management
- Working within roles and responsibilities
- Volunteer agreements
- Indemnity insurance
- Security (personal and property inc information)

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RANGE STATEMENT

Statistics may include:

- Number of clients
- Client demographics
- Food given
- Presenting issues
- Unmet needs
- Vouchers
- Utility accounts
- Travel
- Furniture/clothing

Service monitoring may include:

- Agency review procedures
- Incident debriefing
- Care of volunteers
- Performance appraisal
- Workload management
- Stress management

Advocacy may include:

- Negotiations with utility companies
- Negotiations with health and welfare providers
- Negotiations with finance providers
- Negotiations with housing providers
- Negotiations with government agencies
- Negotiations with education providers

Unit Sector(s)

Not Applicable

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CHCES303C Use labour market information

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCES303B Use labour market information	CHCES303C Use labour market information	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to research and use labour market information such as composition, dynamics and trends when delivering employment services to clients and employers

Application of the Unit

Application

This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and assess *labour market* information	1.1 Identify suitable *information sources* 1.2 Use *appropriate methods* to access and collect *labour market information* 1.3 Assess information for relevance to organisation requirements 1.4 Summarise characteristics of local labour market
2. Organise labour market information	2.1 Record information in a format suitable for use in *planning work activities* 2.2 *Record labour market information* in accordance with *organisation policies and processes*
3. Use labour market information to support delivery of employment services	3.1 Use labour market information as a context and aid in planning work activities 3.2 Use labour market information as a context and aid in providing *advice* and services to clients and employers 3.3 Share labour market information with other members of the work group

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The composition and working of labour markets
- Current and emerging issues relating to the labour market on a national, state and local level
- Understanding of characteristics of local labour market
- Unemployment figures for local area
- Current and projected skills shortages
- Occupations within key employing industries in local area
- Seasonal fluctuations impacting on recruitment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of labour market composition; national and industry trends and emerging issues
- Demonstrate knowledge of local labour market composition, size, characteristics, issues and trends
- Plan and carry out workplace activities using labour market information

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply literacy skills to read and understand a variety of texts, prepare labour market summaries and produce grammatically correct information
- Apply planning skills to organise information and plan activities

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REQUIRED SKILLS AND KNOWLEDGE

- Apply problem solving skills to deal with contradictory and ambiguous information
- Apply oral and written communication skills to communicate advice and information effectively
- Demonstrate effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resource requirements for assessment include access to:
	  • a relevant workplace or an appropriately simulated environment where assessment may take place
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observations • Questioning • Case studies • Written assignments • Evidence gathered from the workplace environment • Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Labour market may be defined by, but is not limited to:	• Geographic location • Client demographics • Industry and industry sectors • Seasonal factors • Agricultural crops
Labour market information may include but is not limited to:	• Information regarding industries and industry sectors (e.g. workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force) • Information regarding occupations (e.g. prospects of employment, type of work undertaken, workforce size, hiring methods, conditions of employment, employer expectations of workers) • Labour market trends • Peak and trough periods in demand for labour/ seasonality • Areas of high employment and unemployment • Current labour market conditions • Business and economic forecasts • Emerging labour market developments • Industrial framework • Other distinguishing characteristics

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RANGE STATEMENT

Information sources may include, but are not limited to:

- Publications, industry journals, articles
- Internet websites
- Telephone directories
- Commercial databases of business and industry information
- Australian Bureau of Statistics
- Department of Employment and Workplace Relations
- Workplace Agreements; information on Federal and State awards
- Visits to workplaces
- Business cards
- Industry Associations
- Employee Associations
- Chambers of Commerce
- Grower Associations
- State government departments of employment and training
- Information available from within own organisation
- Newspapers, e.g. recruitment advertisements and articles
- Community organisations
- University and other research facilities

Appropriate methods to gather information may include, but are not limited to:

- Use of internet
- Surveys
- Client interviews
- Focus groups
- Individual research
- Questioning during marketing activities to employers
- Use of libraries
- Publications
- Attendance at meetings
- Networking
- Workplace visits
- Communication with colleagues and experts

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RANGE STATEMENT

Advice to clients and employers includes, but is not limited to:	• Employability, prospects of employment • Barriers to employment • Suitable employment opportunities for clients • Advice to employers on availability of suitable labour • Recruitment strategies to source suitable labour
Planning work activities may include, but is not limited to:	• Business planning and forecasting • Job search planning • Promotional plans • Marketing plans • Contact plans • Employment plans for individual clients
Record labour market information may utilise, for example:	• Tables and charts • Software applications • Reports, written or verbal • Hard copy files
Organisation policies and processes may include, but are not limited to:	• Recording of information against client and employer files and database records • Use of Contact Management Systems for employers • Preparation of reports on labour market intelligence and information

Unit Sector(s)

Not Applicable

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CHCES304B Deliver recruitment services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to deliver recruitment services that include sourcing job vacancies, providing advice to employers, sourcing suitable clients (job seekers) to fulfil agreed selection criteria and providing advice and support following the placement

Application of the Unit

Application	This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine service level	1.1 Analyse position description, selection *criteria* and *employer requirements* 1.2 Clarify *conditions of employment* with the employer 1.3 Identify and agree needs with employer 1.4 Identify and *agree level of service with employer*
2. Source suitable job seeker clients	2.1 Access databases and other listings of clients held by the organisation to identify potential clients 2.2 Source suitable clients through *advertising* 2.3 *Respond appropriately to client enquiries* regarding the position/s
3. Assess client suitability for employment opportunity	3.1 Assess suitability of clients against employer requirements, using a range of *assessment techniques and tools* 3.2 Ensure relevant *legislative requirements* are met

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ELEMENT	PERFORMANCE CRITERIA
4. Meet client and employer service requirements	4.1 Satisfy client and employer requirements for service 4.2 Keep clients and employer informed during recruitment process 4.3 Follow up clients and employers to monitor the quality of service provided

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Local labour market composition, size, characteristics, issues and trends
- Recruitment services, products and processes of own organisation
- Relevant legislation, duty of care, ethical behaviour that relates to job role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use labour market knowledge as an aid in planning and conducting recruitment process
- Present benefits of recruitment services to employers based on their specific needs
- Source suitable candidates for available employment opportunities using a range of appropriate sources
- Identify employment opportunities suitable for individual clients using a variety of assessment tools and techniques
- Conduct follow up to ensure needs of clients and employers involved in a recruitment process have been satisfied

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to access, analyse and interpret selection documentation, prepare business correspondence, prepare file notes and reports and to understand organisation policies and procedures relating to job role
- Apply oral communication skills required to negotiate service levels, sell and market services and products, interview clients to provide and elicit information, to liaise with

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REQUIRED SKILLS AND KNOWLEDGE

stakeholders and colleagues and to provide feedback to clients, in particular:

- advanced questioning and active listening skills
- provision of clear and complete information
- understanding of the needs of clients and employers

- Apply numeracy skills ranging from the ability to complete basic arithmetic calculations to preparing statistical reports on performance, to calculating fees payable by employers for recruitment services
- Apply interpersonal skills including working with others, displaying empathy with clients and an ability to relate to persons from diverse backgrounds and with a range of barriers to employment
- Demonstrate application of skills, including:
  - selling skills
  - marketing skills
  - problem solving skills to address any problems or issues that arise during the recruitment process
  - organisation skills including time management skills, to effectively conduct varying stages of concurrent recruitment exercises
  - technology skills to use business equipment and software; with sound skills in use of internet

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  This unit is related to:
  - CHCES303B Use labour market knowledge
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace
  - relevant organisation policy, guidelines, procedures and protocols
  - relevant legislation

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Written assignments
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Agree level of service with employer refers to:

- Agreements made verbally or in writing
- Agreements involving a fee payable by the employer; and those provided at no cost to the employer
- Agreements outlining the details of recruitment services to be provided

Terms and services agreed to with the employer can relate to, but are not limited to:

- Timing and duration of recruitment service
- Methods of sourcing suitable clients
- Communication protocols and frequency
- Short listing arrangements - criteria, number of clients
- Reference checking
- Skills and aptitude testing
- Interview arrangements - times, numbers of clients
- Provision of advice to unsuccessful clients

Criteria for determining service levels can include, but are not limited to:

- Costs to employer and service provider
- Likelihood of attracting suitable candidates
- Other labour market conditions
- In accordance with organisation policies and processes
- Time available

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RANGE STATEMENT

Conditions of employment include, but are not limited to:	• Remuneration • Entitlements and benefits • Industrial instruments (Federal or State awards, workplace agreement, certified agreement) • Superannuation • Hours of work • Basis of employment (e.g. permanent, temporary, contract)
Employer requirements may relate to, but are not limited to:	• Essential and desirable selection criteria • Educational qualifications • Licences, certificates • Related experience • Personal qualities • Availability
Respond appropriately to client enquiries may include but is not limited to:	• Responding in a timely manner, as determined by relevant organisation customer service standards • Using ethical standards of behaviour and applying duty of care to advice and information provided
Advertising may include but is not limited to:	• Internal, e.g. lodgement on internal databases and intranet; email to selected personnel • External, e.g. lodgement on internet web sites; newspaper and journal advertisements; email to selected organisations and clients • Outsourced
Assessment techniques and tools may include but are not limited to:	• Behavioural interviewing techniques • Information based interview techniques • Screening interviews based on short listing criteria • Phone or face-to-face interviews

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RANGE STATEMENT

Assessment tools used are those able to be administered and assessed by non-professional personnel such as:	• Skills inventories • Interest inventories • Computer based skills and aptitude testing
Legislative requirements may relate to, but are not limited to:	• Federal legislation designed to address discrimination, e.g. Sex Discrimination Act, Racial Discrimination Act, Disability Discrimination Act • State legislation designed to address discrimination • Disability Services Act • Privacy Act • Trade Practices Act • Social Security Act • Industrial and Workplace Relations Act • Human Rights and Equal Opportunity Act • Occupational Health and Safety Act • Employment Agents Act • Archives Act • Financial Management and Accountability Act • Freedom of Information Act • Crimes Act • Corporations law

Unit Sector(s)

Not Applicable

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CHCES305B Monitor Australian Apprenticeships arrangements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to monitor the continuity of training under Australian Apprenticeships arrangements, to meet government contractual requirements

Application of the Unit

Application	This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify monitoring requirements and prepare for visits	1.1 Access and demonstrate understanding of relevant state and federal guidelines 1.2 Prepare monitoring checklists for visits 1.3 Prepare *Australian Apprenticeships supporting information* for visits
2. Undertake monitoring visits	2.1 Plan worksite visits using relevant database information 2.2 Contact employers to arrange a mutually suitable time for visit to ensure presence of employer and Australian Apprentice 2.3 Complete visit schedules by due dates
3. Check progress with Australian Apprenticeships arrangements	3.1 Check employer and apprentice satisfaction with arrangements 3.2 Confirm continuity of training arrangements 3.3 Note progress towards achievement of training 3.4 Collect all other *necessary information* at the visit

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ELEMENT	PERFORMANCE CRITERIA
4. Report on outcome of the visit	4.1 Complete monitoring checklist 4.2 Document *irregularities* 4.3 Report to supervisor irregularities and any other issues arising from visit
5. Undertake follow up action	5.1 Update *relevant records* with appropriate codes 5.2 Provide feedback to employers or apprentice as necessary 5.3 Liaise with supervising Registered Training Organisation or government department as necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Federal and State Australian Apprenticeships Guidelines
- Organisation policies and procedures relating to the establishment and monitoring of Australian Apprenticeships
- Incentives and other assistance available to employer and Australian Apprentice including Disabled Apprentice Wage Support Scheme

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of federal and state guidelines relevant to establishing and monitoring Australian Apprenticeships
- Conduct monitoring visit, including completion of checklist
- Correctly record outcomes of visit in relevant databases

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to complete forms and checklists, check training records, make file notes, report incidents of irregularity in training arrangements
- Apply oral communication skills required to provide and elicit information from apprentice and employer regarding services of organisation, Australian Apprenticeship Guidelines and incentives
  Assessors should look for skills in asking questions, providing clear information, listening to and understanding needs of apprentices and employers, and active listening

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REQUIRED SKILLS AND KNOWLEDGE

skills

- Apply interpersonal skills including working with others, empathy with clients and an ability to relate to persons from diverse backgrounds
- Apply numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Demonstrate problem solving to address situations within responsibility of job role
- Apply technology skills to use business equipment

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace
  - relevant organisation policy, guidelines, procedures and protocols
  - federal and state Australian Apprenticeships guidelines
  - information on incentives and assistance available to apprentices and employers through state and federal governments and industry

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EVIDENCE GUIDE

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Written assignments
- Evidence gathered from the workplace environment
- Case studies and scenarios as a basis for discussion of issues and strategies in addressing queries and complaints by employer and apprentice
- Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

State and federal legislation and relevant guidelines include, but is not limited to:

- Federal Australian Apprenticeships Incentives Guidelines
- Guidelines on establishing Australian Apprenticeships, issued by State Training Authorities
- State Government Incentives Guidelines
- Industry Incentives Guidelines

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RANGE STATEMENT

Australian Apprenticeships supporting information may include, but is not limited to:	• Copy of Training Contract • Copy of Training Plan • Fact sheets • Incentives claims forms • Brochures • Marketing materials of own organisation
Necessary information collected at the visit may relate to, but is not limited to:	• Receipt of incentives • Implementation of Training Plan • Attendance of apprentice at workplace and training • Conduct of apprentice • Training Record information • Australian Apprenticeship Centre services
Irregularities may include, but are not limited to:	• Cancellation or suspension of training • Incentives not received • Training Plan not commenced or followed • Training Record Book not completed • Poor workplace performance by apprentice
Relevant records include, but are not limited to:	• Federal government Australian Apprenticeship database • Database and files of own organisation

Unit Sector(s)

Not Applicable

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CHCES311B Work effectively in employment services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to prepare a person to work in the employment services area

Application of the Unit

Application	This unit of competency may contribute toward recognition as a 'certified employment service practitioner' in line with the National Employment Services Association (NESA) standards

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify key aspects of the employment services area	1.1 Identify key organisations and *stakeholders* and their roles in the employment services area 1.2 Identify types and general features of services available to assist clients gain and retain employment
2. Operate effectively within the employment services area	2.1 Demonstrate working knowledge of current and emerging *issues affecting the employment services area* 2.2 Apply understanding of common *barriers to employment* and retention 2.3 Demonstrate understanding of cross cultural issues in work practices 2.4 Actively promote the value of diversity in the workplace 2.5 Share knowledge and skills with others

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ELEMENT	PERFORMANCE CRITERIA
3. Use other services to assist clients secure suitable employment	3.1 Recognise service boundaries 3.2 Identify internal and external *resources to whom clients may be referred for assistance* 3.3 Access current information on other services 3.4 Refer clients appropriately to other services
4. Meet *duty of care* and legal responsibilities	4.1 Ensure all work practices comply with *legislation relevant to the delivery of employment services* 4.2 Meet duty of care responsibilities when delivering employment services
5. Act ethically in the delivery of employment services	5.1 Meet industry standards of ethical practice 5.2 Meet *organisation standards* of ethical behaviour

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Appropriate services and programs available to assist clients, including nationally recognised training
- Assistance available to employers
- Current and emerging issues relating to work in the employment services area
- Key stakeholders (individuals and organisations) in employment services area
- National Vocational Education and Training (VET) system
- Principles of duty of care and ethical behaviour
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant State and Federal government legislation
- Understanding the impact and effects of unemployment on clients

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate in work practices, the application of legislation relevant to the delivery of employment services
- Demonstrate knowledge and understanding of the principles of duty of care and ethical behaviour
- Demonstrate understanding of principal client groups, their needs and barriers to employment, and how this knowledge affects work plans and activities
- Demonstrate understanding of the range and roles of organisations and stakeholders in the employment services area, and how services available can be utilised to assist clients

In addition, the candidate must be able to effectively do the task outlined in elements and

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REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic research skills to access information on stakeholders and their needs and services
- Apply interpersonal skills including working with others, empathy with clients and an ability to relate to persons from diverse backgrounds
- Apply oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service
  Oral communication skills include skills to provide and impart information on processes, obligations, and options; and to liaise internally and with external organisations
- Apply technology skills to use business equipment and software applications
- Apply written communication skills (literacy competence) required to fulfil job roles as specified by organisation/service
  The level of skill may range from reading and understanding organisation policies and procedures to preparing business correspondence and records of interview
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting or the inclusion of assessment tasks that are realistic and relevant to work in an employment services area

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Skills tasks
- Written assignments
- Evidence gathered from the workplace environment
- Third party reports
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Stakeholders are organisations and individuals who may include but are not limited to:

- Area Consultative Committees
- Australian Apprenticeships Support Services
- Centrelink
- Clients (i.e. job-seekers and employers)
- Community organisations
- CRS Australia
- Disability Employment Network
- Employers and employer peak bodies
- Federal, State and Local government departments and agencies
- Group Training Companies
- Job Network
- Organisations providing services to assist clients to secure suitable employment, including those funded by State and Federal government
- Training organisations
- Vocational Rehabilitation Services

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RANGE STATEMENT

Issues affecting the employment services area may include but are not limited to:

- Changes and trends in work
- Changing needs and expectations of clients (i.e. job-seekers and employers)
- Government policies and priorities relating to employment and training
- International labour conventions
- Linkages between labour market programs and services
- Outsourcing of government services

Client groups may include but are not limited to:

- Aboriginal and Torres Strait Islander peoples
- Apprentices and trainees
- Ex-offenders
- Long-term unemployed people
- Mature aged people
- People from non English speaking backgrounds
- People returning to the workforce following a lengthy absence, illness, injury or other incapacity
- People with disabilities
- Refugees
- Sole parents
- Those at risk of becoming long-term unemployed, without the provision of assistance
- Youth
- Youth at risk of long term unemployment

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RANGE STATEMENT

Barriers to employment are any factors that affect a person's prospects of securing suitable employment

They may include but are not limited to:

- Age
- Availability of suitable local employment opportunities
- Culture
- Disability
- Factors such as self-esteem, motivation, attitude, perceptions
- Health issues
- Language
- Limited work experience or gaps in work history
- Literacy and numeracy needs
- Non recognition of qualifications in Australia
- Personal factors such as hygiene, grooming, dress and appearance
- Skill level in relation to demands of labour market
- Social and economic circumstances

Resources to whom clients may be referred for assistance may include but are not limited to:

- Advocacy groups
- Centrelink
- Community organisations
- Educational institutions
- Government agencies and departments
- Health practitioners and professionals
- Industrial Relations Commission
- Members of Parliament
- Ombudsman
- Organisations delivering training and employment related programs funded by Federal, State and Local governments
- Professional service providers
- Rehabilitation providers
- Training providers

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RANGE STATEMENT

Legislation relevant to the delivery of employment services includes, but is not limited to:	• Archives Act • Corporations law • Crimes Act • Disability Services Act • Employment Agents Act • Federal legislation designed to address discrimination, e.g. Sex Discrimination Act, Racial Discrimination Act, Disability Discrimination Act • Financial Management and Accountability Act • Freedom of Information Act • Human Rights and Equal Opportunity Act • Industrial and Workplace Relations Act • Occupational Health and Safety Act • Privacy Act • Social Security Act • State child protection legislation • State legislation designed to address discrimination • Trade Practices Act
Duty of care responsibilities relate to but are not limited to:	• Adherence to all legislative and statutory requirements • Adherence to industry standards of ethical practice • Applying principles of natural justice • Providing complete, relevant and timely information to clients, employers and other stakeholders at all times
Organisation standards for ethical behaviour may include but are not limited to:	• Avoidance of conflicts of interest • Confidentiality of information • Professional relationships • Written or oral standards, stated or implied by the way the organisation conducts its business

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Unit Sector(s)

Not Applicable

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CHCES312A Deliver contracted employment services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to comply with government contractual requirements relating to the delivery of employment services

Application of the Unit

Application	This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify key requirements of *government contract*	1.1 Demonstrate knowledge of purchaser role 1.2 Identify service provider's contractual responsibilities 1.3 Identify key contractual compliance requirements in job role
2. Comply with *contractual requirements*	2.1 Meet contractual requirements relevant to job role 2.2 Report potential and actual non-compliance issues to management
3. Follow organisation policies and procedures for contractual compliance	3.1 Apply organisation policies and procedures relevant to contractual compliance 3.2 Maintain documents and records to meet organisation requirements 3.3 Monitor individual outcomes against contractual performance requirements

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor contractual compliance in job role	4.1 Monitor own performance against contractual compliance in job role 4.2 Identify and rectify any potential or actual non-compliance in job role

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Identity, roles and needs of key stakeholders involved in contract management and delivery
- Contractual requirements
- Ramifications of non-compliance
- Relevant legislation
- The principles of anti-discrimination, duty of care, ethical behaviour, natural justice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of the role of the purchaser and the needs of key stakeholders involved in contract management and delivery
- Explain contract provisions relevant to own job role and responsibilities
- Apply relevant organisation policies and procedures that relate to contractual compliance

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Access contractual documentation and organisation policies and procedures; needs of stakeholders; and legislation relevant to employment services
- Apply oral communication skills required to liaise with other stakeholders and colleagues, providing and eliciting information from clients and employers, and acknowledging and responding to a range of views
- Apply written communication skills required to fulfil job roles as specified by

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REQUIRED SKILLS AND KNOWLEDGE

organisation/service:

- the level of skill may range from reading and understanding contracts and organisation policies and procedures, to documenting needs/ requirements of clients and employers, to preparing correspondence and business documents
- Apply interpersonal communication skills including working with others, displaying empathy with clients and an ability to relate to persons from diverse backgrounds and with multiple barriers to employment
- Apply problem solving skills to solve problems relating to contractual compliance, including compliance with code of practice

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting or the inclusion of assessment tasks that are realistic and relevant to work in an employment services area

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Skills tasks or projects
- Written assignments
- Evidence gathered from the workplace environment
- Third party reports
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Government includes:	• Federal • State • Local
Contract includes, but is not limited to:	• Contracts to deliver employment services entered into with government

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RANGE STATEMENT

Contractual requirements include, but are not limited to:

- Types of contracted services/ business streams
- Service delivery methods and standards
- Standards for documentation/ record-keeping and for management of information
- Performance requirements (quantitative and qualitative), performance milestones
- Performance analysis methods, including audit processes
- Legislation relevant to delivery of employment services
- Codes of practice
- Duty of care provisions
- Conflicts of interest
- Fees, payment processes and schedules; payable and non payable outcomes
- Fraud prevention measures
- Contract dispute processes
- Penalties and implications of non-compliance with contractual requirements
- Services to priority client groups

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RANGE STATEMENT

Relevant legislation relates to, but is not limited to:

- Privacy Act
- Trade Practices Act
- Social Security Act
- Disability Services Act
- Employment Agents Act
- Federal legislation that addresses discrimination, e.g. Disability Discrimination Act, Race Discrimination Act, Sex Discrimination Act
- State legislation relating to Anti-Discrimination
- Financial Management and Accountability Act
- Crimes Act
- Corporations law
- Archives Act
- Freedom of Information
- Workplace Relations Act
- Human Rights and Equal Opportunity Commission Act
- Occupational Health and Safety Act
- State child protection legislation

Unit Sector(s)

Not Applicable

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CHCES402C Deliver Australian Apprenticeship services

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCES402B Deliver Australian Apprenticeships services	CHCES402C Deliver Australian Apprenticeships services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to establish and monitor Australian Apprenticeships arrangements

Application of the Unit

Application

This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide advice on Australian Apprenticeships framework	1.1 Access and explain relevant *state and federal guidelines* 1.2 Identify and explain Australian Apprenticeships *training options* relevant to employer and apprentice 1.3 Explain *key stakeholder* roles and responsibilities
2. Establish Australian Apprenticeships arrangements	2.1 Explain industrial and training responsibilities 2.2 Complete *documentation* accurately and fully 2.3 Record Australian Apprenticeship in relevant databases 2.4 Despatch documentation to relevant authorities for processing
3. Monitor and report on service delivery	3.1 Plan client visits and conduct at planned intervals 3.2 Check and document client satisfaction 3.3 Report non-compliance with obligations under Training Agreements to relevant authorities 3.4 Record outcomes correctly in relevant databases

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Federal and State Australian Apprenticeships Guidelines including Disabled Apprentice Wage Support Scheme
- Organisation policies and procedures relating to the establishment and monitoring of Australian Apprenticeships
- Incentives and other assistance available to employer and apprentice
- Federal and state legislation, including Workplace Relations Act; work health and safety (WHS) legislation; Privacy Act; federal legislation designed to address discrimination, e.g. Sex Discrimination Act, Race Discrimination Act, Disability Discrimination Act; state legislation addressing discrimination
- State industrial framework and legislation
- Registered Training Organisations delivering appropriate training
- Roles and responsibilities of key stakeholders
- National Vocational Education and Training system

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of federal and state guidelines relevant to Australian Apprenticeships
- Demonstrate knowledge of training options available to employers and apprentices
- Identify a range of training options appropriate to a variety of workplace situations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Apply reading and writing skills required to understand organisation policies and procedures relevant to job role, contractual requirements, legislation, to complete forms, make file notes, prepare reports and prepare business correspondence
- Apply oral communication skills required to explain Australian Apprenticeships processes and systems, promote services of the organisation, provide and elicit information from apprentice and employer regarding services of organisation, Australian Apprenticeship Guidelines and incentives, in particular skills in:
  - asking questions
  - providing clear information
  - listening to and understanding needs of apprentices and employers
  - active listening skills
- Apply interpersonal skills including working with others, empathy with clients and an ability to relate to persons from diverse backgrounds
- Apply problem solving skills to address any problems or issues that may arise in the Australian Apprenticeships arrangements
- Apply numeracy skills to provide statistical reports and undertake basic calculations
- Apply technology skills to use business equipment and software, with sound skills in entering data into databases

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - relevant organisation policy, guidelines, procedures and protocols
  - federal and state Australian Apprenticeships guidelines
  - information on incentives and assistance available to apprentices and employers through state and federal governments and industry

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EVIDENCE GUIDE

Method of assessment may include:	• Observations • Questioning • Case studies • Written assignments • Evidence gathered from the workplace environment • Case studies and scenarios as a basis for discussion of issues and strategies in addressing queries and complaints by employer and apprentice • Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

State and federal guidelines and legislation include, but is not limited to:	• Federal Australian Apprenticeships incentives guidelines • Guidelines on establishing Australian Apprenticeships, issued by state training authorities • State government incentives guidelines • Industry Incentives Guidelines
Training options may include, but are not limited to:	• Apprenticeship • Traineeship • Full time • Part time • Group Training arrangement

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RANGE STATEMENT

Key stakeholder includes, but is not limited to:	• Federal and State government departments and agencies • State training authorities • Employers • Australian Apprentices • Supervising registered training organisations • Industrial Relations Commission
Documentation includes, but is not limited to:	• Training contract • Commonwealth incentives form • State government incentives forms

Unit Sector(s)

Not Applicable

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CHCES404B Promote clients to employers

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to promote clients to potential employers and the empowerment of clients to promote their skills and abilities to employers

Application of the Unit

Application	This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for employer contact	1.1 Use *labour market information* as a context and aid in determining options 1.2 Identify *target employment market* 1.3 Plan *contact approach*
2. Identify selling points of client	2.1 Identify strengths and abilities of client 2.2 Convert strengths and abilities to *selling points* 2.3 Match selling points to employer needs
3. Negotiate suitable outcome for client	3.1 Use *persuasive communication techniques* as required 3.2 Emphasise selling points 3.3 Manage *employer resistance* 3.4 *Provide appropriate support* to client, as required 3.5 Negotiate and reach *outcome*

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ELEMENT	PERFORMANCE CRITERIA
4. Undertake follow up action	4.1 Review and refine contact approach as appropriate 4.2 Provide *information* to employer as required 4.3 Provide *feedback to client* 4.4 Update information systems according to *organisation policies and procedures*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Expectations and needs of both clients and potential employers
- Current and emerging characteristics and requirements of local labour markets
- Relevant legislative requirements, e.g. Disability Services Act, Federal and State anti-discrimination legislation, Workplace Relations Act
- Knowledge of incentives and other assistance available to employer and New Apprentice including Disabled Apprentice Wage Support Scheme
- Organisation policies on assistance available to clients and potential employers to secure and maintain an employment placement or trial workplacement

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify appropriate target employment markets that align with individual client needs and circumstances
- Use advanced communication and sales skills to negotiate an appropriate outcome for both client and employer

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REQUIRED SKILLS AND KNOWLEDGE

- Inform client and employer of appropriate forms of assistance and provide as required
- Take follow up action to assist in sustaining the employment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills, including:
  - skills to analyse labour market information so that appropriate employers are targeted
  - sales skills to identify viable options, handle objections, sell a solution, and take follow up action as required
  - advanced communication skills, including the ability to negotiate a realistic outcome that sufficiently meets the needs of all parties; to impart and elicit information effectively; to listen actively and to be assertive when required
  - interpersonal skills to empathise and effectively interact with people from diverse backgrounds
  - technology skills to use business equipment and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  This unit is related to:
  - CHCES401A Analyse and apply labour market information
  - sales units contained within the Business Services Training Package
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Evidence gathered from the workplace environment
- Structured interviews
- Observations
- Written assignment
- Project
- Questioning
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Labour market information may include but is not limited to:

- Composition of the labour market
- Information regarding industries and industry sectors (e.g. workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force, hiring processes and patterns)
- Information regarding occupations (e.g. prospects of employment, type of work undertaken, conditions of employment)
- Trends
- Current status
- Industrial framework
- Employer expectations

Target employment market may include, but is not limited to:

- Industries where skills and abilities of client are applicable
- Employers that offer employment in appropriate occupations
- Employers with a history of offering opportunities to clients with barriers to employment
- Employers with current job opportunities that sufficiently align with skills and abilities of client

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RANGE STATEMENT

Contact approach to promote client can include, but is not limited to:	• Appointments and interviews with employers • Telemarketing • Telephone communication • Correspondence • Cold canvassing (door knocking) • Advertising • Business cards • Personal profiles and resumes
Selling points include, but are not limited to:	• Examples of relevant knowledge and experience and personal qualities likely to be valued by the employer • Points related specifically to the needs of individual employers • Points to answer any employer queries or concerns about the client
Persuasive communication techniques may include, but are not limited to:	• Negotiation techniques • Sales techniques • Assertiveness • Ability to communicate benefits of non discrimination and diversity in the workplace • Ability to explain legislative requirements • Ability to present viable, realistic options to the employer
Employer resistance may relate to, but is not limited to these barriers to employment:	• Skills level, type and currency • Limited work experience or gaps in work history • Lack of transport • Literacy and numeracy skill level • Factors such as self-esteem, motivation, attitude • Factors such as hygiene, grooming, dress and appearance

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RANGE STATEMENT

Outcome may include, but is not limited to:	• Interview appointment for the client • Trial workplacement • Job placement (e.g. permanent, temporary, full time, part time; casual or contract) • Forwarding of resume or profile for employer to retain on file
Provide appropriate support may include, but is not limited to:	• Role plays, mock interviews for client • Coaching (e.g. in negotiation skills, assertiveness skills, sales skills, preparation of correspondence and forms, interview techniques, telephone interactions with employers) • Assistance with scripts • Providing regular practice opportunities • Debriefing and constructive feedback • Provision of wage subsidies or negotiation of supported wage with employer • Provision of other assistance available to the employer if hiring takes place (e.g. workplace support, training of client, funding of workplace aids and adjustments)
Information that may be provided to the employer may relate to, but is not limited to:	• Forms of assistance available • Sources of further information, e.g. on workplace relations matters, awards and conditions • Marketing material relating to products and services of the organisation
Feedback to client may relate to, but is not limited to:	• Interview performance and results • Relevant information regarding the employer, (e.g. culture, performance requirements, pay and conditions, job role and responsibilities) • Future assistance available to them through the organisation • Sources of assistance outside the organisation • Action to take if difficulties arise with the placement

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RANGE STATEMENT

Organisation policies and procedures relating to recording of information may include, but are not limited to:	• Recording of information against client and employer files and database records • Use of contact management systems for employers

Unit Sector(s)

Not Applicable

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CHCES411A Collect, analyse and apply labour market information

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to collect, analyse and apply labour market information as a means to improve delivery of employment services

Application of the Unit

Application	This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect *labour market* information	1.1 Define type of *labour market information* to be collected 1.2 Identify and access a range of suitable *information sources* 1.3 Use a range of *appropriate methods* to collect labour market information 1.4 Define characteristics of labour markets 1.5 Identify *current and emerging characteristics* of specific labour markets
2. Analyse labour market information	2.1 Analyse labour market information to identify effects upon current and future operations 2.2 Report and discuss results of analysis with the work group

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ELEMENT	PERFORMANCE CRITERIA
3. Improve the delivery of employment services by using labour market information	3.1 Assess service delivery plans, processes and practices in terms of their alignment with current and emerging labour market conditions 3.2 Improve work practices to reflect current and emerging characteristics of the labour market

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The composition and working of labour markets
- Understanding of current labour market characteristics and issues
- Unemployment figures for local area
- Current and projected skills shortages
- Occupations within key employing industries in local area

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use an appropriate range of labour market data sources to collect information, including Labour Market Portal
- Analyse labour market information to determine relevance to current and future delivery of services
- Apply knowledge of labour market information to planning and improvement of service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply literacy and numeracy skills to read and understand a variety of texts and statistics; prepare labour market information in a report format and to enter the information into organisation's information systems
- Apply planning skills to organise information and plan and review work activities
- Apply problem solving skills to deal with ambiguous information

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REQUIRED SKILLS AND KNOWLEDGE

- Apply oral and written communication skills to provide and elicit advice and information effectively
- Apply technology skills to use business equipment and software including use of internet and intranet for research

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting, such as the DEWR Learning Centre
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  This unit is related to
  - CHCES403B Develop and monitor employment plans
  - CHCES406B Provide job search support
  - CHCCAR501B Conduct career guidance interview
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Skills tasks or projects
- Written assignments
- Evidence gathered from the workplace environment
- Third party reports
- Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Labour market may be defined by, but is not limited to:

- Geographic location
- Client demographics
- Industry and industry sectors
- Seasonal factors
- Agricultural crops

Labour market information includes, but is not limited to:

- Information regarding industries and industry sectors (e.g. workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force)
- Information regarding occupations (e.g. prospects of employment, type of work undertaken, workforce size, hiring methods, conditions of employment, employer expectations of workers)
- Labour market trends
- Peak and trough periods in demand for labour/ seasonality
- Areas of high employment and unemployment
- Current labour market conditions
- Business and economic forecasts
- Emerging labour market developments
- Industrial framework
- Services, products, business levels of competitors
- Other distinguishing characteristics

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RANGE STATEMENT

Information sources include, but are not limited to:

- Information available within the organisation
- Publications, industry journals, articles
- Internet websites
- Telephone directories
- Commercial databases of businesses and industries
- Australian Bureau of Statistics
- Department of Employment and Workplace Relations
- Workplace Agreements; information on Federal and State awards
- Visits to workplaces
- Business cards
- Industry Associations
- Employee Associations
- Chambers of Commerce
- Grower associations
- State government departments of employment and training
- Newspaper recruitment advertisements
- Community organisations
- University and other research facilities

Appropriate methods to gather information may include, but are not limited to:

- Use of internet and intranet
- Surveys
- Client interviews
- Focus groups
- Individual research
- Questioning during marketing activities to employers
- Use of libraries
- Publications
- Attendance at meetings
- Networking
- Workplace visits

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RANGE STATEMENT

Current and emerging characteristics of labour markets may refer to, but are not limited to:	• Volunteer workforce • Casualisation of workforce • Length of average working hours • Contract employment • Portability of skills • Globalisation • Impact of technology • Lifelong learning • Changing face of core skills • Core vocational skills gained while at school • Ageing population • Transitional labour market programs
Planning activities include, but are not limited to:	• Business planning and forecasting • Job search planning • Promotional plans • Marketing plans • Contact plans • Employment plans for individual clients
Organisation policies and processes may include, but are not limited to:	• Recording of information against client and employer files and database records • Use of contact management systems for employers • Preparation of reports on labour market intelligence and information

Unit Sector(s)

Not Applicable

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CHCES413A Develop and monitor employment plans with clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop and monitor plans relating to job search and other activities undertaken by a client to achieve an employment outcome

Application of the Unit

Application	This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess client's employment related needs	1.1 Assess client knowledge, skills, attitudes and circumstances against labour market requirements to identify employment related strengths and barriers to effective entry into employment 1.2 Conduct and record assessment according to organisation procedures
2. Develop *employment plan*	2.1 Discuss and agree realistic employment goals 2.2 Identify appropriate training, *job search activities* and resources to move client towards employment goals 2.3 Identify strategies to address non-vocational barriers which may affect employment opportunities 2.4 Include in the employment plan achievable, measurable steps with clear timelines and responsibilities 2.5 Use appropriate communication skills to involve client and gain their agreement and commitment 2.6 Ensure *relevant legislation* and contractual requirements are met

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ELEMENT	PERFORMANCE CRITERIA
3. *Monitor* implementation of employment plan	3.1 At regular intervals, review and record client progress toward achievement of objectives 3.2 Where progress is not achieved, review and amend plan and strategies in consultation with the client 3.3 Provide feedback and support to client to support them toward achievement of goals 3.4 Where applicable, report non-compliance with obligations to relevant authorities in accordance with contractual, legislative and organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislative requirements
- Local labour market conditions
- Organisation requirements relating to format, documentation, content and monitoring of employment plans
- If applicable, contractual requirements relating to employment plans
- Understanding common effects of unemployment on clients
- Understanding of strengths-based assessment approach
- Training and other pathways to occupational areas
- Job search techniques and strategies
- Legislation that applies to employment plans
- External resources available to people seeking employment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure plans are appropriate to the needs of individual clients, and labour market conditions
- Ensure plans comply with relevant legislation
- Ensure plans follow organisation policies and procedures, including documentation standards

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Interpret organisation, contractual and legislative requirements as they relate to employment planning
- Demonstrate application of skills, including:
  - communication skills to involve and engage a client in the employment planning process and provide constructive feedback and support
  - research skills to maintain currency of information
  - technology skills to use information systems
  - skills to access and provide appropriate support to client

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting or the inclusion of assessment tasks that are realistic and relevant to work in an employment services area

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  This unit is related to:
  - CHCES401B Analyse and apply labour market information
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Skills tasks
- Written assignments
- Evidence gathered from the workplace environment
- Third party reports
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Employment plan may include, but is not limited to:

- Intensive assistance activity agreements
- Intensive assistance support plans
- Job search skills plan
- Client action plans
- Return to work plans
- Client activity plans
- Plans of the support and assistance to be provided to the client by the organisation

Job search activities may include, but are not limited to:

- Registration with employment agencies
- Work experience/ trial workplacements
- Job search activities
- Job search training
- Voluntary work
- Participation in the community
- Training to address barriers to employment
- Researching labour markets or training options appropriate to their needs

Relevant legislation may include, but is not limited to:

- Social Security Act, including mutual obligation provisions
- Disability Services Act
- Privacy Act

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RANGE STATEMENT

Monitor may include, but is not limited to:	• Monitoring against timeframes, outcomes and activities included in the employment plan • Regular contact with client via mail, telephone, email and interviews • Checking of relevant documentation • Job search diaries and other proformas recording details of activities undertaken • Checking of organisation information systems and databases • Feedback from employers and providers of training and other assistance

Unit Sector(s)

Not Applicable

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CHCES415A Monitor and improve contracted employment services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to monitor and improve contractual compliance in the delivery of employment services in a team or in own job role

Application of the Unit

Application	This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Meet *contractual requirements*	1.1 Identify key contractual requirements related to service delivery 1.2 Determine key activities to deliver services in accordance with contract 1.3 Allocate resources accordingly
2. Monitor compliance with government contract	2.1 Use *monitoring mechanisms* and tools to evaluate compliance with *government contract* 2.2 Identify areas for improvement in contractual compliance 2.3 Report any potential or actual non-compliance issues to management
3. Implement improvements to contractual compliance	3.1 Develop action plans to improve delivery of contractually compliant services 3.2 Implement and regularly monitor action plans to ensure progressive improvement of contractual compliance

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Contractual requirements
- Organisation policies and procedures pertaining to contract compliance
- Relevant legislation
- The principles of anti-discrimination, duty of care, ethical behaviour, natural justice
- Implications for organisation and self of non compliance with contractual requirements
- Performance monitoring process
- Audit processes
- Continuous improvement processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of the relevance of key contractual requirements to own role and responsibilities, and those of the work group
- Monitor compliance with the contract via a range of appropriate methods
- Adjust plans, processes and procedures to improve performance against key contractual requirements
- Demonstrate understanding of government audit processes and requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills, including:

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REQUIRED SKILLS AND KNOWLEDGE

- research skills to access information on government contract
- analytical skills to analyse performance against contractual requirements and identify areas for improvement
- problem solving skills to identify strategies to improve contractual compliance
- planning skills to plan for improved contractual compliance performance
- written communication skills (literacy competence) to prepare contractually compliant documentation and reports
- oral communication skills (language competence) to convey contractual information and work with colleagues to improve delivery of contractually compliant services
- technology skills to use business equipment and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting or the inclusion of assessment tasks that are realistic and relevant to work in an employment services area

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Skills tasks
- Written assignments
- Evidence gathered from the workplace environment
- Third party reports
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Government includes:	• Federal • State • Local
Contract includes, but is not limited to:	• Contracts to deliver employment services entered into with government

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RANGE STATEMENT

Contractual requirements include, but are not limited to:

- Types of contracted services/ business streams
- Service delivery methods
- Standards for documentation/ record-keeping and for management of information
- Performance requirements (quantitative and qualitative), performance milestones
- Performance analysis methods, including audit processes
- Legislation relevant to delivery of employment services
- Codes of practice
- Duty of care provisions
- Conflicts of interest
- Fees, payment processes and schedules; payable and non payable outcomes
- Fraud prevention measures
- Contract dispute processes
- Penalties and implications of non-compliance with contractual requirements

Relevant legislation relates to, but is not limited to:

- Privacy Act
- Trade Practices Act
- Social Security Act
- Disability Services Act
- Employment Agents Act
- Federal legislation that addresses discrimination, e.g. Disability Discrimination Act, Race Discrimination Act, Sex Discrimination Act
- State legislation relating to Anti-Discrimination
- Financial Management and Accountability Act
- Crimes Act
- Corporations law
- Archives Act
- Freedom of Information
- Workplace Relations Act
- Human Rights and Equal Opportunity Commission Act
- Occupational health and safety
- State legislation relating to child protection

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RANGE STATEMENT

Monitoring mechanisms may include, but are not limited to:	• Records and reports of work achievements against performance standards and measures • Internal audit processes • Regularly scheduled statistical monitoring of performance using organisation information systems • Random checking of files and other documentation, both hard copy and electronic • Customer surveys/ follow up • Complaint registers
Follow up action to address performance shortfalls may include, but are not limited to:	• Strategies in accordance with work group business and performance improvement plans • Quality and continuous improvement processes of the organisation • Skill and knowledge development of individuals and groups • Process improvement strategies • Clarification of roles and performance expectations relating to individuals and groups • Team effectiveness improvement measures • Communication improvement strategies
Government audit requirements may include access to the following, but are not limited to:	• Case files, hard copy and electronic • Client and employer records of all types • Complaints register and policy • Client feedback processes • Information on record management • Details of assistance provided to clients and employer • Claim records • Fraud prevention processes

Unit Sector(s)

Not Applicable

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CHCES416A Plan and provide job search support

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with a client to develop their job search strategies and skills in order to increase their ability to secure and retain suitable employment

Application of the Unit

Application	This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan the client's job search activities	1.1 Identify, with the *client*, suitable occupations, industries and locations for *job search*, taking into account their individual circumstances 1.2 Complete an action plan with the client, including strategies to approach the market and any support requirements
2. Develop the client's job search skills and resources	2.1 Assess client's current job search skills and resources to identify areas for development and improvement 2.2 Complete a job search skills development plan with the client, targeting identified areas 2.3 Improve client's job search skills and resources through formal and informal development activities

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor job search strategy and skills development	3.1 Regularly review client's job search strategies and job search skills and resources to identify areas for further action and improvement 3.2 Regularly review effectiveness of support provided to the client to ensure appropriate support is maintained

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Local labour market conditions and employment opportunities
- Job search strategies
- Relevant organisation policies
- Legislation that impacts on employment
- Information resources available to people seeking employment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use research skills to maintain currency of information
- Apply current knowledge of the local labour market
- Collect relevant information to determine appropriate areas of the labour market for the client to target for marketing
- Apply appropriate tools and resources to support and assist the client in their job search
- Demonstrate and impart knowledge about job search strategies
- Work collaboratively with the client

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting or the inclusion of assessment tasks that are realistic and relevant to work in an employment services area

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  This unit is related to
  - CHCES303B Use labour market knowledge; and
  - CHCES401B Analyse and apply labour market information
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Skills tasks
- Written assignments
- Evidence gathered from the workplace environment
- Third party reports
- Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Support and assistance to the client may include:

- Access to and support to use computers and other facilities provided by the organisation
- Coaching
- Mentoring
- Provision of information on accessing appropriate services and resources
- Training

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RANGE STATEMENT

Information provided may take the form of:

- Labour market information
- Printed or published resources including training materials, newsletters/circulars, leaflets/brochures, publications
- Video and AV presentations
- Job search information available through the internet
- Government vacancy databases and vacancy notification systems

Modes of communication may include:

- Communication via email, phone, mail or other means
- Group training courses or workshops
- Individual or group information sessions
- IT system-based communication
- One-on-one interviews and training sessions

Job search strategies may include:

- Preparation, review and/or revision of a resume or equivalent document
- Advice, coaching or other assistance relating to
  - strategies to locate suitable jobs
  - education and training prerequisites for employment
  - preparation of job applications
  - methods to apply for jobs
  - marketing to employers
  - job interviews
  - interview follow up

Organisation procedures may include:

- Contractual requirements for information and record-keeping
- Measures to protect client confidentiality
- Explanation to client of service standards and rights
- Explanation of complaints process

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RANGE STATEMENT

Client may include:

- Any person seeking the assistance of the organisation to gain suitable employment, who may include:
  - clients of government-funded employment programs and services
  - referred and self-referred clients
  - young people
  - mature age people
  - people from culturally and linguistically diverse backgrounds
  - indigenous people
  - people with disabilities
  - sole parents or carers returning to work

Unit Sector(s)

Not Applicable

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CHCES502C Research and report on labour market information

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCES502B Research and report on labour market information	CHCES502C Research and report on labour market information	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to research and analyse labour market information and apply it in managing delivery of employment services

Application of the Unit

Application

This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research *labour market* information	1.1 Research *labour market information* relevant to the business priorities and operations of the organisation or work group 1.2 Use *appropriate research methods* to identify and collect relevant information 1.3 Identify relevant, *current and emerging labour market characteristics*
2. Analyse labour market information	2.1 Organise labour market information into appropriate formats 2.2 Develop and apply *criteria to identify target markets* with business development potential 2.3 Analyse labour market information for *opportunities and impacts* upon current and future business operations and priorities
3. *Report on labour market information*	3.1 Record labour market information in accordance with *organisation policies and processes* 3.2 Prepare reports to disseminate labour market information and analysis

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ELEMENT	PERFORMANCE CRITERIA
4. Apply knowledge of the labour market to management activities	4.1 Incorporate labour market information into individual and work group *planning* and activities 4.2 Use labour market information in the management of business and individual performance

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The composition and working of labour markets
- Understanding of characteristics and issues relating to labour markets on a national, state and local level
- Current and projected skills shortages
- Knowledge of workplace relations issues and legislation and awards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Research labour market data relevant to business operations and priorities
- Analyse labour market information to determine opportunities and threats to current and future delivery of services and to identify target markets that meet specified criteria
- Apply knowledge of labour market information to planning and performance management

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills, including:
  - literacy and numeracy skills to research a variety of texts and statistical information; prepare reports based on labour market information and to enter the information into organisation's information systems
  - planning skills to organise information; set goals and targets; and plan and review activities and the allocation of resources

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REQUIRED SKILLS AND KNOWLEDGE

- problem solving skills including an ability to analyse information and deal with ambiguous information
- oral and written communication skills to provide and elicit advice and information effectively
- technology skills to use business equipment and software safely and effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resource requirements for assessment include access to:
	  • a relevant workplace or an appropriately simulated environment where assessment may take place
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observations • Questioning • Project • Written assignment • Evidence gathered from the workplace environment • Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Labour market may be defined by, but is not limited to:

- Geographic location
- Client demographics
- Industry and industry sectors
- Occupation
- Seasonal factors
- Agricultural crops

Labour market information includes, but is not limited to:

- Information regarding industries and industry sectors (e.g. workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force)
- Information regarding occupations (e.g. prospects of employment, type of work undertaken, workforce size, hiring methods, conditions of employment, employer expectations of workers)
- Labour market trends
- Peak and trough periods in demand for labour/seasonality
- Areas of high employment and unemployment
- Current labour market conditions
- Business and economic forecasts
- Emerging labour market developments
- Industrial framework
- Services, products, business levels of competitors
- Other distinguishing characteristics

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RANGE STATEMENT

Information sources include, but are not limited to:

- Information available within the organisation
- Publications, industry journals, articles
- Internet websites
- Telephone directories
- Commercial databases of information relating to businesses and industries
- Australian Bureau of Statistics
- Federal and State government departments and agencies
- Workplace Agreements; information on Federal and State awards
- Visits to workplaces
- Business cards
- Professional associations
- Industry Associations
- Employee Associations
- Chambers of Commerce
- Grower associations
- Newspapers e.g. recruitment advertisements and articles
- Community organisations
- University and other research facilities

Appropriate research methods may include, but are not limited to:

- Use of internet
- Surveys
- Client interviews
- Focus groups
- Individual research
- Questioning during marketing and networking activities
- Use of libraries
- Publications
- Attendance at meetings
- Networking
- Workplace visits
- Communication with colleagues and experts

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RANGE STATEMENT

Current and emerging labour market characteristics may refer to, but are not limited to:

- Volunteer workforce
- Casualisation of workforce
- Length of average working hours
- Contract employment
- Portability of skills
- Globalisation
- Impact of technology
- Lifelong learning
- Changing face of core skills
- Core vocational skills gained while at school
- Ageing population
- Transitional labour market programs

Criteria to identify target markets include, but are not limited to:

- Match of occupations represented with those registered with the organisation
- Industry growth
- Workforce size
- Staff turnover levels
- Potential to employ people with barriers to employment
- Location
- Hiring processes and patterns
- Internal human resource management capability of specific employers
- Use of competitors' services and products
- Accessibility (e.g. public transport) of specific employers or geographic areas
- Capability of the organisation to service the account

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RANGE STATEMENT

Opportunities and impacts may result from, but are not limited to:

- Openings/closures of large employers
- Retrenchments
- Changes in hiring processes and patterns
- Emergence of new industry sectors
- Development of geographic sites, e.g. industrial estates, retail precincts
- Expansion/changes in transport services
- Changes in availability and skill levels of workers
- Changes in government policy
- Emergence of competitors or changes to competitor products and services

Report on labour market information may utilise the following, but is not limited to:

- Tables and charts
- Software applications
- Reports, written and verbal
- Hard copy files
- Presentations

Organisation policies and processes may include:

- Recording of information against client and employer files and database records
- Use of contact management systems for employers
- Use of labour market information in business and strategic planning
- Preparation of regular reports on labour market intelligence and information

Planning includes, but is not limited to:

- Business plans and forecasting
- Resource usage plans
- Promotional plans
- Sales plans
- Marketing plans
- Contact/ account management plans for employers

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RANGE STATEMENT

Performance management uses of labour market information include, but are not limited to:	• As a context and aid in setting and reviewing performance targets of individuals and work groups • As a factor impacting upon the achievement of performance outcomes by individuals and work groups • As an indicator of the need to reallocate resources

Unit Sector(s)

Not Applicable

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CHCES511B Manage contracted employment services

Modification History

Version 3	Version 4	Comments
CHCES511A Manage contracted employment services	CHCES511B Manage contracted employment services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to manage quality service delivery of a work group to meet the requirements of a government contract

Application of the Unit

Application

This unit applies to work in an employment services context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish *cooperative working arrangements* with *government*	1.1 Incorporate stakeholder needs into service delivery strategies 1.2 Notify purchasers of problems in meeting stakeholder needs 1.3 Conduct negotiations to resolve difficult and complex issues related to service delivery and contractual compliance 1.4 Document and record outcomes of issue resolution to meet legal and audit requirements
2. Manage business performance against contractual performance requirements	2.1 Calculate *contract* milestone targets 2.2 Undertake periodic regular *measurement of target achievement* 2.3 Analyse performance results to determine shortfalls or over achievement 2.4 Take *action to resolve performance related issues*

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ELEMENT	PERFORMANCE CRITERIA
3. Manage service quality	3.1 Develop, implement and measure *service quality standards* 3.2 Conduct *client and employer satisfaction surveys* 3.3 Investigate and document complaints concerning service quality and take action to comply with *ethical standards*, service standards and *contractual requirements* 3.4 Follow organisation processes for continuous improvement
4. Report on contractual compliance	4.1 Appropriately handle complaints from internal and external stakeholders regarding incidents of non compliance by the work group 4.2 Prepare *reports on levels of contractual compliance*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Contractual requirements
- Organisation policies and procedures pertaining to contract compliance
- Relevant legislation
- Implications for organisation and self of non compliance with contractual requirements
- Performance monitoring and quality assurance processes and benchmarking
- Risk assessment and management
- Audit processes
- Continuous improvement processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of the needs of government stakeholders and can identify strategies to establish and maintain cooperative working relationships
- Demonstrate understanding of the relevance of key contractual business performance and service quality requirements to own role and responsibilities, and those of the work group
- Manage compliance with these contract requirements via a range of appropriate methods, including the development of service standards, and regularly obtaining stakeholder feedback
- Adjust plans, processes and work practices to improve performance against key contractual requirements
- Resolve complaints and issues to the satisfaction of stakeholders, including dealing with challenging behaviours

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills, including:
  - research skills to access information on government contract
  - analytical skills to analyse performance against contractual requirements and identify areas for improvement
  - problem solving skills to identify strategies to improve contractual compliance
  - planning skills to plan for improved contractual compliance performance
  - written communication skills to prepare contractually compliant documentation and reports
  - oral communication skills to convey contractual information and work with colleagues to improve delivery of contractually compliant services
  - technology skills to use business equipment and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation of performance in the work environment or in a simulated work setting or the inclusion of assessment tasks that are realistic and relevant to work in an employment services area

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Case studies
- Skills tasks
- Written assignments
- Evidence gathered from the workplace environment
- Third party reports
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Government includes:	• Federal • State • Local
Cooperative working arrangements may include, but are not limited to:	• Regular liaison with government on a range of contractual issues • Cooperative resolution of any issues relating to contract • Attendance at meetings of providers arranged by government purchaser and/or central agency • Involvement in and contribution to surveys and studies arranged by government
Contract includes, but is not limited to:	• Contracts to deliver employment services entered into with government

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RANGE STATEMENT

Contractual requirements include, but are not limited to:

- Types of contracted services/business streams
- Service delivery methods
- Standards for documentation/record-keeping and for management of information
- Performance requirements (quantitative and qualitative), performance milestones
- Performance analysis methods, including audit processes
- Legislation relevant to delivery of employment services
- Codes of practice
- Duty of Care provisions
- Conflicts of interest
- Fees, payment processes and schedules; payable and non payable outcomes
- Fraud prevention measures
- Contract dispute processes
- Penalties and implications of non-compliance with contractual requirements

Key business performance requirements may include, but are not limited to:

- Any key performance indicators (KPIs) contained in a contract that may relate to specific contacted services; specific client groups and/ or may relate to quality of service delivery
- Percentages/numbers of outcomes achieved against contracted number of outcomes as at contract milestone dates
- Percentages/numbers of outcomes achieved for particular client groups (e.g. people unemployed for extended periods or those facing particular barriers)
- Percentages/numbers of outcomes where employment is sustained for a certain period

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RANGE STATEMENT

Measurement of target achievement may include mechanisms such as:	• Records and reports of work achievements against performance standards and measures • Internal audit processes • Regularly scheduled statistical monitoring of performance using organisation information systems • Random checking of files and other documentation, both hard copy and electronic
Action to resolve performance related issues can include, but is not limited to:	• Strategies in accordance with business and performance improvement plans • Quality and continuous improvement processes of the organisation • Skill and knowledge development of individuals and groups • Process improvement strategies • Reallocation of resources • Clarification of roles and performance expectations relating to individuals and groups • Team effectiveness improvement measures • Communication improvement strategies

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RANGE STATEMENT

Legislation relates to, but is not limited to:	• Privacy Act • Trade Practices Act • Social Security Act • Disability Services Act • Employment Agents Act • Federal legislation that addresses discrimination, e.g. Disability Discrimination Act, Race Discrimination Act, Sex Discrimination Act • State legislation relating to Anti-Discrimination • Financial Management and Accountability Act • Crimes Act • Corporations law • Archives Act • Freedom of Information • Workplace Relations Act • Human Rights and Equal Opportunity Commission Act • Work health and safety (WHS) • State legislation relating to child protection
Key stakeholders are organisations and individuals, who may include, but are not limited to:	• Clients (i.e. job-seekers and employers) • Organisations providing services under a government contract • Federal, State and Local government departments and agencies • Area Consultative Committees • Community organisations • Providers of complementary services and programs • Boards of Management • Peak bodies • Industry associations • Employee associations

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RANGE STATEMENT

Service quality standards may relate to, but are not limited to:	• Customer service standards referring to key interaction points • Documentation standards • Data input • Records management • Complaint handling • Confidentiality • Standards may be written or oral
Client and employer satisfaction surveys may relate to, but are not limited to:	• Formal or informal surveys • Those conducted by own organisation or by external experts • Written or verbal surveys
Ethical standards may relate to, but are not limited to:	• Standards that are written or oral, stated or implied by the way the organisation conducts its business • Avoidance of conflicts of interest • Confidentiality of information • Professional relationships
Reports on levels of contractual compliance may relate to, but are not limited to:	• Reports on incidents and resultant action following complaints made direct to government purchaser • Reports to organisation on potential and real incidences of non compliance, with details of follow up action taken and results

Unit Sector(s)

Not Applicable

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CHCFAM406B Engage and resource clients to improve their interpersonal relationships

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the knowledge, skills and the application of these required to work with clients to empower them to improve their interpersonal relationships Work can be with clients from diverse backgrounds and with diverse needs It is a foundation unit and forms the basis of all work in the area of working in family relationship work in prevention and early intervention programs

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of relationship education	1.1 Identify the *relevant issues which can impact on clients and their* relationships 1.2 Apply *current theoretical frameworks, models and tools of relationship education* 1.3 Identify *specific issues relevant to working in relationship education* and use appropriate strategies to address these issues 1.4 Work effectively with people from diverse *family structures* and backgrounds and with diverse *cultural, religious, community* and *familial obligations*

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ELEMENT	PERFORMANCE CRITERIA
2. Work with clients to identify their interpersonal relationship needs	2.1 Assist clients to identify *positive elements of their interpersonal relationships and relationship systems* 2.2 Assist clients to identify their potential barriers to positive interpersonal relationships and relationship systems and understand *key issues for change* within their interpersonal relationships 2.3 Assist clients to recognise the impact of both negative and positive emotions on relationships 2.4 Assist clients to clarify the complexity of interpersonal relationship dynamics and issues impacting their interpersonal relationships
3. Work with the client to identify strategies to address relationship education needs	3.1 Identify appropriate services to assist clients to develop their interpersonal relationships 3.2 Recognise and respond to evidence of *contra-indications for access to services* 3.3 Facilitate client access to services in accordance with organisation policy and procedures and within legislative requirements 3.4 Make referrals to appropriate organisations to address client needs in accordance with organisation policy, procedures and requirements 3.5 Monitor and review effectiveness of strategies in addressing client needs and *follow up* as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

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REQUIRED SKILLS AND KNOWLEDGE

manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant issues which can impact on clients and their relationships
- How personal issues and problems such as alcoholism, gambling, mental health and other issues can potentially impact on the health and development of marriages, families and relationships
- Current theoretical frameworks, models and tools of relationship education practice
- Awareness of different theories regarding development of male and female identity, gender and potential impact of gender, roles and stereotyping on individuals and personal relationships
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships
- Dynamics of couples, parenting and parenting roles, stages of life-cycle and relationship cycles
- The importance of primary attachments in the lives of children
- Aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on relationships
- Models of conflict resolution and mediation
- Diversity of family structures and cultural, religious, community and familial obligations inherent in diverse family structures and backgrounds and the impact these can have on interpersonal relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Give and receive constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open and assertive manner
- Be aware and responsive to diverse groups of people who may challenge educator's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from clients
- Deal effectively with resistance in for example mandated clients or where one member of a couple or family is a reluctant client

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REQUIRED SKILLS AND KNOWLEDGE

- Regulate and respond to strong emotions in self and clients
- Maintain appropriate levels of confidentiality
- Work with people of different learning abilities, numeracy, literacy and education levels
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Engage with and facilitate the relational/emotional system in couples and families in order to bring about positive change
- Employ appropriate models to assess and plan interventions to positively influence family functioning
- Deliver interventions in a way that works inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these
  This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Recognise the diversity of family structures and cultural, religious, community and familial obligations inherent in diverse family structures and backgrounds and the impact these can have on interpersonal relationships and work effectively with people from these diverse backgrounds
- Articulate rationale for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics in the context of relevant and current theoretical frameworks, models and tools for relationship education practice
- Conceptualise and hypothesise about complex interpersonal interactions for example power in relationships, abuse and conflict
- Apply knowledge of relationships and relationship education to work practice including the design, implementation and evaluation of relationship education programs

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills and application of this to engaging and resourcing clients to improve their interpersonal relationships
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to appropriately apply knowledge of relationship issues, theoretical frameworks and models of working in the area of relationship education when working with clients

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in the ability to engage and resource clients to improve their interpersonal relationships
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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EVIDENCE GUIDE

Related units: This unit is to be assessed in conjunction with the following related unit of competency:

- CHCFAM407B Work effectively in relationship work

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Relevant issues which can impact on clients and their relationships may include but are not limited to:

- Individual/personal issues:
  - work/life balance
  - disability
  - beliefs, values, experiences, self-esteem
  - grief and loss
  - aloneness and isolation
  - aging
- Health and lifestyle:
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self-harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Couple issues:
  - sexuality, intimacy, trust, respect, love
  - affairs
  - separation, repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - domestic and family violence and abuse
  - conflict
  - finances and financial and budgeting decisions
  - recognition and acceptance of difference
- Family issues and themes and legacies:
  - parenting and transitions from partners to parents
  - attachment
  - breast feeding and early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - building resilience in children
  - step-parenting and blended families
  - influences of extended family and friends
  - parenting in same sex relationships
  - effects on children of any and all issues impacting on couple and family

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RANGE STATEMENT

- Family of origin and multigenerational issues:
  - grandparenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism

continued...

Relevant issues which can impact on clients and their relationships *may include but are not limited to*:
(*contd*)

- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
  - courting/dating
  - cohabitating, engagement, marriage
  - birth of first and subsequent child/children
  - aging
  - death of parent/partner
  - retirement
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture
  - religion
  - gender including role development, affect of gender stereotyping
  - language
  - education, literacy, numeracy
- Socioeconomic and political issues:
  - access to goods and services
  - poverty
- Critical societal events

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RANGE STATEMENT

Current theoretical frameworks, models and tools of relationship education may include:

- Examples of some theoretical frameworks are:
  - family systems theory
  - attachment theory
  - affect regulation
  - feminist theory
  - structural family therapy
  - family life-cycle theory
- Examples of models for working with families are:
  - theories of change, e.g. Prochaska Diclemente
  - building strengths
  - solutions
  - social learning theory
  - educational
  - behavioural
  - family partnership
- Examples of tools are:
  - change triangle
  - genograms
  - family and couple map
  - Johari window
  - FACES/MACES
  - MYERSBRIGGS

Specific issues relevant to working relationship education may include:

- Working in relationship education in non-conventional forms, structures and contexts
- Working in rural service delivery settings with related issues such as additional complexities regarding practitioner's role in community, confidentiality, resources, dynamics between service users who may be known to each other, and dynamics between service users and practitioners
- Working in dedicated relationship early intervention and/or prevention programs or in programs where aspects of relationship work is embedded
- Working with individuals, couples, families either individually or in various groups

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RANGE STATEMENT

Family structures may include but are not limited to:

- Step families/blended families
- Adoptive families
- Foster families
- Chosen families (where people elect to live with people other than their nuclear family for example with the nuclear family of a friend)
- Same-sex parents/couples
- Nuclear families
- Extended families/multigenerational
- Single parent families

Cultural, religious, community and familial obligations may include:

- Gender entitlements or roles
- Immediate family
- Extended family
- Step family
- Financial, social, emotional or support obligations
- Celebrations
- Economic support
- Religious participation
- Domestic support
- Co-habitation and/or co-location
- Specified work and support
- Maintenance of language and cultural practices
- Carer responsibilities

Positive elements of interpersonal relationships and relationship systems may include but are not limited to:

- Trust
- Respect
- Open and honest communication
- Balance between needs of each person in the relationship and the needs of the relationship
- Clear boundaries and responsibilities
- Love
- Expectations of the relationship are met over time
- Fluid and able to change, grow and adapt to changes through life changes

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RANGE STATEMENT

Key issues for change may include:	• The application of generic theories and models of change, e.g. Theory of change (Prochaska Diclemente) • The application of models and theories of engagement and empowerment
Contra-indications for access to services may include but are not limited to:	• Where there is evidence of family domestic violence and or abuse • Where there is evidence the relationship is very troubled and that it may benefit more appropriately from counselling • Where literacy levels are too low • Where there is evidence of severe mental illness
Follow up may include:	• Evaluating client progress toward identified goals • Ensuring client needs have been met and to provide additional referral where required

Unit Sector(s)

Not Applicable

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CHCFAM407B Work effectively in relationship work

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to work effectively within own bounds of professional practice in relationship work in a reflective and inclusive way It is a foundation unit and forms the basis of all work in the area of working in family relationship work in prevention and early intervention programs

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within bounds of professional practice	1.1 Identify service and *professional boundaries of practice* 1.2 Demonstrate understanding of differences between education, counselling and therapeutic practice 1.3 Operate within boundaries of professional practice and refer appropriately to *internal and external resources* where required
2. Apply self-awareness to work practice	2.1 Demonstrate awareness of personal values and attitudes regarding relationship work and own these *without imposing them on clients or groups* when planning and implementing work with clients 2.2 Demonstrate *self-reflection* and application of learning from self-reflection when planning and implementing work with clients 2.3 Work inclusively and ethically and in accordance with access and equity principles 2.4 Monitor impact of work practice on own health and well being and seek support as required

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ELEMENT	PERFORMANCE CRITERIA
3. Receive supervision	3.1 Demonstrate an understanding of the *role and importance of supervision* including the roles and responsibilities within the supervision relationship 3.2 Negotiate aims/ outcomes of *supervision* and approach supervision in a planned and prepared way 3.3 *Reflect on own practice* and recognise own strengths and challenges 3.4 Apply learning from supervision to work practice 3.5 Access supervision to provide practice support in *situations of risk or potential risk* to self, clients, their families, colleagues or others

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge and application of ethical behaviour and principles of equity and access
- Knowledge of legal parameters for working with service users experiencing sexual, physical and emotional abuse, and/or mental health issues
- Limitations and boundaries of educator role within the context of their responsibilities within an agency/organisation
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Appropriate sources or referrals and ways in which these can be accessed
- Organisation policy and procedures
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Roles and responsibilities within the supervision process

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work as part of a team, including multi-disciplinary professional groups
- Give and receive critical and constructive feedback in a sensitive way
- Deal with conflict in an open, assertive and appropriate manner
- Managing positive and negative emotions in self and service users
- Work in an ethical, empathic and sensitive manner with people from diverse cultural, linguistic and religious backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

- Work with people with different learning abilities, numeracy, literacy and education levels
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Maintain appropriate levels of confidentiality
- Reflect on ones own personal growth, relationships, values, beliefs, biases and experiences and apply a reflective practice framework
- Use one's own relating and social style in a professionally constructive way
- Set and maintain appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Manage own and others' expectations of self and program and work within program boundaries
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively in relationship work through working within professional bounds of practice, demonstrating reflective practice and participating in supervision as the supervisee
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively in relationship work

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the demonstration of working within own bounds of professional practice, participation in supervision as a supervisee, and the application of knowledge and skills developed through reflective practice
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate.
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English.
- Where the candidate has a disability, reasonable adjustment may be applied during assessment.
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed in conjunction with the following related unit of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Professional boundaries of practice must include:

- Working within an educational context and not in a counselling or therapeutic context
- Recognition of own limitations and expertise and remaining within these
- Referring appropriately where issues are beyond the scope of own professional training and experience
- Effectively monitoring the impact of work practice on own health and well being
- Using support supervision effectively

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RANGE STATEMENT

Internal and external resources to whom service users may be referred may include:

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug services
- Gambling assistance
- Mental health support services
- Domestic and family violence prevention and treatment services
- Financial assistance and counselling services
- Child Support Agency
- Family Magistrate Service
- Centrelink/Family Assistance Office
- Mediation centres
- Australian Taxation Office
- Family Court of Australia
- Phone support services, e.g. Mensline/Lifeline
- Family Relationship Centres
- Other agencies providing support and counselling
- Websites for example MENDS and Parenting Children
- Stepfamily Association of Australia

Without imposing them on clients or groups must include:

- Sensitively give and receive constructive feedback
- Effectively accommodating views, values and beliefs different to own and sensitively challenge where appropriate
- Effective use of appropriate self-disclosures

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RANGE STATEMENT

Self-reflection may include:

- Collection, collation and review of feedback from various sources including from clients, colleagues and supervisor
- Reflection on feedback to identify strengths and areas of practice where development and change are required
- Planning and implementing strategies to create opportunities for development and change in work practice
- Application of new learning and skill development into work practice
- Ongoing reflection and review of work practice

Role and importance of supervision must include:

- Ensuring responsibilities of clinical governance are met as part of the supervision process
- Ensure all legislative and organisation requirements are met in relation to the provision of supervision

Supervision and reflect on own practice may include but is not limited to:

- Formal and/or informal supervision sessions
- Group supervision
- Telephone supervision
- Peer appraisals (where appropriate levels of experience exist)
- Internal or external supervision
- Journals
- Video tapes of facilitation of groups
- Co- facilitation and reports from these
- Reflecting on practice
- Negotiation of supervision between the supervisor and the supervisee
- Establishment and shared understanding of the roles and responsibilities of the supervision process
- Undertaken through the development of an appropriate professional relationship
- Involve the growth of the person, their professional development, gaining of knowledge, skills, attitudes for the further development of their professional practice

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RANGE STATEMENT

Situations of risk or potential risk may include:	• Self-harm or suicide • Self-destructive behaviour • Domestic and family violence • Abuse

Unit Sector(s)

Not Applicable

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CHCFAM408B Undertake relationship and family work in the context of the agency and sector

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to meet the responsibilities of relationship practitioners within their agency, organisation and the relationship education sector

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work effectively within agency/organisation context	1.1 Demonstrate a basic working knowledge of the *current issues which impact on the sector*
	1.2 Demonstrate an understanding of the organisation's function and own role in relation to this
	1.3 Demonstrate an understanding of the *organisation's programs*, their *objectives* and *key client groups* and how these programs relate to each other and programs delivered by other services
	1.4 Identify and apply legislative, duty of care and organisation requirements in relation to all issues including mandatory reporting, domestic and family violence and child protection
	1.5 Undertake all work according to *requirements and standards*

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ELEMENT	PERFORMANCE CRITERIA
2. Build and maintain networks with persons within own and with other organisations, referral sources and the broader community	2.1 Establish and maintain communication with relevant personnel in other organisations and within the community 2.2 Share information about other agencies and organisations with co-workers and clients in an ethical manner 2.3 Seek and utilise opportunities for collaboration with other agencies/organisations 2.4 Establish contact with other *potential sources of client referral* to ensure they have up-to-date information on programs provided by the agency/organisation 2.5 Demonstrate sensitivity to issues of confidentiality in all aspects of work, including when engaged in contact with referral base
3. Work collaboratively within teams	3.1 Identify goals and tasks of the team 3.2 Provide constructive and timely feedback to other team members 3.3 Contribute to activities associated with the goals/tasks of the team 3.4 Share information and ideas with other team members in a manner which supports the work of the team and the mission/goals of the agency/organisation
4. Collect, store, maintain and report on organisation information	4.1 Collect, collate and store *information* in accordance with organisation requirements 4.2 Report information in accordance with organisation requirements 4.3 Provide access to information to appropriate individuals and organisations 4.3 Maintain confidentiality and security of information 4.4 Report breaches of confidentiality in accordance with organisation and legislative requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Basic understanding of the current issues which impact on the sector
- Own agency/organisation's history, mission, goals, philosophy and policies and own role in relation to these
- The role and function of other agencies in relation to own agency
- Own and other agencies'/organisations' service activities
- Basic understanding of the relevant legal statutes and legislative requirements, e.g. Marriage Act, Family Law Act, Church Law, domestic and family violence legislation, Professional Codes of Ethics, Freedom of Information Act
- Own administration policies and procedures
- Data collection, collation and reporting requirements
- Taking and maintaining case notes
- Referral procedures for own and other agencies
- Appropriate contacts within other agencies and programs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively and effectively with diverse groups of professional colleagues including working effectively as part of a team
- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work effectively within own role within an agency/organisation context and within the program bounds
- Apply high standards of confidentiality to all work
- Work with empathy in a sensitive and non-judgemental way

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REQUIRED SKILLS AND KNOWLEDGE

- Deal with conflict in an open, assertive and appropriate manner
- Collect and store organisation information
- Report on organisation and program activities and outcomes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills and application of this to work practice • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Assessment must confirm sufficient ability to work effectively in relationship and family work within an agency and the sector

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in the ability to work effectively within an agency and within the relationship sector
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed after or in conjunction with the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Current issues which impact on the sector may include but are not limited to:

- Funding structures, models and constraints
- Interagency collaboration
- Community capacity building approaches
- Emerging societal trends
- Changes to relevant legislation
- Current and emerging theoretical frameworks and models of working

Organisation's programs, may include:

- Dedicated relationship education programs
- Embedded programs addressing broader issues and containing elements of relationship and personal development
- Programs targeting specific client groups
- Programs targeting specific issues within the community or issues for specific client groups
- One off programs
- Extended programs over many weeks or months

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RANGE STATEMENT

Program objectives may include:

- Provision of information
- Skill development
- Behavioural change
- Enhancement of interpersonal relationships
- Affective
- Cognitive
- Psychomotor
- A combination of any or all of these objectives

Key client groups may include:

- Women/mothers
- Men/fathers
- Couples
- Families
- Adolescents
- People from diverse backgrounds including those from culturally, linguistically, religiously, and learning ability different backgrounds

Requirements and standards may include:

- Organisation requirements
- Accepted ethical standards
- Legislative and duty of care requirements including fulfilling specific obligations in relation to completing mandatory training in issues relating to child abuse and domestic and family violence
- Organisation's policies and procedures
- Organisation or professional codes of conduct and ethical practice
- Organisation's mission and goals

Potential sources of client referral may include:

- Clergy, civil marriage celebrants
- Other providers of marriage, family and relationship service activities
- Organisations and other government authorities, e.g. Family Law Court, hospitals, schools

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RANGE STATEMENT

Information may include:

- Case notes for service users
- Statistics and information on use of service and profiles of service users
- Evaluations from programs
- Programs resources, promotion material
- Data requirements for reporting to funders

Unit Sector(s)

Not Applicable

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CHCFAM409B Work with men

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required work with men in a group setting to facilitate education, skill and knowledge development and support processes

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector The actual setting for the skill and or knowledge development could be an activity based program targeting men and the education and support outcomes may be a bi-product of the activity It applies to the facilitation of a men's group designed to educate and support men in a range of issues such as parenting, separation, communication It is based upon principles of group work facilitation but may also take an activity based approach and incorporates a gender specific application that is specifically working with men

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Describe issues facing men in today's society	1.1 Demonstrate understanding of the range of *theoretical frameworks* that can be used to consider men's and father's roles
	1.2 Describe how the community and society views men's roles, *the influences on the changes to men's roles* over time and the implications of these changes
	1.3 Identify specific needs and characteristics of men/fatherhood and women/motherhood
	1.4 Identify *issues relating to men and women*
	1.5 Identify *support services, networks and sources of additional information* available to target group
	1.6 Identify influences of socialisation on men's communication and behaviour

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ELEMENT	PERFORMANCE CRITERIA
2. Engage men's participation	2.1 Actively engage men from a *range of backgrounds* in group and program processes 2.2 Identify *barriers to men's participation* in *programs* or activities and address where possible 2.3 Identify individual strengths and challenges of group participants 2.4 Identify and apply appropriate behaviour, ways of being, group rules, ways of communicating for men's groups 2.5 Encourage positive and effective communication and listening skills and model in all interactions 2.6 Manage group processes to balance individual and group needs to maintain group focus 2.7 Facilitate the development of support mechanisms between participants to encourage shared learning and networks
3. Identify and address presenting issues	3.1 Encourage men to identify issues affecting them or areas where they would like to pursue skill development or more information 3.2 Identify *issues* and/or areas where men are seeking additional information, skills, strategies, tools which present in the group 3.3 Demonstrate relevant knowledge of presenting issues or topics, particularly focusing on but not limited to male related perspectives 3.4 Identify and implement *strategies for addressing presenting issues* 3.5 Follow up on issues presented by participants

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Good understanding of and ability to articulate issues facing women and men today
- General understanding of a range of theoretical frameworks regarding men's roles, the inherent assumptions, strengths and weaknesses of these frameworks
- Understanding of positive fathering and step fathering models
- Knowledge of differences in communication styles, masculine and feminine world views and ways of being, gender stereo-types and impacts of these
- Good knowledge of models that explain the development and functioning of personal and family relationships
- Understanding of the diversity of family structure and the impact this can have on interpersonal relationships
- Information resources and relevant local services including networks and support systems available to men and fathers
- Characteristics of target group/s and strategies for engaging them
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Principles and practice of conflict resolution
- Potential barriers to client groups' participation and achievement of desired outcomes
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Engage men in group processes and discussions
- Apply group work skills including effective communication, coaching, mentoring, role playing, developing effective 'I' statements, reframing, in an all male context
- Facilitate opportunistic learning and link learning and skill development within the program to wider life experiences
- Facilitate links between participants and promote the development of a 'learning community' within participants in the group
- Work with men in a non-threatening way
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity when working with men and dealing with issues relevant to men
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Respond appropriately to strong emotions in self and clients
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Affirm and acknowledge participant experience including empathising with the experiences of men, normalising where appropriate and sensitively challenging where required
- Give and receive constructive feedback in a sensitive way
- Establish and maintain boundaries of practice with program participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work as part of a team, including multi-disciplinary professional groups and with a co-facilitator
- Effectively manage time
- Deal with conflict in an open, assertive and appropriate manner
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:

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REQUIRED SKILLS AND KNOWLEDGE

- personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
- the interplay and dynamics of each of the above
- the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with men • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Assessment must confirm sufficient ability to work effectively with men

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through working with men
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed after or in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Theoretical frameworks may include:

- Recognition that masculinity and 'male role/s' varies between cultures, over time in a given culture and within a culture at any point in time
- In addition to the hegemonic or 'culturally authoritative' male role in any given culture at any given time, there can be a range of identifiable non-dominant forms
- Masculinity and the importance of masculinity to a sense of identity is as unique and varied as there are men
- A consideration of gender and power issues
- Theoretical frameworks which view the nature of men as fixed
- Theoretical frameworks which view the nature of men as dynamic, learned and changeable
- Attachment theory
- Family systems theory
- Feminist theory (and critiques of feminist theory)
- Family life-cycle theory
- Generative fatherhood
- Evolutionary psychology
- Neurobiology
- Recognition of the impact on identity that fatherhood can have on men
- Recognition of the roles fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function
- Fathers may be:
  - birth fathers
  - step fathers
  - foster fathers
  - non-biological fathers
  - uncles
  - grandfathers
  - carers

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RANGE STATEMENT

Influences on the changes to men's roles may include:

- Changes to work patterns
- Increased parenting responsibilities
- Where men become primary care givers through choice or circumstance
- Separated or single parenting
- Increased demands on relationships
- Expectations of children
- Social expectations
- Financial or job security
- Domestic responsibilities
- Step families
- Grandparents raising grandchildren

Issues relating to men and women may include:

- Feminist theory (and critiques of feminist theory)
- Gender and power issues
- Hierarchies of power
- Hegemonic masculinity and other masculinities and male identity
- Masculine and feminine codes of conduct
- Masculine and feminie communication styles
- Use of appropriate language including:
  - gender specific language
  - using positive terminology that builds on the strengths of men
  - language that is respectful of all stakeholders relevant to discussions

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RANGE STATEMENT

Support services, networks and sources of additional information may include:

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug services
- Gambling assistance
- Mental health support services
- Domestic and family violence prevention and treatment services
- Financial assistance and counselling services
- Child Support Agency
- Family Relationship Centres
- Family Magistrate Service
- Family Court of Australia
- Mediation centres
- Centrelink/Family Assistance Office
- Australian Taxation Office
- Family Court of Australia
- Legal aid
- Phone support services, e.g. Mensline/Lifeline
- Websites for example MENDS and Parenting Children
- Housing/accommodation services
- Stepfamily Association of Australia

Range of backgrounds may include:

- Cultural
- Linguistic
- Religious
- Language
- Learning abilities and educational levels
- Separated fathers
- Step fathers
- Different age groups
- Employment situations
- Socioeconomic situations
- Locations

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RANGE STATEMENT

Barriers to men's participation may include:	• Resistance to seeking and receiving help • Work time conflicts • Lack of access or comfort with host services and facilities • Structural barriers of family, transport • Loss of or lack of self-confidence, self-worth • Child care responsibilities • A perception in society and between men that men don't cry, are strong, in control and don't need help • A perception in society and between men that men manage by themselves • Men often adhere to set masculine codes of conduct (mateship, hierarchy, discriminating against experiencing and expressing specific emotions)
Programs may include:	• Specific programs run for men to facilitate their education and skill development and to provide support • Activity based programs for example fathers and child/children's surf clinic, sporting competitions, games nights, guest speakers at social or sporting clubs, programs delivered in workplaces, offered in prisons, on building sites, do it yourself nights/courses, sports clinics, tax information nights for recently separated men, play groups

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RANGE STATEMENT

Issues may include:

- Life-cycle issues for example aging, retirement
- Relationship cycle issues:
  - marriage, living together
  - transition from a couple to a family, father
  - fathering, step-fathering
- Separation:
  - isolation
  - financial hardship
  - anger, anxiety, depression
  - loss and grief
  - pride/shame
  - communication and relationship with ex-partner
  - care and contact issues
  - changes in parenting role
  - conflict between being a good father and limited physical contact
  - relationship with ex-partner
  - alternative housing requirements

continued ...

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RANGE STATEMENT

Issues may include (*contd*):

- Family issues and themes and legacies:
  - parenting and transitions from partners to parents
  - attachment
  - early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - conflict between being a 'good father and competing demands and limited resources
  - building resilience in children
  - step-parenting and blended families and instant 'fatherhood' through marriage
  - care and contact issues
  - influences of extended family and friends
  - parenting in same sex relationships
- Effects on children of any and all issues impacting on couple and family
- Unemployment
- Relationship with partner
- Health and illness
- Alcohol and other drugs, mental illness, self-destructive behaviour
- The importance of health, diet, exercise, care of self
- Loss of power/control over aspects of own life
- Domestic and family violence both for users and survivors
- Relationship conflict and breakdown
- The importance of men and women in the community supporting children to become great adults including supporting boys to become great men

Strategies for addressing presenting issues may include:

- Identify who has influence over the issue and work with that person to address the issue
- Refer or seek additional support and assistance
- Provide additional information
- Identify existing strengths and resources which can be used to address the issue
- Work through issue to diffuse impact

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Unit Sector(s)

Not Applicable

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CHCFAM411B Engage fathers into family based programs

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required by relationship practitioners to engage productively with fathers through existing services and in the course of their practice and to work inclusively and appropriately engage with fathers

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector Skills required include the design, development, promotion and delivery of father inclusive programs and father inclusive practice by the practitioner

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of the following related units of competency:

- CHCFAM407B Work effectively in relationship work
- CHCGROUP403D Plan and conduct group activities

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with fathers to increase their engagement in their children's lives	1.1 Identify potential *roles and impact of fathers* in their children/s lives 1.2 Demonstrate understanding and value of the different ways fathers can perceive their roles in their children's lives 1.3 Clarify fathers' aspirations for the well being of their child/children and the *experience, knowledge and skills* they can contribute to this well being 1.4 Work with fathers to develop their *capacity to positively engage with their child/children*

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ELEMENT	PERFORMANCE CRITERIA
2. Develop and use father inclusive practice, policies, processes, and programs	2.1 Analyse *elements of own practice* to identify communication styles which are father inclusive and those which are not father inclusive
	2.2 Foster father inclusive practice in own practice
	2.3 Identify and promote opportunities for improving father inclusive aspects of the organisation, its policies, processes and programs
	2.4 Deliver *programs* where the structure, content, format and language are appropriate to fathers as participants
	2.5 Deliver programs in a way which is at all times respectful and values the role and importance of fathers and mothers in their children's lives
3. Promote programs to fathers	3.1 Identify the target group for program including the target group of men
	3.2 Identify *key characteristics* of target group and the impact they may have on engagement of target groups including promotion of program, accessibility to program and appropriateness of venue, format and timings
	3.3 Design and develop *appropriate father inclusive programs* for target group
	3.4 Use *appropriate methods to promote programs* to target group

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ELEMENT	PERFORMANCE CRITERIA
4. Engage with fathers using father inclusive practice	4.1 Approach fathers as partners in change with respect for their experience, gifts and capacities as fathers
	4.2 Assess fathers' access to high quality family services to ensure equity and fairness regardless of income, employment status, special educational needs or cultural or linguistic background
	4.3 Utilise a strengths-based approach to female and male staff capacities for working with fathers
	4.4 Work effectively as part of a mixed gender workforce
	4.5 Assist fathers to overcome any personal, community and/or societal barriers that may prevent them from becoming positive fathers
	4.6 Work in partnership with fathers to develop their knowledge, skills and abilities and to help fathers choose a positive role with their children while recognising and respecting the role of mothers
	4.7 Contribute to the effective monitoring and evaluation of father involvement
5. Evaluate programs and reflect on own practice from a father inclusive perspective	5.1 Seek feedback from colleagues and clients including fathers, regarding the program and own practice in relation to father inclusive appropriateness
	5.2 Identify aspects of the program and own practice where father inclusive practice could be strengthened
	5.3 Incorporate improved father inclusive practice into the design, development and delivery of future program and own practice

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of fathers and stepfathers drawn from experience with a wide range of people including fathers and stepfathers from different socioeconomic backgrounds. Knowledge of the similarities and differences in the experiences that a range of people face
- Good working knowledge of relevant topics and issues for fathers, stepfathers, parents, children and families
- Knowledge of the agencies and services that are appropriate to fathers and stepfathers
- Knowledge of the importance of fathers and stepfathers in children's lives
- Knowledge of child development, including physical, emotional, psychological and cognitive development needs and the impact of fathers and mothers and family life on child development
- General understanding of a range of theoretical frameworks regarding men's roles, the inherent assumptions, strengths and weaknesses of these frameworks
- Knowledge of differences in communication styles, masculine and feminine world views and ways of being, gender stereo-types and impacts of these
- Knowledge of the difficulties for children in living with step parents and in step families

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Critically reflect own practice in relation to father inclusive practices
- Critically examine the organisation's structures and processes to identify areas where a more father inclusive approach can be adopted
- Promote father inclusive practise to colleagues within own agency and in other agencies

In addition, the candidate must be able to effectively do the task outlined in elements and

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REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Model effective, respectful and inclusive communication skills including:
  - appropriate verbal and non-verbal communication
  - listening
  - empathic responding
  - paraphrasing
  - summarising
  - questioning
  - models of conflict resolution
  - assertiveness
  - tact and sensitivity when working with men
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with fathers and engaging them into specific programs and existing programs
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with fathers through the use of father inclusive practice and through the delivery of father inclusive programs

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through application of father inclusive practice whilst delivering father inclusive programs
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Roles and impact of fathers may include but is not limited to:

- Fathering and the roles of fathers are as unique and varied as there are fathers
- Fathers can bring with them a range of fathering roles both conceptually and in practice
- Recognition of a number of theoretical frameworks regarding roles for men and their potential impact on roles as fathers
- Recognition of the impact on identity that fatherhood can have on men
- Recognition of the roles fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function
- Fathers may be:
  - birth fathers
  - step fathers
  - foster fathers
  - non-biological fathers
  - uncles
  - grandfathers
  - carers
- Fathering includes the establishment of a relationship between the father and child
- Where fathers/a father figure play/s an active role in their children's lives this can have positive outcomes on the development of literacy, numeracy and social skills, self-esteem and the development of resilience in both boys and girls

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RANGE STATEMENT

Experience, knowledge and skills fathers bring to their fathering may include:	• The ability and will to commit to the physical and ongoing support that a father provides and the involvement with the child/children throughout their lives • The capacity to make day to day decisions for the child/children that meet the children's needs • The ability to care about and attend to the important transitions in a child's life and work to provide the optimal conditions to maximise their growth • The ability to change and adapt as children grow older and the fathers mature in their relationship with their children • The ability to create resources for material well being and the resolution of problems that allow opportunities for the development of emotional well being • The ability to form lasting and healthy attachments with their children which can grow and change over time • The capacity to relate with children by sharing meaningfully with them, both verbally and non-verbally
Capacity to positively engage with their child/children may include:	• Building on existing experience, knowledge and skills • Enhancing understanding of developmental needs of children including social, emotional, cognitive, physical and psychological • Identifying ways fathers can actively contribute to the developmental needs of child/children • Valuing the establishment and maintenance of positive relationships with child/children • Identification of factors which can negatively impact on the establishment and maintenance of positive relationships with child/children including self limiting concepts that may hold men back from achieving their full potential as fathers

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RANGE STATEMENT

Elements of own practice which are father inclusive may include:	• A genuine and expressed belief in the importance of the role of father's in their children's lives while still valuing the importance of the mother in their child/children's lives • Recognition of the responsibility both mothers and fathers to adopt a child focused approach • A genuine and expressed belief in the experience, skills and knowledge father's bring to fathering • Language and communication styles acceptable to men • Ability to readily establish credibility as a reliable source of information regarding their child and their child's needs and welfare
Programs may include:	• Programs specifically targeting fathers, stepfathers and male carers for example programs designed to provide tips and hints on fathering, toddler taming, preparing for fatherhood, fatherhood post-separation, father evenings at pre-schools • Activity based programs for example, father and child surf clinics, music competitions, father photo competitions, play groups for fathers and children, information sessions on tax and fathers • Programs which leverage off established community organisations/events, for example, sausage sizzles at local sporting clubs with a guest speaker on 'fathering' or children and that sport • Programs for parents and families and/or stepfamilies • Programs for specific client groups for example, for prisoners and/or their partners • Programs designed to work individually with clients who are fathers
Key characteristics which may impact on engagement may include:	• Culture, age, employment, values, confidence, re-partnering, access to structural supports for example child care, transport

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RANGE STATEMENT

Appropriate father inclusive programs may include:

- Programs with an emphasis on providing tips, tools, strategies and information not on providing help, support or counselling
- Programs which operate from a strengths-based perspective which recognises and values a client's ability to deal with their lives and issues within their lives and relationships and values the skills, knowledge, attributes and experiences fathers bring to these fathering
- Programs that negotiate issues of work or other time commitments including child care responsibilities and are run at times that fit with these other commitments

Appropriate methods to promote programs may include:

- Using referral networks
- Development of father appropriate publicity or advertising material
- Working with key members of community or other organisations

Unit Sector(s)

Not Applicable

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CHCFAM412B Work with women

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit covers the skills and knowledge required to work with women in a group setting to facilitate educational and support processes on a range of issues such as parenting, separation, rebuilding relationships, self-esteem and communication

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector It is based upon principles of group work facilitation, presentation and adult education principles and incorporates a gender specific application requiring demonstration of competence applying women and mother inclusive practice

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Describe issues facing women in today's society	1.1 Describe the *changing roles of men and women including changes to roles of mothering and fathering* in society and the implications of these changes
	1.2 Describe concepts of motherhood and stereotypes of mothers
	1.3 Describe *gender and power* issues relating to men and women
	1.4 Identify specific needs and characteristics of *target groups* and *issues which may impact on them and their interpersonal relationships*
	1.5 Clarify purpose of women's group
	1.6 Identify *support services and networks* available to target group
	1.7 Identify influences of socialisation on women's communication and behaviour
	1.8 Identify *barriers to women's participation in groups*

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ELEMENT	PERFORMANCE CRITERIA
2. Engage women's participation	2.1 Use *appropriate language* to facilitate participation 2.2 Identify individual strengths and challenges of group participants 2.3 Recognise the experience, gifts and capacities and aspirations mothers bring to their situation 2.4 Actively engage women from a range of backgrounds in group processes 2.5 Manage discussions to keep group processes relevant to the issues faced by women 2.6 Model positive and effective communication and listening skills and encourage these in all interactions 2.7 Manage individual and group needs to balance participation
3. Identify and address presenting issues	3.1 Identify issues which present in the group 3.2 Describe and implement *strategies* for addressing presenting issues 3.3 Demonstrate relevant knowledge of presenting issues, particularly focusing on but not limited to female related issues 3.4 Encourage women to identify issues affecting them 3.5 Identify issues presented by participants which require follow up
4 Reflect on practice to ensure women and mother inclusive practice	4.1 Seek feedback from colleagues and clients and through supervision regarding own practice in relation to women and mother inclusive practice 4.2 Reflect on own work practice including communication styles to identify areas where women and mother inclusive practice can be strengthened 4.3 Incorporate improved women and mother inclusive practice into future engagement with women and mothers

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Good understanding of and ability to articulate issues facing women and men today
- Good understanding of and ability to articulate the changing role of men and women
- Awareness of different theories regarding gender and potential impact of gender, roles and stereotyping on personal relationships
- Good understanding of characteristics of positive mothering and step-mothering
- Good working knowledge of appropriate support services and networks for women
- Good knowledge of models that explain the development and functioning of personal and family relationships
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships
- Dynamics of interpersonal relationships, parenting and parenting roles, stages of life-cycle and relationship cycles
- How personal issues and problems such as alcoholism, gambling, mental health and other issues can potentially impact on the health and development of women and relationships
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on women and relationships
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Models of conflict resolution and mediation
- Understanding of the diversity of family structure and the impact this can have on interpersonal relationships

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REQUIRED SKILLS AND KNOWLEDGE

- Understanding of a wide range of client groups and cultural diversity

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity when working with women
- Give and receive constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups and with a co-facilitator
- Deal with conflict in an open, assertive and appropriate manner
- Establish and maintain boundaries of practice with program participants
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Respond appropriately to strong emotions in self and clients
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients' context and dynamics
- Conceptualise and hypothesise about complex interpersonal interactions for example power in relationships, abuse and conflict

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Apply knowledge of relationships and relationship education to work practice including

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REQUIRED SKILLS AND KNOWLEDGE

the design, implementation and evaluation of relationship education programs

- De-mystify and normalise key interpersonal relationship issues for clients

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with women and mothers • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Assessment must confirm sufficient ability to work effectively with women and mothers

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the facilitation of educational and support groups for women
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed after or in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Changing roles of men and women including changes to roles of mothering and fathering may include:

- Changes to work patterns
- Increased parenting responsibilities
- Separated or single parenting
- Step families
- Raising grandchildren
- Increased demands on relationships
- Expectations of children
- Social expectations
- Financial or job security
- Domestic responsibilities
- Recognition of the impact on identity that motherhood has on women and fatherhood has on men
- Recognition of the roles mothers and fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function. Fathers and mothers may be:
  - birth fathers/mothers
  - step fathers/mothers
  - foster fathers/mothers
  - non-biological fathers/mothers
  - uncles/aunts
  - grandfathers/grandmothers
  - carers

Gender and power issues may include:

- Power imbalances between men and women
- Hierarchies of power - assumptions about male and female roles
- Mother blaming
- Masculine and feminine codes of conduct
- Masculine and feminine communication styles

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RANGE STATEMENT

Target groups may include:

- Different backgrounds
- Separated mothers
- Biological mothers in step families
- Step mothers
- Foster mothers
- Different age groups
- Employment situations
- Socioeconomic situations
- Locations
- New mothers
- Mothers who are not the primary care givers

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RANGE STATEMENT

Issues which may impact on them and their interpersonal relationships may include:

- Individual/personal issues:
  - work/life balance
  - disability
  - beliefs, values, experiences
  - being single
  - self-esteem
  - body image
  - loss of power
  - pride/shame
  - guilt
  - anger
  - self-expression
  - grief and loss
  - aloneness and isolation
  - aging
  - unemployment
  - identity
- Health and lifestyle:
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self-harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Couple issues:
  - sexuality, intimacy
  - trust, respect, love
  - affairs
  - separation and loss of family structure
  - relationship with partner/ex-partner
  - repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - finances and financial and budgeting decisions
  - domestic and family violence and abuse
  - conflict

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RANGE STATEMENT

- recognition and acceptance of difference

continued ...

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RANGE STATEMENT

Issues which may impact on them and their interpersonal relationships may include: (*contd*):

- Family issues and themes and legacies:
  - parenting and transitions from partners to parents
  - attachment
  - breast feeding and early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - conflict between being a 'good mother' and competing demands and limited resources
  - building resilience in children
  - step-parenting and blended families and instant 'motherhood' through marriage
  - care and contact issues
  - influences of extended family and friends
  - parenting in same sex relationships
  - effects on children of any and all issues impacting on couple and family
- Family of origin and multigenerational issues:
  - grandparenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
  - courting/dating
  - cohabitating, engagement, marriage
  - birth of first and subsequent child/children
  - aging/retirement
  - death of parent/partner
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce
  - family court proceedings and interaction with the family law system
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture

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RANGE STATEMENT

- religion
- gender including role development, affect of gender stereo-typing
- language
- education, literacy, numeracy

continued ...

Issues which may impact on them and their interpersonal relationships may include: (*contd*):

- Socioeconomic and political issues:
  - access to goods and services
  - access to housing
  - poverty/financial hardship
  - Critical societal events

Support services and networks may include:

- Community services
- Legal support
- Internet, reading materials
- Medical or health facilities
- Women's groups or trainings

Barriers to women's participation in groups may include:

- Economic
- Acceptance of group within the family or community
- Work time conflicts
- Child care responsibilities
- Lack of access or comfort with host services and facilities
- Structural barriers of family for example limited access to transport
- Language, numeracy, learning and education levels and abilities

Appropriate language may include:

- Gender specific
- Positive terminology that builds on the strengths of women
- Respectful of all stakeholders relevant to discussions

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RANGE STATEMENT

Strategies may include:

- Identify who has influence over the issue and work with that person to address the issue
- Refer or seek additional support and assistance
- Provide additional information
- Identify existing strengths and resources which can be used to address the issue
- Work through issue to diffuse impact

Unit Sector(s)

Not Applicable

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CHCFAM413B Facilitate couple processes within group work

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to work with individuals and couples in a group setting It also describes the competencies associated with appropriate responses to a range of relationship issues that may arise in a group context, when working with couples, maintaining appropriate boundaries between education and counselling and referring participants to other services

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise and respond to couples' needs within the group while maintaining group cohesion	1.1 Establish group norms 1.2 Observe and *respond inclusively* to participants' responses 1.3 Use reflective (active) listening skills 1.4 Use clarification skills to assist understanding and integration of learning into behaviour 1.5 Use feedback to promote insight and enable participants to make choices about the *issues which may impact on them and their relationships* 1.6 Balance task and maintenance functions to facilitate (as far as possible) the meeting of both *participants' needs* and program outcomes

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ELEMENT	PERFORMANCE CRITERIA
2. Use appropriate conflict management strategies at couple and group level	2.1 Promote the respect and acceptance for individual differences 2.2 Sensitively respond to inappropriate attitudes and behaviours in an open and assertive manner 2.3 Use negotiation and mediation techniques 2.4 Model conflict management skills 2.5 Explore alternative options such as referral, with participants
3. Work collaboratively with co leaders to facilitate effective group functioning and to model what a good relationship looks like	3.1 Plan and debrief with co-facilitator 3.2 Model respect for different leadership styles 3.3 Listen to and acknowledge differences of opinion 3.4 Negotiate and delegate where appropriate, task and maintenance functions in relation to the group 3.5 Encourage and support the open interaction of co-leader/s 3.6 Deal appropriately with differences that may result in conflict

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ELEMENT	PERFORMANCE CRITERIA
4. Facilitate couple interaction within the group environment	4.1 Monitor interactions between couples in the group and between individuals within couples, to ensure opportunities for full participation in learning activities to maximise learning outcomes 4.2 Ensure appropriate balance between opportunities for individual development and reflection, couple sharing and development and community of couple sharing and learning 4.3 Use strategies appropriate to the social, cultural and developmental stage of couples' relationship to promote couple discussion and decision-making about the on-going development and health of their relationship 4.4 Respond promptly and appropriately to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual 4.5 Maintain an appropriate balance between achievement of stated outcomes for the program and the need to be respectful of couples' privacy as well as being sensitive to the needs and concerns of each individual in the relationship
5. Maintain appropriate boundaries between educative and counselling/therapeutic interactions	5.1 Monitor own professional limitations and boundaries and clearly articulate these to participants throughout the program 5.2 Ensure an appropriate balance between processing of individual/couple issues within the larger group and within couples is maintained in keeping with the stated goals and outcomes of the program 5.3 Use interpersonal skills to effectively maintain the boundaries established by the practitioner and to maximise opportunities for achieving the stated outcomes for the program

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ELEMENT	PERFORMANCE CRITERIA
6. Recognise and respond to domestic/family violence and personal problems that impact on the health and development of relationships	6.1 Ensure all interactions with participants are planned and undertaken in a manner that ensures maximum consideration for the safety of clients, colleagues, self and others 6.2 Ensure all interactions with and responses to clients are undertaken in accordance with organisation requirements, accepted practices of prevention and intervention and within legislative and duty or care requirements 6.3 Ensure all interactions with clients are undertaken in a safe and confidential environment that maximises opportunities for client needs to be accurately identified and to promote the accurate and relevant exchange of information 6.4 Assess information obtained from clients to establish priorities for action 6.5 Identify own limitations and boundaries in addressing and working with identified needs. 6.6 Seek assistance from appropriate professionals when issues are identified as beyond own limitations and boundaries 6.7 Respond to participants in a manner that is sensitive to severity of the presenting issue, specific needs of the clients and which places high priority on safety, rights and responsibilities of clients, colleagues, self and others
7. Ensure appropriate referral and support for clients with identified needs	7.1 Refer to other services based on the identified needs of clients 7.2 Provide referral and support networks in accordance with organisation/agency standards and procedures 7.3 Undertake record-keeping and reporting in accordance with organisation/agency standards and procedures 7.4 Seek support and debriefing from colleagues and other appropriate staff in order to sustain ongoing effectiveness and well being and to reflect on courses of action taken with clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Adult education principles and practices
- Issues relating to learning styles, abilities, numeracy, literacy levels
- Theories of change and relationship education models for working with clients
- Possible barriers for clients to access programs and achieve outcomes
- Group skills and group dynamics
- Dynamics of intimate relationships and families including nuclear and step families
- Values, beliefs, traditions and spiritual aspects of intimate relationships including marriage
- Models of conflict resolution
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- The key indicators, nature and impact of personal issues such as alcoholism, gambling, mental health issues and other issues that could potentially impact on the health and development of marriages, families and relationships
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work
- Organisation policy and procedures
- Appropriate sources or referrals and ways in which these can be accessed
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups

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REQUIRED SKILLS AND KNOWLEDGE

- Limitations and boundaries of educator role within the context of their responsibilities within an agency/organisation
- Understanding of a wide range of client groups and cultural diversity including same sex couples

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use interpersonal skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work as part of a team including working with co-facilitator to model respectful and cooperative communication and behaviour
- Establish and maintain boundaries of practice with program participants
- Deal with conflict in an open, assertive and appropriate manner
- Be aware and responsive to diverse groups of people who may challenge own values and beliefs
- Work with reluctant clients and deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Engage with and facilitate the relational/emotional system in couples in order to bring about positive change
- Assess family functioning
- De-mystify and normalise key issues for couples and families including step couples and step families

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues

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REQUIRED SKILLS AND KNOWLEDGE

- the interplay and dynamics of each of the above
- ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

- Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, disability, family of origin, larger systems issues of client)
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working educationally with couples within a group context
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to facilitate couple processes within a group work context

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of:
  - demonstration of competency within the working environment through the facilitation of educational groups for couples
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is be assessed in conjunction with (or before) the following related unit of competency:

- CHCFAM414B Use tools for exploring relationships

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Respond inclusively must include:

- The ability to work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these
- This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

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RANGE STATEMENT

Issues which may impact on them and their relationships may include:

- Individual/personal issues:
  - work/life balance
  - disability
  - beliefs, values, experiences
  - self-esteem
  - grief and loss
  - aloneness and isolation
  - aging
  - confidentiality within the couple and in the group
- Health and lifestyle:
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self-harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture
  - religion
  - gender including role development, affect of gender stereo-typing
  - language
  - education, literacy, numeracy
- Socioeconomic and political issues:
  - access to goods and services
  - poverty

continued ...

Issues which may impact on them and their relationships may include (*contd*):

- Critical societal events
- Couple issues:
  - sexuality, intimacy
  - trust, respect, love
  - affairs
  - separation
  - repartnering
  - same sex couples
  - infertility

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RANGE STATEMENT

    - power and control within relationships
    - finances and financial and budgeting decisions
    - domestic and family violence and abuse
    - conflict
    - recognition and acceptance of difference
- Family issues and themes and legacies:
    - parenting and transitions from partners to parents
    - developmental delays
    - team parenting
    - separation and parenting
    - attachment
    - breast feeding and early parenting
    - developmental delays in children
    - roles of father and mothers in children's lives
    - building resilience in children
    - step-parenting and blended families
    - influences of extended family and friends
    - parenting in same sex relationships
    - effects on children of any and all issues impacting on couple and family
- Family of origin and multigenerational issues:
    - grand-parenting when parent's relationship breaks down
    - childhood abuse
    - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
    - courting/dating
    - cohabitating, engagement, marriage, remarriage
    - birth of first and subsequent child/children
    - aging
    - death of parent/partner
    - retirement
    - caring issues
    - children growing up, leaving home
    - older children remaining at home
    - becoming grandparents
    - separation/divorce/repartnering

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RANGE STATEMENT

Participants' needs may include but are not limited to:

- Have their experiences validated
- Opportunities to express emotions including strong emotions
- Opportunities to develop self-awareness
- Opportunities to develop greater awareness of others including appreciation and understanding of partners and other family members
- Opportunities to develop skills including communication and self-expression skills
- Opportunities to identify and recognise characteristics of successful relationships including:
  - trust
  - respect
  - open and honest communication
  - balance between needs of each person in the relationship and the needs of the relationship
  - the establishment and maintenance of clear boundaries and responsibilities
  - love
  - expectations of the relationship are met over time
  - fluid and able to change, grow and adapt to changes through life changes

Unit Sector(s)

Not Applicable

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CHCFAM414B Use tools for exploring relationships

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to use tools to assist in the exploration of relationships between couples

Work can be undertaken with individuals and couples in individual, couple or group settings

It also describes the competencies associated with appropriate responses to a range of relationship issues that may arise when working with couples, maintaining appropriate boundaries between education and counselling and referring participants to other services

Application of the Unit

Application

This unit of competency applies to practitioners working in the relationship education sector

Where licensed tools such as PREPARE/ENRICH, FOCUS or MYERSBRIGGS are used, additional licensed training must be undertaken

These tools can be used in a variety of settings although they are most often used with a couple as the client

The venue must be suitable for the various stages of the process

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain a sound foundation for using a range of strategies and tools within marriage and relationship education	1.1 Undertake on-going professional development training and supervision to maintain knowledge and skills in use of a range of *appropriate tools* for use within marriage and relationship education 1.2 Demonstrate a clear understanding of the strengths and limitations of tools for working with couples including *contra-indicators* for use with couples 1.3 Demonstrate a clear understanding of *issues which may impact on couples and their relationships* 1.4 Demonstrate a clear understanding of *characteristics of positive interpersonal relationships*

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ELEMENT	PERFORMANCE CRITERIA
2. Structure the use of appropriate intervention strategies to facilitate learning	2.1 Structure the initial session with the couple to provide a clear introduction which establishes norms, goals, intended outcomes and learning processes 2.2 Articulate clearly the strengths and limitations of tools to be used with couples including contra-indications 2.3 Modify the use of the tools to accommodate individual couple needs where necessary, taking into account overall objectives/outcomes that have already been identified 2.4 Provide opportunities for the couple to consolidate their learning and to plan for transfer learning into their every day contexts
3. Facilitate couple interaction	3.1 Use tools appropriate to the social, cultural and developmental stage of couples' relationship to promote couple discussion and decision-making about the on-going development and health of their relationship 3.2 Respond to differences resulting in conflict 3.3 Respond promptly to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual 3.4 Maintain a balance between achievement of stated outcomes for the program and the need to be respectful of couples' privacy and be sensitive to the needs and concerns of each individual in the relationship 3.5 Challenge individual and couple knowledge, skills and values in a sensitive way to encourage exploration and facilitate discussion between the couple on relationship issues 3.6 Use interpersonal skills to assist couple to explore their relationship issues 3.7 Interact with couples in a manner sensitive to their special needs and individual differences

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ELEMENT	PERFORMANCE CRITERIA
4. Maintain appropriate boundaries between educative and counselling/therapeutic interactions	4.1 Monitor own professional limitations and boundaries and clearly articulate these to participants throughout the program 4.2 Ensure an appropriate balance between processing of individual/couple issues within the larger group and within couples is maintained in keeping with the stated goals and outcomes of the program 4.3 Use interpersonal skills to effectively maintain the boundaries established by the practitioner and to maximise opportunities for achieving the stated outcomes for the program and for the couple
5. Assess learning	5.1 Use assessment strategies to assist clients and practitioner to make judgements in relation to learning achieved through the application of the tools 5.2 Integrate the assessment of learning into the structure and processes used to facilitate learning 5.3 Document accurately the outcomes of assessment
6. Evaluate the use of the tools	6.1 Provide opportunities for participant evaluation of the program and the practitioner 6.2 Use methods of evaluation consistent with the content and processes of the intervention strategy 6.3 Evaluate the use of the intervention strategy to facilitate on-going development of practice
7. Complete follow up tasks	7.1 Complete and submit reports in a timely manner to appropriate staff/organisation 7.2 Complete follow up activities in a timely manner and in accordance with the parameters established with the couple

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Adult education principles and practices
- Issues relating to learning styles, abilities, numeracy, literacy levels
- Scope and limitations of tools for relationship work
- Theories of change and relationship education models for working with clients
- Research findings based on the tools to enable appropriate responses to questions regarding the validity of the program
- Possible barriers for clients to access programs and achieve outcomes
- Group skills and group dynamics
- Current relevant theoretical frameworks for relationship work
- Dynamics of intimate relationships and families including nuclear and step families
- Values, beliefs, traditions and spiritual aspects of intimate relationships including marriage
- Models of conflict resolution
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- The key indicators, nature and impact of personal issues such as alcoholism, gambling, mental health issues and other issues that could potentially impact on the health and development of marriages, families and relationships
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work including when working with clients experiencing sexual, physical and emotional abuse and/or mental health issues
- Appropriate sources or referrals and ways in which these can be accessed
- Organisation policy and procedures
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups

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REQUIRED SKILLS AND KNOWLEDGE

- Limitations and boundaries of educator role within the context of their responsibilities within an agency/organisation
- Understanding of a wide range of client groups and cultural diversity including same sex couples

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Give and receive constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups
- Establish and maintain boundaries of practice with program participants
- Deal with conflict in an open, assertive and appropriate manner
- Be aware and responsive to diverse groups of people who may challenge own values and beliefs
- Work with reluctant clients
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these
  This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Engage with and facilitate the relational/emotional system in couples in order to bring about positive change
- Assess family functioning
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- De-mystify and normalise key issues for couples and families including step couples and step families

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Articulate rationale for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working educationally with couples using appropriate tools
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to facilitate couple processes through the effective use of appropriate tools when working with couples
- If licensed tools such as inventories for example PREPARE/ENRICH, FOCUS, MYERSBRIGGS are used then appropriate licensed training must also be undertaken

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the appropriate application of tools for exploring couple relationships
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit should be assessed after or in conjunction with the following related unit of competency:

- CHCFAM413B Facilitate couple processes within group work

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate tools may include but are not limited to:

- Simulations
- Role plays
- Brainstorming
- Games
- Demonstrations
- Case studies
- Use of resources such as written exercises, workbooks, worksheets, books, posters
- Videos
- Slides
- Film
- Music
- Mentoring
- Coaching
- Questioning including the use of open, closed, overhead and direct questions and questions to elicit elaboration of content and exploration of thoughts and feelings
- Personality inventories for example MyersBriggs or MayerTeam Inventory
- Inventories, e.g. PREPARE/ENRICH, FOCUS

Contra-indicators may include but are not limited to:

- Where there is evidence of family domestic abuse
- Where there is evidence the relationship is very troubled and that it may benefit more appropriately from counselling
- Where literacy levels are too low
- Where there is evidence of severe mental illness

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RANGE STATEMENT

Issues which may impact on couples and their relationships may include:

- Individual/personal issues:
  - work/life balance
  - disability
  - beliefs, values, experiences
  - self-esteem
  - grief and loss
  - aloneness and isolation
  - aging
  - confidentiality within the couple and in the group
- Health and lifestyle:
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self-harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Couple issues:
  - sexuality, intimacy
  - trust, respect, love
  - affairs
  - separation
  - repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - finances and financial and budgeting decisions
  - domestic and family violence and abuse
  - conflict
  - recognition and acceptance of difference
- Family issues and themes and legacies:
  - parenting and transitions from partners to parents
  - developmental delays
  - team parenting
  - separation and parenting
  - attachment
  - breast feeding and early parenting
  - developmental delays in children

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RANGE STATEMENT

- roles of father and mothers in children's lives
- building resilience in children
- step-parenting and blended families
- influences of extended family and friends
- parenting in same sex relationships
- effects on children of any and all issues impacting on couple and family

continued ...

Issues which may impact on couples and their relationships may include (*contd*):

- Family of origin and multigenerational issues:
  - grandparenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
  - courting/dating
  - cohabitating, engagement, marriage, remarriage
  - birth of first and subsequent child/children
  - aging
  - death of parent/partner
  - retirement
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce/repartnering
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture
  - religion
  - gender including role development, affect of gender stereo-typing
  - language
  - education, literacy, numeracy
- Socioeconomic and political issues:
  - access to goods and services
  - poverty

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RANGE STATEMENT

	• Critical societal events
Characteristics of positive interpersonal relationships may include but are not limited to:	• Trust • Respect • Open and honest communication • Balance between needs of each person in the relationship and the needs of the relationship • Clear boundaries and responsibilities • Love • Expectations of the relationship are met over time • Fluid and able to change, grow and adapt to changes through life changes

Unit Sector(s)

Not Applicable

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CHCFAM416B Implement harm reduction strategies

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit covers the skills and knowledge required to identify and act upon issues presented in the context of a group, which may signify intentions to inflict harm to self or others

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector This unit applies to the identification and management of risk issues presented by participants within the context of a short-term facilitated group Management strategies are based on intervention and referral to appropriate support mechanisms and to ensure maintenance of group function and requirements

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work
- CHCGROUP403D Plan and conduct group activities
- CHCDFV301A Recognise and respond to domestic and family violence

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish safety parameters for group	1.1 Identify *duty of care responsibilities* in relation to facilitator role 1.2 Identify responsibilities for mandatory reporting 1.3 Identify privacy regulations and obligations relating to group facilitating 1.4 Conduct *screening of group applicants* to assess additional support needs where possible 1.5 Establish group guidelines and boundaries for interacting in the group in agreement with participants 1.6 Model respectful and positive language throughout group facilitation
2. Recognise at risk behaviours	2.1 Identify *at risk behaviours* 2.2 Identify and *monitor* individuals displaying *high emotional needs*
3. Respond appropriately to at risk behaviours	3.1 Identify *appropriate support services* for referral 3.2 Discuss at risk behaviours with supervisor or co-facilitator to determine appropriate intervention 3.3 Validate and normalise emotional responses to issues where appropriate and sensitively challenge where required within the group setting and duty of care requirements 3.4 Implement *harm reduction strategies* according to the needs of the individual 3.5 Conduct *follow up* on individual in accordance with organisation policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant commonwealth and state legislation regarding working in relationship work specifically in regards to mandatory reporting, domestic and family violence and child abuse
- Organisation and professional protocols, standards and policy regarding critical incidents and duty of care
- Principles and practices of suicide intervention including risk assessment, management and provision of on-going support.
- Common indicators of risk of self-harm, suicide or harm to others
- Knowledge of common myths about suicide and self-harm
- Principles of crisis intervention
- Procedures for obtaining assistance and making referrals to other agencies
- Effects of positive language on framing situations
- Key issues for client group
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Awareness of how other mental health issues may impact upon intervention.
- Principles around seeking out self care and support

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Recognise at risk behaviours or signs of suicide, self-harm or harm to others
- Identify and implement appropriate management strategies in response to at risk situations
- Manage the reactions of other group participants

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REQUIRED SKILLS AND KNOWLEDGE

- Provide critical interventions
- Facilitate links with higher levels of care, make referrals and follow up with client
- Access supervision to provide practice support in situations of risk or potential risk

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of implementing harm reduction strategies when working in a group context
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to implement harm reduction strategies for individuals in a group whilst maintaining group maintenance and function

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the implementation of harm reduction strategies in a group context
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Duty of care responsibilities must include:

- Commonwealth and state legislation in relation to family issues including, domestic and family violence, child abuse, mandatory reporting
- Organisation policy and procedures
- Occupational health and safety requirements

Screening of group applicants may include:

- Phone interview
- One-on-one discussions
- Referral information
- Areas covered may include exploration of
  - level of emotional reactivity
  - criminal history
  - history of assaults
  - mental health history
  - history of emotional or psychological abuse
  - presence of domestic family violence or abuse in relationship
  - drug and alcohol abuse
  - incompatibility with selection criteria
  - language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

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RANGE STATEMENT

At risk behaviours may include:

- Negative language, abusive or withdrawal behaviours, non-participation, drug and alcohol use, signs of anxiety or panic, depression, destructive or self-sabotage behaviours and other mental health issues
- Leaving group prematurely
- Discussion of, or references in conversation of suicide, harming spouse/children /others or self
- Detachment from group process or issues raised
- Denial
- Blame projection
- Disclosure of abuse
- Criminal behaviour

High emotional needs may include:

- Expressions of strong emotions
- Withdrawal and detachment
- At risk behaviours
- Destructive or negative beliefs

Monitor may include:

- Checked on during the group session
- Follow up outside of the group
- Establishment of buddy-system from within the group

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RANGE STATEMENT

Appropriate support services may include:

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug services
- Gambling assistance
- Mental health support services
- Domestic and family violence prevention and treatment services
- Financial assistance and counselling services
- phone support services, e.g. Mensline/Lifeline
- Websites for example MENDS and Parenting Children
- Housing/accommodation services

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RANGE STATEMENT

Harm reduction strategies may include action to:

- Acknowledge individual response and risk behaviour
- Use effective communication skills to maintain rapport
- Encourage reflection on behaviours
- Follow up with individual and group as required
- Implement buddy system
- Conduct one-on-one discussions
- Use strengths-based approach to uncover internal and external coping strategies and supports
- Refer to support services or specialist expert help
- Support the client to access another service/agency/information
- Debrief to third party affected by incident/s.
- Identify underlying significant life issues and support the client to seek assistance around these issues e.g. feelings of remorse, guilt, sadness, anger, addiction, abuse, trauma, other mental health issues
- Prepare contingency
- Distribute support information
- Normalise and validate emotions
- Sensitively challenge
- Documenting work with person to ensure all plans and safeguards are communicated in work team
- Follow policy relating to documentation, duty of care, confidentiality, support planning
- Establish with the person their desire for help and what they would consider helpful
- Provide information to match the person's needs
- Explore achievable steps to help the person strengthen their connections, relationships and formal and informal supports
- Support the person to determine how and when these supports can be used

Follow up may include:

- Telephone call
- Checking in during group session

Unit Sector(s)

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Not Applicable

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CHCFAM417B Identify and use strengths-based practice

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to work with a strengths-based approach when working in the area of relationship and family work

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply principles of strengths-based practice when working with clients	1.1 Apply understanding of the *principles of strengths-based practice* in working with clients 1.2 Demonstrate recognition of *power issues* involved in 'working with' clients 1.3 Apply understanding of how change occurs when using strengths-based approaches and potential constraints to these changes 1.4 Reflect on own practice and how to use a strengths-based approach
2. Use strengths-based tools to explore issues	2.1 Identify a range of *strengths-based tools* 2.2 Identify own strengths and ability to use strengths-based tools effectively 2.3 Develop a safe and supportive environment to use the strengths-based tools effectively

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ELEMENT	PERFORMANCE CRITERIA
3. Use strengths-based approaches in an education context when working with clients including adults, parents, young people and children	3.1 Work with clients to clearly identify issues and develop their understanding of strengths-based practice 3.2 Assist clients to establish a picture of the future using tools from strengths-based practice including the 'miracle question' 3.3 Assist clients to identify strengths, resources and growth areas they possess in order to work toward the picture of the future 3.4 Assist clients to identify strengths and resources they require from others 3.5 Assist clients to identify the first steps for them to take toward their picture of the future 3.6 Identify and record responsible party, timeframe and who is responsible for first steps
4. Deal effectively with difficult issues using a strengths perspective	4.1 Use a strengths-based approach when working with mandated and voluntary clients who have difficult issues 4.2 Use the *principle of 'power with'* when working with clients 4.3 Use the *engagement triangle* when dealing with difficult issues

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ELEMENT	PERFORMANCE CRITERIA
5. Collaboratively review progress toward the client's picture of the future	5.1 Assist clients to review their progress towards the picture of the future identifying exceptions and alternative stories 5.2 Assist clients to identify and celebrate their successes in moving toward goals 5.3 Assist clients to identify what is getting in the way of movement towards their goals 5.4 Assist clients to make adjustments to their picture of the future if needed 5.5 Assist clients to identify strengths and resources they have to work toward their picture of the future 5.6 Assist clients to identify strengths and resources they require from others 5.7 Assist clients to identify continuing steps for them to take toward their picture of the future

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Good detailed knowledge of principles of strengths-based practice when working with clients
- Good understanding of the appropriate application of strengths-based tools
- Knowledge of micro-skills used in setting up a learning relationship with a client
- Knowledge of own strengths and growth areas
- Self-awareness including awareness of own beliefs, values and experiences which can impact on work practice
- The impact of 'power' when working with service users
- The power and impact of language
- A good general knowledge and understanding of the issues affecting service users
- Knowledge and application of ethical behaviour and legal frameworks for relationship work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply principles of strengths-based practice when working with clients
- Identify, respect and foster client strengths
- Accept client's own world view
- Reflect positive attitudes about people's dignity, capacities, rights, uniqueness and commonalities
- Work consultatively and collaboratively with clients to identify realistic future goals and visions and to effect changes toward these
- Elicit client strengths to put towards possibilities for change
- Motivate supervisees to effect changes in their lives through the fostering of their strengths

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REQUIRED SKILLS AND KNOWLEDGE

- Work constructively to complement people's existing strengths and assist them with solution building approaches rather than 'problem solving' approaches
- Acknowledge and address power imbalances between workers, organisations and clients
- Recognise and address dynamics inherent in organisation practices and structures that are incongruent with strengths-based principles and processes
- Use open, honest, effective and appropriate communication which is at all times respectful and promotes a partnership approach to working with clients based on consultation, collaboration and mutual learning
- Identify and address social, personal, cultural and structural constraints to people's growth
- Identify and address potential barriers to accessing programs and achieving identified outcomes including access to child care, transport, cultural, linguistic, religious, disability, language, literacy and numeracy or learning differences
- Recognise and remain within bounds of own practice

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Understand the limitations and boundaries of the practitioner's role within the context of their responsibilities within their agency and manage own and others expectations in relation to these
- Maintain awareness of self and how experiences, biases, values and beliefs of self and significant others in own life may impact on ability to work effectively with various client groups
- Identify and address social, personal, cultural and structural constraints to people's growth
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
    - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
    - the interplay and dynamics of each of the above
    - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills to apply strengths-based practice when working with clients
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to apply a strengths-based approach to working with clients

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients using a strengths-based approach
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Principles of strengths-based practice must include:

- Respect for people's dignity, uniqueness and rights
- Self determination and empowerment
- Recognition and use of strengths (skills, capacities, knowledge, resources, information, hopes and dreams)
- Mutual learning between service user and professional
- Understanding that people are experts in their own lives
- Understanding that the issue is the problem, the person is not the problem

Power issues may include:

- Where and when practitioners meet with clients and how this is determined
- Who 'owns' records of the work
- Who determines what issues will be worked on
- Who determines timeframes for working on issues

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RANGE STATEMENT

Strengths-based tools may include:

- **Miracle questions** - 'Let's imagine.....You go to bed tonight and while you are asleep a miracle happens ....When you wake up the problem has less effect on your life. On a scale of 0 to 5, how much is the problem affecting your life? How will you know things have improved? What will be different? What will others notice is different?'
- Scaling questions assists professionals and service users to identify the problem or issue, set achievable goals, have a starting point for change, notice what is already working well, identify strengths and exceptions, measure progress and allow for the introduction of metaphors
- Vision and goal setting assists professionals and clients to identify where the service provider would like to move toward and how they can effect this change
- Strength focuses cards assists professionals and clients to identify strengths or issues
- Photo-language cards, objects and images assists professionals and service users to identify and represent significant feelings or issues
- Previous success stories assists professionals and clients to identify ways that people have successfully dealt with similar problems
- Relationship questions assists professionals and clients to identify and explore a problem by shifting the focus to how key relationships in the person's life view the situation for example, 'What would your best friend (mother) say? Or 'How would your family tell there was a miracle and your problem is solved?'
- Letter writing involves the documentation of change and learning in a personal style of writing a letter to the other person recognising changes in learning that you have observed in them
- The five column approach to problem solving is a table that enables professionals and clients to have a guide to explore problems in different ways that build on existing strengths. The guiding questions are: What is the issue? Establish a picture of the future using the miracle question. What strengths and resources do you have to put towards the picture of the future? What strengths and resources do you need from others? What are the first steps to take towards the picture of the future? Who needs to do what and

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RANGE STATEMENT

	when?
Principle of 'power with' may include:	• A genuine equal partnership with the client • Mutual respect and care demonstrated at all times and evident in language, processes and outcomes
The engagement triangle may include:	• Establishment of relevance to the client's needs • Establishment of the professional's faith in the client's ability to commit, choose, care, change, create, connect and communicate • Establishment of an honest and direct way of communication between the professional and the client

Unit Sector(s)

Not Applicable

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CHCFAM421B Work with parents of very young children

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to work with new fathers and/or new mothers and new carers to develop their confidence and competence as fathers, mothers and carers and as effective parenting teams

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with fathers and/or mothers and/or carers of very young children and babies	1.1 Demonstrate understanding of *issues* affecting fathers, mothers/carers and families of very young children including first time fathers and mothers/carers from a range of *family structures and backgrounds*
	1.2 Assist fathers, mothers or carers to explore relevant parenting issues regarding very young children including issues for first time parents/carers
	1.3 Assist fathers, mothers or carers to explore relevant issues regarding very young children which may have an impact on their partner or other members of their family
	1.4 Assist fathers, mothers and/or carers to explore *strategies to address or minimise the impact of relevant issues* on themselves and/or other members of their family
	1.5 Assist fathers, mothers and/or carers to develop an understanding of and appreciation for the *unique roles of fathering and mothering*, parenting, parenting skills and the important role played by fathers, mothers/carers and parents in the life of their child/children
	1.6 Assist fathers and mothers and/or carers to develop confidence and competence in their roles as fathers and mothers/carers

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ELEMENT	PERFORMANCE CRITERIA
2. Assist parents of very young children and babies to develop team parenting skills	2.1 *Work with parent/s and carers* to identify their beliefs, values and perceptions about children, their roles as parents/carers and the place of children in their lives 2.2 Work with parent/s to identify their *own strengths and areas for development* as parents 2.3 Work with parent/s to identify their *strengths and areas for development as a parenting team* 2.4 Work with parents to develop strategies and tools to build on their own and each other's strengths in order to build their capacity to work as a parenting team 2.5 Work with separated and/or single parents to assist them to work collaboratively in raising their child/children
3. Develop parenting skills in parents of very young children and babies	3.1 Establish rapport with parents of very young children 3.2 Assist parents to identify relevant areas for development of their parenting confidence and competence 3.3 Use appropriate tools and strategies to assist parents to develop parenting confidence and competence 3.4 Assist parents to review current skill development and identify further appropriate opportunities for development
4. Work within bounds of professional practice	4.1 Identify service and professional boundaries of practice and operate within those boundaries 4.2 Identify internal and external resources to whom clients may be referred for assistance 4.3 Appropriately refer clients to other services

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ELEMENT	PERFORMANCE CRITERIA
5. Work with parents to assist them to parent across cultures	5.1 Demonstrate consideration and understanding of *cultural*, *religious*, *community* and *familial obligations* and their possible impact on family relationships, in all work undertaken
	5.2 Consistently adapt work to meet the specific cultural and linguistic needs of clients
	5.3 Work in partnership with parents to achieve a balance between the development of a strong ethnic identity and the incorporation of positive aspects of Australian society into parenting styles

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Models and theories for working with parents
- Issues affecting fathers, mothers, caregivers and families of very young children, including first time parents
- Good understanding of child development and corresponding needs of babies and very young children including key social, physical, psychological, cognitive and emotional development
- General health and well being of babies including sleep, nutrition, stimulation, settling
- Basic understanding of current theories of roles of fathers, mothers and caregivers including infant attachment theory and what this looks like and the impact of good attachment on child development
- Awareness of the impact of culture on parenting and parenting styles, including an appreciation of potential issues of working cross culturally with parents
- Paternal and maternal post-natal depression, affects and ways of addressing these
- Group skills and group dynamics
- Dynamics of intimate relationships
- Models of conflict resolution and mediation
- The nature of domestic and family violence and child abuse including key indicators and effects.
- The key indicators, nature and impact on infants and children of personal issues such as alcoholism, gambling, mental health and other issues that could potentially impact on the health and development of marriages, families and relationships
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work
- Appropriate sources or referrals and ways in which these can be accessed

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REQUIRED SKILLS AND KNOWLEDGE

- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Self and how experience, biases, values and beliefs may impact on ability to work effectively with various client groups
- Limitations and boundaries of practitioner role within the context of their responsibilities within and agency/organisation
- Understanding of a wide range of client groups and cultural diversity including same sex couples
- Organisation policy and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Coach and mentor fathers, mothers and caregivers of very young children and babies in their respective roles
- Provide an effective role model for fathers, mothers and caregivers of very young children and babies
- Work in partnership with other services including infant welfare centres, pre-schools, kindergartens, primary schools, hospitals, maternity wards
- Demonstrate respect toward parents and caregivers of very young children and babies
- Establish and maintain boundaries of practice with program participants
- Work with diverse families and family structures
- Be aware and responsive to diverse groups of people who may challenge educator's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics
- Recognise and promote good attachments between infants and fathers and mothers
- Work with mental health issues including post-natal depression
- Validate and normalise where appropriate and sensitively challenge where required experiences and reactions of parents and carers of babies and very young children

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Communicate effectively, including having empathy for, and developing a good rapport with, fathers, mothers and caregivers of very young children and babies, including first time parents
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open, assertive and appropriate manner
- Respond appropriately to strong emotions in self and others
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Engage with and facilitate the relational/emotional system in couples in order to bring about positive change
- Assess family functioning

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with mothers, fathers and carers of babies and very young children
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with fathers, mothers and carers of babies and very young children

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through working with mothers, fathers and/or carers of very young children
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Issues which may impact on fathers, mothers and caregivers of very young children and babies, including first time parents may include:

- Lifestyle changes
- Financial stresses
- Housing
- Social isolation
- Levels of support
- Extended family
- Religious considerations
- Cultural aspects of parenting and parenting across cultures
- Family of origin and impact of this on own parenting styles
- Relationship changes
- Sleep deprivation
- Economic factors (effect on standard of living)
- Shift in power within the relationship, role changes, different division of labour
- Potential for role uncertainty and role conflict within the family
- Move from partners to parents
- Breast feeding, support for breast-feeding,
- Attachment between mother and baby and importance of this
- Attachment between father and baby and importance of this
- Relationships between siblings and baby
- Maintaining relationship between father and mother after the birth
- Intimacy
- Value placed on the role of father, mother, caregiver
- Levels of confidence in role of father, mother, caregiver
- Emergence of values/family 'ways of doing things' which were previously irrelevant
- Cultural differences in approach to father, mother and parent roles

continued ...

Issues which may impact on fathers, mothers and caregivers of very young children and babies, including first time parents may include:

- Influences of extended family including grandparents
- Circumcision
- Shift in mother's attention from partner to infant
- Young parents
- Congenital abnormality or chronic illness

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RANGE STATEMENT

(*contd*)

- Developmental delays
- Mental health
- Post-natal depression for mothers and fathers

Family structures and backgrounds may include but are not limited to:

- Step families
- Adoptive families
- Foster families
- Chosen families
- Same-sex parents
- Extended families
- Sibling families

Strategies to address or minimise the impact of relevant issues on fathers, mothers and caregivers may include

- Developing a greater understanding of 'how it is' for the other partner, members of the family
- Developing a greater respect for, and appreciation of, the value of the roles played by the other partner, members of the family
- Time management skills
- Honest, assertive and respectful communication
- Active listening
- The importance of compromise
- Maximising equitable opportunities to sleep, rest or have quality 'down time' for all parties
- Maximising equitable opportunities to meet personal needs of all parties
- Building confidence and competence in parenting skills
- Recognising the importance of the relationship between the partners and ensuring time to maintain this relationship

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RANGE STATEMENT

Unique roles of fathering and mothering may include:

- The importance of early and effective attachment between fathers, mothers, other siblings and infants
- Where fathers/ a father figure plays an active role in their children's lives this can have positive outcomes on the development of literacy, numeracy and social skills, self-esteem and the development of resilience in both boys and girls
- The importance of strong father and mother roles in child/children's lives
- The potential impact on child/children of post natal depression in mothers and fathers
- The ability and will to commit to the physical and ongoing support that a father/mother provides and the involvement with the child/children throughout their lives
- The capacity to make day to day decisions for the child/children that meet the children's needs
- The ability to care about and attend to the important transitions in a child's life and work to provide the optimal conditions to maximise their growth
- The ability to change and adapt as children grow older and the fathers/mothers mature in their relationship with their children
- The ability to create resources for material well being and the resolution of problems that allow opportunities for the development of emotional well being
- The ability to form lasting and healthy attachments with their children which can grow and change over time
- The capacity to relate with children by sharing meaningfully with them, both verbally and non-verbally
- Recognition of the impact on identity that fatherhood has on men and motherhood has on women

continued ...

Unique roles of fathering and mothering may include (*contd*):

- Recognition of the roles fathers and mothers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function
- Fathers/mothers may be:
  - birth fathers/birth mothers
  - step fathers/mothers

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RANGE STATEMENT

- foster fathers/mothers
- non-biological fathers/mothers
- uncles/aunts
- grandfathers/grandmothers
- carers

- Concepts of generative fatherhood may include
  - men want to be good fathers
  - assistance given to men to become better fathers needs to focus on removing the barriers to fatherhood
  - assistance given to men to become better fathers needs to focus on positive affirmation of the father's commitment to their children and participation in their lives
  - critical life transitions for example, separation, are viewed as opportunities to strengthen fatherhood
  - fathering styles may be influenced by how men were fathered and by their family of origin

Work with parents and carers must include:

- Understanding of the engagement and communication processes involved in helping
- The skills and qualities to put these into operation.
- Anticipated outcomes of work with parents and carers
- The communication processes involved
- The nature of the relationship with parents

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RANGE STATEMENT

Work with parents may include:

- Consideration of current, relevant theories of families and parenting:
  - attachment
  - developmental - maturational (Gesell), psychosocial (Erickson)
  - family systems theory
  - ecological approach
  - psychoanalytic theory (Freud)
  - behavioural genetics
  - ethology and modern evolutionary theory
  - role socialisation/cultural theory
  - parenting styles
- Consideration of current, relevant models for working with families and parents:
  - family partnership model
  - building strengths
  - solutions
  - social learning theory
  - educational
  - behaviour management

Strengths and areas for development as a father, mother, caregiver may include:

- Empathy
- Love
- Good at listening
- Good at anticipating the needs of others
- Willingness to consider the needs of others
- Ability to recognise own needs and ensure self care requirements are met
- Good imagination
- Patient
- Can operate with very little sleep
- Consistent in approach to things
- Good at setting clear boundaries
- Good at time and commitment management
- Good multi-tasking skills

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RANGE STATEMENT

Strengths and areas for development as a parenting team may include:	• Recognition of different values, beliefs, customs and parenting styles which may impact on children and raising children • Respect for differences • Ability to identify and articulate the 'non-negotiables' of own values and beliefs • Establishment of a united approach to parenting issues • Establishment of clear boundaries for children and consistent approaches between parents and over time • Examination of impact extended family and friends may have on parenting and family issues • Effective communication • Negotiate and compromise where possible and appropriate • Respect and care for each other and other members of the family • Establishment of healthy routines for sleep, diet and exercise
Cultural, *religious*, *community* and *familial obligations may include*:	• Gender entitlements or roles • Immediate family • Extended family • Step family • Financial, social, emotional or support obligations • Celebrations • Economic support • Religious participation • Domestic support • Co-habitation and/or co-location • Specified work and support • Maintenance of language and cultural practices • Carer responsibilities

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Unit Sector(s)

Not Applicable

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CHCFAM503B Work with a child focused approach

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to ensure that the role and needs of children and young people are considered by both practitioners and parents and that the interests of the child are paramount

Application of the Unit

Application	A key tenet of the family law system and associated service provision is acting and promoting the best interests of the child

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support parents to maintain child focused approaches to planning and actions	1.1. Focus on *children's issues* as a matter of priority 1.2 Ensure the child is centre of support and intervention plans 1.3 Engage parents using a range of *communication techniques* to establish an understanding of required contact behaviour 1.4 Manage parents *inappropriate attempts to exchange information* 1.5 *Manage inter parental disputes* and assist parents to recognise the needs of children and young people are separate to that of their own emotional needs 1.6 Seek clarification and understanding of *court orders* to determine legal parameters of any service provision or interventions 1.7 Reconcile competing ideas on the best interests of the child with the resident and non resident parent

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ELEMENT	PERFORMANCE CRITERIA
2. Create and maintain child focused environment	2.1 Plan activities *and* interactions with parents ensuring they are *developmentally age appropriate* for the child 2.2 Provide *resources for safe interactions* of child and parents 2.3 Provide service that ensures the child's needs and wants are central to the case activities 2.4 Engage the reluctant and non participative child
3. *Evaluate and monitor* child focused practice	3.1 *Provide guidance and direction to less experienced staff* 3.2 Review practices and policies to ensure child focused practices are implemented 3.3 Obtain feedback from parents and children of the service as part of the *evaluation processes and methodologies*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The stages of child development and relevance to work with vulnerable children
- Attachment and family systems theories and how these are applied to working with vulnerable and traumatised children
- Importance of peer relationships for vulnerable and isolated children
- Principles of empowerment and application of these to the work practices

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REQUIRED SKILLS AND KNOWLEDGE

- Indicators, effects and dynamics on family relationships and implications of:
  - family violence and abuse
  - substance use
  - mental illness
  - disability
- Child's physical and emotional reactions to separation, conflict , violence, and trauma
- Case management principles of assessment, planning, monitoring and review
- Principles and practice standards for working within the child's best interests as stated in Family Law Act
- Workers legal responsibilities and duty of care to children/young people and parents/carers when engaging in relationship supports and interventions.
- Research and identify the parenting and family dynamics in different cultures. Where necessary seek appropriate cultural expertise to ensure practices are culturally appropriate
- Child rights to protection, active right to participate, to choose course of action and make decision at their level of ability in any planning processes
- Indicators of abuse, types of abuse, children who are particularly vulnerable and reporting systems in accordance with relevant state legislation
- Range of service options for referral to relationship support and interventions services
- Applications and relevance of concepts of parent alienation in separation and divorce
- Effects of loss , grief and depression on children experiencing family conflict
- Indicators and responses to child anxiety including childhood resilience

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Respond to children and young people experiencing the following as a result of family conflict, parental separation and/or divorce:
  - grief/loss and depression
  - post traumatic stress disorder
  - domestic and family violence
  - sexual abuse and neglect
  - cross gender issues
- Undertake case management, including assessment of child and family needs, analysing information gathered for the development, facilitation and monitoring of a client case plan within own level of responsibility
- Undertake a needs assessment interview with children and/or young people to determine individual needs that will contribute to course of interventions and/or support within own level of responsibility
- Bring parties back to the issues of impact on the children - reframe future
- Use geno grams and socio grams to clarify complex family relationships

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REQUIRED SKILLS AND KNOWLEDGE

- Engage children in assessment, within own level of responsibility, using:
  - age appropriate language and questioning techniques
  - non-verbal communication
  - empathy and rapport building
- Observe and report on client situations, behaviours and interactions for the purpose of informing case management, support , interventions and where necessary reporting processes including those issues for risk management and client protection
- Provide effective client referrals to other support services or as part of case management processes
- Assist families to engage in communication exchanges that contribute to positive relationship building
- Adhere to boundaries for roles and actions of both the client and the worker using accepted standards of the organisation and within the relevant legislative frameworks
- Establish a professional relationship with children and parents

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work autonomously for short periods of time
- Apply and model communication skills including:
  - listening and understanding
  - speaking clearly and directly
  - writing to audience needs
  - negotiating responsively
  - empathising
  - persuading effectively
  - being appropriately assertive

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills:
  - Communication methods for engaging and working with children
  - Understanding and applying to practice the concepts and intentions of Family Law Act - 'Best Interests of the Child'
  - Understanding and applying Child Development theories when engaging and working with children and families
  - Understanding and applying where necessary any mandated notification responsibilities
  - Application of confidentiality and conflict of interest policies to information obtained, recorded and maintained when working with clients
  - Ensuring child's rights to protection, active right to participate, to choose course of action and make decisions at their level of ability
  - Children's emotional and physical reactions to separation, conflict, violence and trauma.
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance across contexts applicable to the work environment

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Method of assessment:

- Observation in the workplace *together with a possible combination of the following*:
  - Written assignments/projects or questioning should be used to assess knowledge
  - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Children's issues may include:

- Type, frequency and length of contact with parents
- Preference for recreational and social activities
- Education and peer relations
- Contact and relationship with significant others and/or extended family
- Place of residence
- Preferred communications styles with parents and significant others

Communication techniques may include:

- Assertion
- Active listening
- Summarising
- Paraphrasing
- Non-verbal communication:
  - gestures
  - facial expression
  - posture and positioning
  - eye contact
- Written information, pamphlets, reports, articles

Inappropriate attempts to exchange information may include:

- Threatening staff and or other clients to disclose information
- Providing documentation to staff that breaches confidentiality
- Attempting to engage with staff to for the sole purpose of obtaining information about another party to the case
- Attempting to use gifts and bribery to exchange information
- Manipulating and coercing children to seek information from staff and others
- Illegal attempts to access confidential files

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RANGE STATEMENT

Manage inter parental disputes may include:	• Ensuring safety of vulnerable clients by ensuring confidentiality of either party, not having contact with parties directly in the same environment • Using assertiveness and negation skills to diffuse immediate conflict situations • Modelling appropriate cooperation and communication skills to parents in conflict • Reinforcing the organisations policy on rights and responsibilities of both clients and workers where necessary • Undertaking risk assessments for violence and abuse • Presenting the child's expressed wants and needs to ensure that parents refocus on the best interests of the child
Court orders may relate to	• Parental contact and residency • Child Protection • Domestic and family violence issues
Developmentally age appropriate activities means:	• Plan activities that consider the developmental age and milestones of the child. Including chronological age, social, emotional and intellectual development. Activities will also provide for the specific needs of the individual child where disability, culture or health concerns are present.

Resources for safe interactions may include:	• Child appropriate equipment and activities
	• Appropriate environment to engage with parents
	• Access to organisation policies and procedures
	• Recent and relevant research on:
	  • marital conflict
	  • separation and divorce
	  • effective communication in marital conflict interventions
	• Access to court orders where relevant
	• Documented history of marital/post separation conflict

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RANGE STATEMENT

Provide guidance and direction to less experienced staff may include:	• Establishing and participating in peer support systems in the organisation • Peer supervision arrangements • Case review processes • Mentoring or buddy arrangements • Shadowing more experienced staff members
Evaluation processes and methodologies may include:	• Direct observation • Client interviews • Survey forms • Focus groups

Unit Sector(s)

Not Applicable

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CHCFAM504C Respond to and contain critical incidents

Modification History

Version 3	Version 4	Comments
CHCFAM504B Respond to and contain critical incidents	CHCFAM504C Respond to and contain critical incidents	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to manage situations that threaten the safety and security of clients, colleagues and others

Application of the Unit

Application

The skills and knowledge described in this unit may apply to a range of situations in delivery of community services where safety and security of clients, colleagues and others may be threatened

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and monitor indicators of potential incidents	1.1 Anticipate potential *causes of incidents* and harmful behaviour 1.2 Identify causes of incidents and *assess these for relevance to safety* of those people in the work environment 1.3 Identify and provide *information on potential responses* to colleagues for action and support
2. Respond to incidents	2.1 Respond confidently and in accordance with organisation procedures 2.2 Request assistance clearly 2.3 Use security procedures and aids according to policy 2.4 Ensure individual responses promote calm and reassurance 2.5 Prioritise client safety

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ELEMENT	PERFORMANCE CRITERIA
3. Contain incidents	3.1 Provide information designed to promote positive decision-making based on the relationship between actions and consequence 3.2 Use calm, confident and assertive communication to establish positive personal interaction and exchange information 3.3 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved
4. Minimise the impact of critical incidents	4.1 Administer *assistance* as necessary 4.2 Ensure procedures used to protect clients and others from endangering themselves or others, are consistent with legal, ethical and organisation requirements, and safety considerations 4.3 Ensure responses and emergency action give priority to the protection of individuals from severe harm 4.4 Promptly provide accurate and clear *reports* to the appropriate authority 4.5 *Provide debriefing and support* to clients and colleagues immediately following a crisis incident 4.6 Manage prevention of repeat incidents by review of clients continued involvement with the organisation and refer to other services where appropriate 4.7 Review and modify policy and procedures for response to critical incidents

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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REQUIRED SKILLS AND KNOWLEDGE

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Negotiation and conflict resolution strategies to be employed at times of crisis involving clients and colleagues
- Knowledge and understanding is required of the workplace work health and safety (WHS) system sufficient to recognise situations affecting WHS and to take appropriate action to rectify the situation
- Rights and responsibilities of workers and clients to ensure the safety of individuals in the workplace and in accordance with any duty of care requirements
- Emergency procedures/protocols and how to access emergency services in the workplace
- Team roles and responsibilities for reporting requirements
- Worker responsibilities for child protection reporting and duty of care as result of crisis situations in the work environment
- Code of conduct for workers of the organisation or professional membership and actions for responding to crisis
- Aware of verbal and non-verbal presentation and responses in crisis response and management
- Standard organisation procedures in case of hostile clients
- Creative responses to workplace challenges at times of crisis
- Aware of cultural variations in responding to situations and behaviours
- Understand legal boundaries of interventions
- Awareness of indicators of potential critical incidents and crisis
- Appropriate contact procedures for emergency services as required

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use communication skills to defuse hostile situations:
  - listening and understanding
  - speaking clearly and directly
  - interpreting the needs of internal and external clients of the organisation
  - negotiate responsively
  - persuade effectively
  - being appropriately assertive
  - empathising
- Select communication skills for sensitive and effective approaches with both vulnerable and hostile adults and children in crisis situations

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REQUIRED SKILLS AND KNOWLEDGE

- Manage and respond to hostile and aggressive behaviour in accordance with organisation policy and ensuring the safety of clients, colleagues and self
- Undertake situational risk assessments of potential crisis events involving clients and/or colleagues
- Undertake problem solving under pressure applying a range of strategies either individually or in a team environment
- Resolve client concerns relative to workplace responsibilities
- Implement appropriate corrective action as much as possible to eliminate risk
- Correctly use safety and/or alarm systems is implemented where necessary
- Accurately complete incident and hazards records to meet organisation and workplace safety requirements
- Apply flexible and resourceful approaches to management of crisis situations involving vulnerable parties
- Manage issues of threat or risk which may be associated with involuntary clients

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of *specified* essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit. however, simulated workplace assessment is acceptable • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment:

- Observation in the workplace where possible *together with one or more of the following*:
  - written assignments/projects or questioning should be used to assess knowledge
  - case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Causes of incidents may include actions and events from:

- Others which jeopardises the safety and well being of clients, colleagues and others with in the work environment
- History of alleged or substantiated issues of child protection nature
- History of domestic and family violence
- Actual or potential violent behaviour
- Incidents of self-harm and suicidal behaviour
- Inappropriate expressions of intense anger and/or fear
- Unauthorised entry to services
- Hostage taking
- Bomb threats to individuals and/or services
- Threats of intimidation
- Engaging hostile involuntary clients

Assess these for relevance to safety may include:

- Obtaining information about individuals or group posing threats or hostility
- Ensuring children and other vulnerable client groups are able to be easily and immediately removed from potential or real crisis situations
- Determining the most appropriate and accessible escape exits in a crisis
- Identifying the need for additional staff is required to ensure safety of individuals
- Awareness of immediate environment and indicators of crisis situations as listed above.
- Analysing communication exchanges and behaviours of clients to determine levels of risks

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RANGE STATEMENT

Information on potential responses may include:

- Separating parties in conflict
- Defusing strategies:
  - talking with individuals in a calm manner
  - modelling negotiation
  - empathising
  - adopting silence where appropriate
- Engaging specialist service interventions, eg, mental health services, drug and alcohol services
- Seeking emergency services, e.g. ambulance, fire or police services
- Cultural support specialists, e.g. elders, ministers of religions
- Using communication skills including:
  - listening and understanding
  - speaking clearly and directly
  - persuading effectively
  - being appropriately assertive
  - negotiating responsively

Assistance may include:

- Contacting support for the client or colleague affected by the incident e.g. significant others, emergency services, other services providers
- Facilitating referrals to other services
- Assisting with writing incident reports
- Assisting the client to exit real or potential risk situations

Reports may include:

- Incident reports as determined by the organisations policies on critical incidents
- Workplace Health and Safety reports relating to relevant legislation
- Witness reports for legal action
- Observational reports to contribute policy revision

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RANGE STATEMENT

Provide debriefing and support may include:	• Ensuring colleagues and clients have opportunity to talk through a structured debriefing process individually or in team environment • Allowing workers to self select timeout when required to ensure effective practices following a critical incident • Assisting workers to access external support services post critical incidents • Providing a list of potential services for individuals to access appropriate debriefing • Monitoring and providing peer support to workers affected by critical incidents

Unit Sector(s)

Not Applicable

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CHCFAM505B Operate in a family law environment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to effectively work with clients accessing services established within the context of the family law system These services may include counselling, dispute resolution, children's contact services, and family relationship centres

Application of the Unit

Application	This unit applies specifically to family relationship counsellors, family dispute resolution practitioners, children's contact service workers and other service providers working in the context of family law

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Conduct assessment

1.1 Assess and determine *specific client* needs in line with identified requirements in family law context

1.2 Engage both voluntary and involuntary clients using *appropriate strategies and techniques*

1.3 Assess and interview using *child focused practices*

1.4 Explain the family law system including Family Court processes and requirements to clients as required of job role

1.5 Respond to distressed clients in a non-judgemental and empathic manner

1.6 Actively provide *options* where appropriate *for* clients seeking *preventative support for relationship issues*

1.7 Actively provide *referral options* where appropriate for clients seeking *post separation services*

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ELEMENT

2. Apply requirements and regulations of the Family Law Act to work practices within organisation context	2.1 Act as an expert witness within *specified job role* 2.2 Prepare accurate *reports* according to organisation procedures and policy 2.3 Analyse *information* to determine best course of action 2.4 Observe and report where required by legislation and/or organisation policy 2.5 Document observations as required by *organisation policy and/or relevant legislation* 2.6 Identify the need to refer clients to legal practitioners to interpret and articulate court orders and legislation to ensure all parties are informed of legislative responsibilities and rights 2.7 Advocate in court within *specified job role* where required and appropriate
3. Manage *case work activities* in the context of the family law environment	3.1 Follow *case work procedures* according to established policies of the organisation and arising from legislative responsibilities and obligations where appropriate 3.2 Prepare case plans according to organisation guidelines 3.3 Research and identify appropriate *support systems for clients* 3.4 Provide information to clients about process of family law systems and available support options 3.5 Support clients' chosen course of action in relation to the family law system 3.6 Manage power imbalances in family group interactions with services 3.7 Follow procedures for filing and service of court documentation in accordance with legal requirements and *only* where appropriate within job role

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ELEMENT	
4. Work within a multidisciplinary team	4.1 Identify and establish effective working relationships with other specialist staff in the Family Law system 4.2 Negotiate and liaise with other sections of the family law system 4.3 Promote cooperation with other professionals and encourage clients to use other professional resources where appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the provisions for children and property in the Family Law Act and Child Support (Assessment) Act as it relates to specific job role
- Understand the relevant sections of the Family Law Act as it applies to individual work roles and organisation
- Knowledge of where to seek *expert* clarification of family law
- Understand Duty of Care requirements in the provision of information when working with families at pre and post separation and as it relates to specific job roles
- Referral options and systems available to clients whose needs may best be met by other services
- Confidentiality and privacy requirements under relevant legislation applicable to work context and job roles
- Working knowledge of Parenting arrangements and property settlement requirements as per the Family Law Act and any other related legislation within the provision and requirements of the job role
- Understand and apply relevant state child protection legislation as necessary
- Understand working of family court, associated legal system and legal processes as

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REQUIRED SKILLS AND KNOWLEDGE

relevant to job role

- Understanding any implications of material collected through interviews with clients seeking relationship supports and/or interventions
- Awareness of family dynamics in different cultures and how this may impact on or direct practices of relationship support services
- Understand recording and reporting system requirements of the family law rules and regulations as they relate to own job role
- Understanding the important role and responsibility of legal representatives in the Family Law context and multi party disputes and how this role impacts on own work with clients, including a focus on grandparents
- Understanding the roles and responsibilities of the child consultant in the family law context
- Understand the relevance of, and need for, referral to experts on range of matters
- Working knowledge of the factors impacting upon and associated with working with children and young people in complex cases of high level parental conflict, for example:
  - grief and loss
  - separation anxiety
  - trauma
  - power and control dynamics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively and impartially collect and analyse information according to risk assessment frameworks or models
- Implement confidentiality and privacy to client information obtained, recorded and maintained by the worker and organisation
- Research both the systems and legislation relevant to the work role and Family Law context
- Use solution focused interviewing techniques with clients
- Remain impartial and objective when engaging with clients and assessing client needs
- Ensure work practices that maintain the best interests of the child are paramount to all work in the Family Law context
- Demonstrate awareness of own limitations and biases that may impact on workers capacity to remain impartial in work with couples and families
- Identify when referral is best option for clients if worker biases impeded objectivity
- Objectively engage and listen as children, young people and parents present their situations
- Ensure client is clear about worker's role of being one of information provision *not one* of legal adviser
- Challenge and contain behaviours where necessary

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REQUIRED SKILLS AND KNOWLEDGE

- Interpret legalese into language understood by client and significant others

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply and model communication skills including:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - empathising
  - interpreting the needs of internal and external clients
  - persuading effectively
  - being appropriately assertive
  - sharing information
- Read and interpret workplace related documentation
- Work effectively in culturally diverse environments and contexts using appropriate skills and protocols
- Accept and provide constructive criticism
- Modify language and communication skills to meet the needs of individual clients
- Be transparent working with clients
- Work effectively in a multidisciplinary team environment
- Conceptualise and evaluate the laws and systems within the family law environment as required by job role
- Work effectively with interpreters to ensure needs of specific cultural groups are met
- Demonstrate appropriate and regular use of supervision and consultation

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills:
  - knowledge of the Family Law Act and system as it relates to specific job roles of the worker
  - establishing effective working relationships with other service providers and practitioners to provide best service provision for clients experiencing relationship difficulties
  - demonstrate an understanding of the dynamics of relationship conflict
  - established networks to facilitate effective referrals for clients
  - awareness of own limitations and biases which may impede worker impartiality when working with clients

  Communication skills including:

  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - empathising
  - interpreting the needs of internal and external clients
  - persuading effectively
  - being appropriately assertive
  - sharing information
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance across contexts applicable to the work environment

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace *together with a possible combination of the following*:
  - Written assignments/projects or questioning should be used to assess knowledge
  - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Children and young people
- Separating and divorced parents
- Extended family members
- Couples seeking counselling and supports as prevention to relationship breakdown
- Voluntary and involuntary individuals or family groups

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RANGE STATEMENT

Specific client needs may include may include:

- Prevention, interventions and support for relationship needs
- Assistance and/or information on property disputes
- Assistance with access to other services
- Assistance with referral, and advocacy where appropriate
- Assistance with matters relating to parenting arrangements and child's best interests
- Information on service availability
- Assessment and support for safety and family violence issues
- Referral to legal assistance
- Assistance with financial, housing or safety issues

Appropriate strategies and techniques to engage voluntary and/or involuntary clients may include but is not limited to:

- Establishing rapport
- Displaying empathy
- Use simple and concise language when engaging with the client
- Use negotiation skills when required
- Use non threatening verbal and non-verbal communication skills
- Remaining neutral and objective during engagement with the client
- Observe specific cultural protocols when communicating with clients
- Adopt client self determination principles where appropriate
- Clarify service provision for the client
- Clarify client expectations of the service in relation to client needs
- Explain any legal or organisation boundaries and contexts for client worker relationship or service provision
- Explain and clarify legal obligations of both the client and the agency

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RANGE STATEMENT

Child focused practices may include:	• Appropriate use of language considering the age and developmental stage of the child/young person • Create child friendly environment • Use of toys, puppets, books, sand play and other child centred resources • Active listening • Narrative approaches • Advocating for the child's/young person's expressed and/or demonstrated needs
Options may relate to other sections/specialists within the family law system and those practitioners that may form part of the multidisciplinary team and may include:	• Solicitors and barristers • Child representatives/consultants • Police • Court staff • Counsellors • Dispute resolution practitioners • Children's contact service staff • Child support agency • Family educators • Contact order program staff
Preventative support for relationship issues may include	• Counsellors • Relationship educators • Dispute resolution practitioners • Family educators

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RANGE STATEMENT

Post separation referral options may include:

- Lawyers and barristers
- Child representatives
- Police
- Court staff
- Counsellors
- Dispute resolution practitioners
- Children's contact service staff
- Child support agency
- Family educators
- Contact order program staff
- Domestic and family violence services
- Housing services
- Centrelink

Specified job role may include:

- Lawyers and barristers
- Child representatives
- Child consultant
- Court staff
- Counsellors
- Dispute resolution practitioners
- Children's contact service staff
- Family educators
- Contact order program staff
- Other family relationship centre staff
- Family relationship support program staff

Information may include:

- Verbal explanations of information to assist clients' understanding of services to be provided or clarification other information as a matter of client empowerment
- Written materials, e.g. service information, contracts, case plans, court papers
- Videos, DVDs and other electronic media

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RANGE STATEMENT

Organisation policy and/or legislation may include but are not limited to:

- Child Protection legislation within State operating jurisdiction
- Anti-discrimination legislation
- Child Support (Assessment) Act
- Family Law Act
- Freedom of Information legislation
- Superannuation legislation
- Privacy legislation
- De facto property legislation
- Organisation policies:
  - worker and client safety
  - recording and storing client information
  - assessment and intake
  - referral and advocacy
  - supervision and professional development
  - case work
  - collaborative work practices
  - access and equity
  - cultural diversity

Reports and documentation may include:

- Court reports
- General assessment reports
- Observational reports
- Referral reports
- Reports are required to be factual, clear and unambiguous and written within the organisation guidelines with due consideration for any legislative requirements.
- Client case plans
- Counselling agreements
- Court applications and regulatory forms
- Agreements reached as result of dispute resolution process
- Parenting plans/arrangements
- Documented contact arrangements
- Correspondence relevant to client case
- Intake and assessment documentation
- Case file notes

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RANGE STATEMENT

Case work procedures may include but are not limited to:

- Facilitating case planning meetings
- Preparing case plans
- Analysing information gathered
- Preparing a case plan in collaboration with the client
- Engaging the client to participate in planning processes
- Facilitating and monitoring aspects of case plans
- Reviewing case plans in collaboration with clients

Support systems for clients may include but are not limited to:

- Advocacy and information services
- Facilitate referrals to counselling, dispute resolution and/or children's contact services
- Domestic and family violence services
- Accommodation services
- Child support agency
- Family support services
- Alcohol and other drugs services
- Parent support and education groups
- Referral to legal practitioners e.g. in matters of:
  - matrimonial and de facto property
  - taxation law
  - superannuation
  - company and business law
  - inheritance law
  - child related matters

Unit Sector(s)

Not Applicable

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CHCFAM510B Work with separated fathers

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit covers the skills and knowledge required to work with fathers who experience relationship separation

Application of the Unit

Application	The unit applies to the facilitation of group sessions for fathers who experience relationship separation and who are most likely to not be the primary carer of their children It requires thorough understanding of issues affecting separated men and the systems and services they may experience

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisites	This unit must be assessed after achievement of the following related units of competency: • CHCFAM407B Work effectively in relationship work • CHCGROUP403D Plan and conduct group activities

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate knowledge of key separation issues	1.1 Demonstrate *understanding of roles and impact of fathers* in their children/s lives 1.2 Recognise fathers' aspirations for their children's well being and the *experience, knowledge and skills* that they bring to fathering 1.3 Identify *key issues facing fathers experiencing separation* and explain the implications 1.4 Describe *issues faced by women and children* experiencing separation 1.5 Describe the *range of responses to separation* 1.6 Identify *common needs of separated fathers* 1.7 Listen and affirm with empathy the situations, experiences and family dynamics of group participants 1.8 Match pace and framing of questions to specific needs 1.9 *Respond appropriately* to expressions of anger, grief and other strong emotions from separated fathers 1.10 Manage effectively group content and participation to achieve group outcomes
2. Demonstrate knowledge of relevant services and systems	2.1 Explain the functions and processes of *key agencies* 2.2 Identify access and referral mechanisms of key agencies 2.3 Listen empathetically and respond appropriately to group participants' reports of experiences of key agencies 2.4 Support and provide information to participants regarding how to access help and information from *key agencies*

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ELEMENT	PERFORMANCE CRITERIA
3. Support separated fathers to achieve positive outcomes	3.1 Assist fathers to set *realistic* and positive goals to improve their situation and relationships 3.2 Explore strategies with fathers for building positive working relationships with the other parent and other relevant people 3.3 Explore strategies with fathers for staying connected and in relationship with children 3.4 Explore strategies with fathers for self care and support 3.5 Explore strategies with fathers for improving their situation and relationships

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Good understanding of and ability to articulate issues facing women and men today particularly those issues associated with separation and divorce including associated legal procedures
- General understanding of a range of theoretical frameworks regarding men's roles, the inherent assumptions, strengths and weaknesses of these frameworks
- Knowledge of differences in communication styles, masculine and feminine world views and ways of being, gender stereo-types and impacts of these
- Good knowledge of models that explain the development and functioning of personal and family relationships
- Knowledge of fathers and stepfathers drawn from experience with a wide range of people including fathers and stepfathers from different socioeconomic backgrounds. Knowledge of the similarities and differences in the experiences that a range of people face
- Aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on men and relationships
- Understanding of the diversity of family structure and the impact this can have on interpersonal relationships
- Information resources and relevant local services including networks and support systems available to separated fathers
- Characteristics of target group/s and strategies for engaging them
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Principles and practice of conflict resolution
- Understanding of the development and importance of self-esteem

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REQUIRED SKILLS AND KNOWLEDGE

- Elements which contribute to healthy, effective and lasting relationships
- Knowledge of child development and the impact of fathers and mothers and family life on child development
- Knowledge of the difficulties for children whose parents are separating or have separated and for children living with step parents and in step families

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and manage a range of responses to separation
- Assist fathers to identify strategies for improving their circumstances
- Assist fathers to develop strategies to remain connected to children
- Assist fathers to develop and maintain self care strategies including strategies to reduce stress and anxiety and to establish and maintain healthy routines for food, rest and exercise
- Engage effectively with separated fathers
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Respond appropriately to strong emotions in self and clients
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Affirm and acknowledge participant experience including empathising with the experiences of separated fathers, normalising where appropriate and sensitively challenging where required
- Give and receive constructive feedback in a sensitive way
- Establish and maintain boundaries of practice with program participants

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity when working with men
- Work as part of a team, including multi-disciplinary professional groups and with a co-facilitator
- Effectively manage time

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REQUIRED SKILLS AND KNOWLEDGE

- Deal with conflict in an open, assertive and appropriate manner
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with separated fathers
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.
- Assessment must confirm sufficient ability to work effectively with separated fathers in a group setting

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the facilitation of groups for separated fathers
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Understanding of roles and impact of fathers may include but is not limited to:

- Understanding that fathering and the roles of fathers are as unique and varied as there are fathers
- Recognising that fathers can bring with them a range of fathering roles both conceptually and in practice
- Understanding a number of current and relevant theoretical frameworks regarding roles for men and their potential impact on roles of fathers, e.g.
  - theoretical frameworks which view the nature of men as fixed
  - theoretical frameworks which view the nature of men as dynamic, learned and changeable
  - attachment theory
  - family systems theory
  - feminist theory (and critiques of feminist theory)
  - family life-cycle theory
  - generative fatherhood
  - evolutionary psychology
  - neurobiology
- Recognition of the impact on identity that fatherhood can have on men
- Recognition of the roles fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function
- Fathers may be:
  - birth fathers
  - step fathers
  - foster fathers
  - non-biological fathers
  - uncles
  - grandfathers
  - carers
- Fathering includes the establishment of a relationship between the father and child
- Where fathers/a father figure play/s an active role in their children's lives this can have positive outcomes on the development of literacy, numeracy and social skills, self-esteem and the development of resilience in both boys and girls

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RANGE STATEMENT

Experience, knowledge and skills fathers bring to their fathering may include but is not limited to:

- The ability and will to commit to the physical and ongoing support that a father provides and the involvement with the child/ren throughout their lives
- The capacity to make day to day decisions for the child/children that meet the children's needs
- The ability to care about and attend to the important transitions in a child's life and work to provide the optimal conditions to maximise their growth
- The ability to change and adapt as children grow older and the fathers mature in their relationship with their children
- The ability to create resources for material well being and the resolution of problems that allow opportunities for the development of emotional well being
- The ability to form lasting and healthy attachments with their children which can grow and change over time
- The capacity to relate with children by sharing meaningfully with them, both verbally and non-verbally
- Understanding of developmental needs of children including social, emotional, cognitive, physical and psychological needs
- Ways fathers can actively contribute to the developmental needs of child/ren
- Factors which can negatively impact on the establishment and maintenance of positive relationships with child/children including self limiting concepts that may hold men back from achieving their full potential as fathers

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RANGE STATEMENT

Key issues facing fathers experiencing separation may include:

- Anxiety
- Stress
- Depression
- Stress and anxiety levels in separated men can be so high that these must be addressed as a priority before they are able to affect any other positive change or deal with other issues
- Separation and loss of family structure
- Social isolation from:
  - extended family
  - immediate family
  - friends of former couple
- Financial hardship
- Loss and grief
- Pride/shame
- Unemployment
- Issues faced by partner and child after separation
- Communication and relationship with ex-partner
- Shared parenting/co-parenting
- Effect on children
- Child focus/importance of maintaining this
- Importance of reassurance for child/ren regarding their ongoing importance in their parent's lives regardless of separation
- Care and contact issues
- Changes in parenting role
- Conflict between being a good father and limited physical contact
- Alternative housing requirements/homelessness
- Loss of power
- Family Court proceedings and frustration with 'family law system'
- Property settlement
- Maintenance
- Interaction with counsellors and mediators
- Re-partnering of ex-partner
- Relationship Conflict and Breakdown
- Developing a relationship with a new partner and the dynamics between the new partner, and any child/ren they have, and own child/ren
- Step-fathering

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RANGE STATEMENT

continued ...

Key issues facing fathers experiencing separation may include: (*contd*)	• Responses of family and friends • Mental illness • Family violence and abuse
Issues faced by women and children may include but are not limited to:	• Guilt • Sadness • Torn loyalties • Financial hardship • Loss and grief • Confusion • Insecurity • Loss of self-esteem • Housing/homelessness
Range of responses to separation may include:	• Denial • Stress • Anxiety • Anger • Depression • Stress • Violence • Withdrawal • Self-harm, suicide • Remorse • Overcompensation • Relief • Optimism

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RANGE STATEMENT

Common needs of separated fathers may include:

- Regain self-esteem/confidence
- To be heard/tell story
- Hear others' stories/situations/responses
- Overcome isolation
- Gain information/support
- Advocacy
- Manage emotional responses
- Meet legal obligations
- Improve parenting/communication/relationship skills
- Accommodation/housing
- Learning housekeeping and cooking skills
- Financial advice
- Practical support

Respond appropriately may include:

- Heard, acknowledged and affirmed
- Contained if necessary
- Reframed if necessary
- Normalised as a valid response if appropriate
- Sensitively challenged if required
- Assist clients to address issues of stress, anxiety and depression to allow them to move toward a stage where they are able to engage constructively in planning and working toward the future

Key agencies include but are not limited to:

- Child Support Agency
- Family Magistrate Service
- Centrelink
- Legal aide
- Housing/accommodation services
- Mediation centres
- Australian Taxation Office
- Family Court of Australia
- Phone support services, e.g. Mensline/Lifeline
- Family Relationship Centres
- Other agencies providing support and counselling
- Websites for example MENDS and Parenting Children
- Stepfamily Association of Australia

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RANGE STATEMENT

Realistic must include:

- Within the constraints of their personal context
- Where consideration is given for self care including addressing issues of stress, depression, and anxiety
- According to current legal obligations

Unit Sector(s)

Not Applicable

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CHCFAM515B Work holistically with families

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to effectively work educationally with multiple members of families simultaneously in a group or an individual family setting

Application of the Unit

Application	This unit of competence may be relevant for practitioners running relationship education programs, family support programs, parenting programs and early intervention programs

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisites	This unit must be assessed after achievement of the following related units of competency: • CHCFAM406B Engage and resource clients to improve their interpersonal relationships • CHCFAM407B Work effectively in relationship work

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and develop strategies for empowering healthy families	1.1 Demonstrate an understanding of relevant and current *research based theories and models* of families and interpersonal relationships and dynamics 1.2 Demonstrate an understanding of *experiential learning models, theories, techniques and tools* 1.3 Demonstrate a clear understanding of strengths and limitations of models, techniques and tools for use with family including contra-indications for use

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ELEMENT	PERFORMANCE CRITERIA
2. Apply strategies for empowering healthy families in groups or with individual families	2.1 Demonstrate an understanding of the interplay of *issues impacting on family members* and the corresponding interplay and dynamics of inter-relational issues between family members 2.2 Provide evidence-based information about healthy family functioning 2.3 Model listening, respectful speaking, negotiating and problem solving skills 2.4 Facilitate experiential learning and practice for all family members in group or family settings
3. Facilitate group processes to support empowerment of healthy families	3.1 Recognise and respond to individual needs while maintaining family and group cohesion 3.2 Monitor interactions between family members and between individuals and the group to ensure full participation in learning activities to maximise learning outcomes 3.3 Respond appropriately to individuals and families displaying distress or concern in a manner that maximises safety and confidentiality for each individual 3.3 Demonstrate sensitivity toward social, cultural, religious, gender, age, socioeconomic, educational and family structure differences
4. Review changes in attitudes, knowledge and skills of participants and in family functioning	4.1 Progressively review and monitor outcomes and alter approach appropriately 4.2 Assess the impact on the family/group as a whole 4.3 Plan for the future and *follow up* as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Research based theories and models of family and interpersonal relationships
- Characteristics of healthy family functioning
- Relevant, current family practice theory
- Experiential learning models, theories, techniques and tools
- Family relationships
- Inter-relational issues
- Good working knowledge of relevant models for stages of group development, group dynamics particularly where interpersonal relationships already exist between members of the group
- Working knowledge of strengths-based practice principles and applications
- Basic understanding of child development including key stages of social, emotional, physical and cognitive development
- The difference between high conflict and domestic and family violence in interpersonal relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a strengths-based approach to working with individuals, families and groups
- Use a wide range of experiential learning processes to facilitate the empowerment of healthy families
- Empower and support clients
- Use effective conflict management in a family and group setting
- Coach individuals and families for behavioural change
- Work collaboratively with others including co-facilitators
- Work effectively with individuals and families, considering the full range of possible

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REQUIRED SKILLS AND KNOWLEDGE

influences in their lives including:

- personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
- the interplay and dynamics of each of the above
- ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

- Establish and maintain healthy boundaries
- Maintain confidentiality

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use presentation skills including role play, psycho-drama, audience engagement, summarising, reframing and speaking respectfully and clearly
- Use group facilitation skills
- Respectfully communicate with a wide range of people including listening, empathic responding, paraphrasing, summarising, questioning, body language, appropriate use of humour and sensitivity

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills and application of this to working educationally with multiple members of families simultaneously
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work educationally with multiple members of families in groups and with individual families to assist them in developing their interpersonal skills and improving their interpersonal relationships

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in the ability to engage and work with multiple members of families
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Research based theories and models may include:

- Examples of some theoretical frameworks are:
  - family systems theory
  - attachment theory
  - affect regulation
  - feminist theory
  - structural family therapy
  - family life-cycle theory
- Examples of models for working with families are:
  - theories of change, e.g. stages of change - Prochaska Diclemente
  - building strengths
  - solutions
  - social learning theory
  - educational
  - behavioural
  - family partnership

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RANGE STATEMENT

Experiential learning models, theories techniques and tools may include but are not limited to:

- Role play
- Coaching
- Group discussions
- Exercises and activities
- Strengths-based techniques including positive reframing
- Mentoring
- Experiential and situational learning
- Psycho-drama
- Scenario/case studies
- Journals
- Letter writing
- Aim identification/goal setting
- Assessment of personal skills
- Review of resources including networks, friends and mentors
- Modelling effective communication and relationship skills
- Change triangle
- Genograms
- Family and couple map
- Johari Window
- FACES/MACES
- MYERSBRIGGS

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RANGE STATEMENT

Issues impacting on family members may include:

- Couple, family and group dynamics, culture and communication styles
- Individual/personal issues:
  - work/life balance
  - disability
  - beliefs, values, experiences
  - self-esteem
  - grief and loss
  - aloneness and isolation
  - aging
- Health and lifestyle:
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self-harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Couple issues:
  - sexuality, intimacy
  - trust, respect, love
  - affairs
  - separation
  - repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - finances and financial and budgeting decisions
  - domestic and family violence and abuse
  - conflict
  - recognition and acceptance of difference
- Family issues and themes and legacies:
  - parenting and transitions from partners to parents
  - breast feeding and early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - building resilience in children
  - step-parenting and blended families

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RANGE STATEMENT

- influences of extended family and friends
- parenting in same sex relationships
- effects on children of any and all issues impacting on couple and family
- teenage/parent conflict
- parental abuse by children

continued ...

Issues impacting on family members may include (*contd*):

- Family of origin and multigenerational issues:
  - grand-parenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
  - courting/dating
  - cohabitating, engagement, marriage
  - birth of first and subsequent child/children
  - aging
  - death of parent/partner
  - retirement
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture
  - religion
  - gender including role development, affect of gender stereo-typing
  - language
  - education, literacy, numeracy
- Socioeconomic and political issues:
  - access to goods and services
  - poverty
- Critical societal events

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RANGE STATEMENT

Follow up may include:

- Writing up of program outcomes and evaluations
- Documenting program for statistical and reporting requirements
- Follow up with program participants to ensure their needs have been met or to provide additional referral where required

Unit Sector(s)

Not Applicable

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CHCFAM518B Work with involuntary and mandated clients

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit describes the skills and knowledge required to engage and work with involuntary and mandated clients

Application of the Unit

Application	This unit applies to a range of organisation contexts where clients may be directed to participate or seek interventions as the result of legislation, court order or other mandated process.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Encourage clients to comply with legislative, statutory and/or court orders	1.1 Establish and confirm clients needs and expectations of the service and work role with regard specified *mandated orders* 1.2 Clarify information for the client about the required compliance in service interventions and supports. 1.3 Obtain feedback on the client's level of understanding of mandated requirements to comply. 1.4 Advise clients of processes and timelines when interpretation and/or advice may be required from others in *complex matters* 1.5 Explain organisation policies, procedures and any *limitations for working with mandated clients*
2. Implement strategies to assist the client with compliance	2.1 Tailor *communication strategies* to meet the clients needs and context 2.2 Consult with the client regularly to ensure that interactions and plans aid and maximise opportunities for compliance 2.3 Identify any further assistance that may require the facilitation of referral to *other supports or services*

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor compliance with legislative requirements and/or court orders	3.1 Monitor client compliance in accordance with organisation policy and procedures 3.2 Examine cause and effect and use negotiation strategies to encourage appropriate responsibility and accountability for non compliant behaviour 3.3 Record and manage non compliance issues and any related incidents as required in individual work contexts 3.4 Discuss concerns or repeat issues of client non compliance with supervisors or as part of case review process where this is part of routine work practices
4. Manage unacceptable behaviour related to mandated compliance	4.1 Challenge *unacceptable behaviour* and outline options and opportunities to change clearly and with positive encouragement 4.2 Confirm the implications of continuing unacceptable behaviour clearly, calmly and objectively 4.3 Use techniques according to organisations procedures to ensure personal safety and safety of clients/colleagues 4.4 Carryout intervention strategies according to an analysis of the situation and organisation policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding different types of legislation/laws that may have resultant court orders that necessitate client's mandated compliance to engage and attend in service provision.
- Specific knowledge of the types of situations where mandated orders apply and the consequences of non compliance
- Policies of the organisation that provide specific procedures and guidance for working with mandated clients
- Process for the management non compliance by mandated clients, including the levels of responsibilities for clients, workers, organisations and other external entities.
- Potential liabilities and/or consequences for clients, workers, and organisation if court orders or legislative requirements are breached
- Strategies for engaging involuntary and mandated clients so that genuine attempts are made to ensure clients have every opportunity to demonstrate compliant behaviour.
- Interpersonal techniques for safely and constructively challenging client non compliance within scope of job role
- Safety management and planning strategies to address any aggressive resistant behaviour by involuntary and mandated clients
- Indicators of potential conflict and crisis situations and how to de escalate these situations
- Awareness of own limitations and when to consult more experienced practitioners, supervisors or colleagues for support in working with mandated clients.
- Awareness of organisation policies and procedures relating to responding to responses of behaviour, safety and security, delegations and duty of care
- Principles of negotiation, conflict resolution and effective communication techniques
- Reporting procedures and practices, internal and external, for working with involuntary and mandated clients
- Awareness of the issues that may arise when working with mandated and involuntary clients

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REQUIRED SKILLS AND KNOWLEDGE

- Support and referral services and specialist as well as relevant a legal entities
- Principles of cultural practices and customs of the client and their impact on behaviour in a mandated participation context

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comprehend and clarify for others, including colleagues and clients any requirements of mandated orders
- Identify and seek out expert individuals and services to provide advice to clients on their rights and responsibilities as involuntary clients.
- Apply effective interpersonal skills and conflict resolution skills, particularly negotiation in complex situations of high conflict as a result of a client's resistance to comply with orders
- Observe, interpret and cautiously describe in observational notes the client's interaction with others and any relevance to mandated orders
- Identify the need to seek support form colleagues when working with involuntary clients
- Identify and respond within job role to any potential risks or concerns for own or others safety as a result of working with involuntary clients
- Apply a range of strategies for engaging with the client to problem solving issues of non compliance

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Constructively and safely challenge clients non compliance with orders - where this a requirement of the job role
- Apply effective communication skills including:
  - listening and understanding
  - speaking clearly and directly
  - persuading effectively
  - empathising
  - being appropriately assertive
  - negotiating responsively
- Work with diverse individuals and groups

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace and over a period of time
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- Observation in the workplace (if possible)
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - in cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written assignments/projects or questioning on essential knowledge and skills and consideration of required attitudes
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Mandated orders may include but are not limited to:

- Court orders issued as a matter of federal or state legislation and jurisdictions:
  - contact orders program
  - child protection matter
  - family law matters
  - domestic and family violence orders

Mandated clients includes:

- Individuals attending the organisation or participating in aspects of service provision as a result of a court or other legally binding arrangement or directive
- Involuntary participant

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RANGE STATEMENT

Complex matters may include:

- Client may have additional needs that affect their ability to comply with court or other orders/agreements:
  - mental health issues
  - alcohol and other drug issues
  - financial problems
  - transportation issues
  - child care problems
  - communication issues
  - disability
  - language or other cultural factors
  - conflicting orders
  - violence and/or abusive behaviour

Limitations for working with mandated clients may include:

- Client consistently resists compliance after all attempts are made by workers to engage with the client
- Assessed risk determine that to continue to engage with the involuntary client has potential detrimental consequences
- When clients deliberately sabotage attempts by the organisation and the workers to establish a workable arrangement for meeting court order requirements
- When the needs of the client are beyond the purpose and capacity of service provision
- When clients exhibit behaviours that are perceived or real threats to the safety of workers, colleagues or other clients
- When courts or other legal entities direct the service provision to cease

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RANGE STATEMENT

Communication strategies may include:	• Use of positive assertive language • Non-verbal gestures • Constructive questioning/listening • Tone of voice • Awareness of cultural values and sensitivity • Defusing verbal aggression • Negotiating agreements • Languages other than English • Indigenous languages • Visual language • Assistive language technology
Other supports or services may include:	• Legal advisers • Psychologists • Social Worker • Drug and Alcohol services • Community support agencies • Child Support Agency • Family Law Court • Family Relationships Centres • Behavioural education programs • Medical Services
Unacceptable behaviour may include but is not limited to:	• Actual violence, threats of violence to workers and or others • Verbal abuse or aggression towards workers and/or others • Manipulation and sabotage of processes aimed at engagement and facilitation of services

Unit Sector(s)

Not Applicable

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CHCFAM519B Prepare client court reports

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit describes the skills and knowledge required to write reports about client circumstances and situations within the workers professional domain

Application of the Unit

Application	Preparation of client court reports to a level of job role responsibility

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and prepare material	1.1 *Interview relevant individuals* to obtain *factual information* and records as required
	1.2 Collect, analyse and record all *sources of information* gathered
	1.3 Analyse information to confirm its authenticity and identify any further information that needs to be obtained,
	1.4 Prepare information for consideration of courts using established *organisation procedures* and compliance with any *legislative requirements*
	1.5 Liaise with relevant parties to keep them informed of the report progress
	1.6 *Arrange support*, within organisation guidelines, for clients during the preparation and final submission of the report
	1.7 *Record, and store information* in accordance with legislative requirements and organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Provide information about the reporting process	2.1 Provide information about the progress of the court report preparation to relevant parties as requested 2.2 Check levels of client understanding for potential consequences of the submission of a court report where this is part of the workers job role, 2.3 Refer the client to *experts* for exploration of options arising from the preparation and submission of a court report
3. Prepare reports	3.1 Record and report only factual information as needed within the professional domain of the worker 3.2 Cite sources of information clearly with due regard for *confidentiality and privacy* and within legislative requirements 3.3 Write clearly and concisely using objective statements without value or personal judgement 3.4 Ensure the report focuses on the purpose for which it was requested 3.5 Prepare a summary or concluding statement at the end of the report and include recommendations if requested and if it is within own professional domain and expertise 3.6 Present copies of the file marked confidential to the intended audience and register an entry of its distribution 3.7 Present copies of reports to clients where this is a policy of the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal implications and responsibilities of preparing a report on a clients present and past circumstance, including, privileged information, confidentiality, mandated reporting, consequences of potential domestics and family violence and/or abuse
- Legislation as it applies to the gathering, preparation and recording of information for purpose of justice processes
- Relevant organisation policy and procedures for the collecting, preparation and recording of client information and its distribution to external parties
- Processes for interviewing to obtain information for the purpose for preparing a court report
- Legal implications of material gained through interview
- Workings of the justice process for which the report is to be submitted, including timeframes for submission of material and other protocols
- Objective and concise methods of writing acceptable to justice process standards
- Written communication which includes:
  - reading and interpreting workplace documentation
  - writing to the intended audience needs
  - interpreting the needs of internal and external individuals
- Acceptable sources of information for the preparation reports

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply interview skills with a diverse range of people for the purpose of obtaining information for preparing a court report
- Address concise and acceptable writing standards to a level of formality acceptable to organisation and court

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REQUIRED SKILLS AND KNOWLEDGE

- Use word processing skills for the preparation of reports
- Maintain impartiality, and non-judgemental attitude in the preparation of court reports
- Identify and implement organisation procedures for obtaining, recording, and storing of information
- Distinguish between factual and subjective information and what is critical for inclusion in the report
- Seek expert advice on the preparation of the report and its content, e.g. legal advice, medical experts
- Implement confidentiality and privacy limitations where and when appropriate and in meeting legislative and organisation requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use communication techniques; active listening, reflection, summarising, questions and statements, gaining agreements on actions and explaining outcomes
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Manage cross cultural issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Observation in the workplace (if possible)
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - in cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written assignments/projects or questioning on essential knowledge and skills and consideration of required attitudes
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Interview relevant individuals may include:

- Interviews are to be conducted in accordance with any legislative requirements and regard for confidentiality and informed consent of the client
- Relevant individuals:
  - clients and significant others
  - specialists
  - colleagues and other staff with factual and critical knowledge of the client's circumstance

Factual information includes:

- Establishing the who, what, when, where, how of the clients circumstance in objective terms
- Clients presenting circumstances including, referred by, purpose of engagement, observations of interactions and participation, current situation and any recommendations is appropriate
- A level of detail that is descriptive, objective yet not over interpretive and where personal bias and prejudices are not present.

Sources of information may include:

- Client interview
- Client records
- Observational notes and recordings of other staff
- Documentation of other services, specialist or agencies as relevant
- Interviews with clients significant others

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RANGE STATEMENT

Organisation procedures may include:	• Privacy and confidentiality • Access and equity • Information systems obtaining, recording and storing • Information dissemination • Communications • Professional indemnity • Court report and observational note taking
Legislative requirements may relate to:	• Family Law • Child Protection • Domestic and Family Violence • Privacy • Child Support (Assessment) Act
Record and store information include:	• Recording and storing information in accordance with privacy and confidentiality policies • Ensure that all notes, hard copy or electronic are maintained in a safe secure systems with appropriate backup systems where possible • Ensuring the maintenance of such systems meets legislative and quality assurance standards of the organisation
Arrange support for clients may include:	• Family and friends • Community based services • Advocacy • Legal Advice • Child Support Agency • Support and education groups
Experts may include:	• Legal advisers • Specialist medical services • Court staff • Government offices • Community based agencies with specific target groups

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Unit Sector(s)

Not Applicable

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CHCFAM520B Use strengths-based practice in supervision

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to use strengths-based practice in providing supervision

Application of the Unit

Application	This unit applies to practitioners providing supervision in the context of family and relationship work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply strengths-based principles when providing supervision	1.1 Apply knowledge of models of *supervision* including roles and responsibilities within supervision 1.2 Apply understanding of the *principles of strengths-based practice in supervision* 1.3 Demonstrate recognition of myths and realities for using strengths-based practice in supervision
2. Use strengths-based tools to explore issues in supervision	2.1 Identify a range of *strengths-based tools* 2.2 Identify own strengths and ability to use strengths-based tools effectively in supervision 2.3 Develop a safe and supportive environment to use the strengths-based tools effectively with others in supervision

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ELEMENT	PERFORMANCE CRITERIA
3. Conduct supervision using a strengths-based approach	3.1 Negotiate the supervision relationship using a strengths-based approach 3.2 Identify and address issues of power inherent in supervision 3.3 Formulate a plan to address issues using 'five column' approach 3.4 Identify steps, timeframes and person responsible for action to build on skills, strengths and resources to resolve issues 3.5 Record supervision process and outcomes using letters and strengths-based tools
4. Review supervision outcomes	4.1 Prepare for supervision by reviewing letters and five columns 4.2 Prepare questions for supervision that will elicit progress towards goals 4.3 Recognise and celebrate success
5. Deal with difficult issues using a strengths perspective	5.1 Identify *issues that can occur in supervision* 5.2 Apply a strengths-based approach to address these issues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theory and models of supervision
- The role of supervision including the role in building the supervisee's competence to support their work practice and the role of supervision to meet organisation requirements
- Roles and responsibilities of supervision
- Understand the application of strengths-based practice and tools in supervision
- Understand principles of strengths-based practice
- Knowledge of micro-skills used in setting up a learning relationship with a client
- Knowledge of own strengths and growth areas
- Understand the impact of expectations including client, organisation and supervisee expectations and the corresponding pressures this can bring to the supervisee

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply strengths-based principles when providing supervision
- Recognise and remain within bounds of own practice
- Understand the limitations and boundaries of the practitioner's role within the context of their responsibilities within their agency and manage own and others expectations in relation to these
- Demonstrate awareness of self and how experiences, biases, values and beliefs of self and significant others in own life may impact on own work practice and ability to provide strengths-based supervision
- Identify, respect and foster supervisee's strengths
- Identify and address social, personal, cultural and structural constraints to people's growth
- Reflect positive attitudes about people's dignity, capacities, rights, uniqueness and

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REQUIRED SKILLS AND KNOWLEDGE

commonalities

- Work consultatively and collaboratively with supervisee to identify future goals and visions and to effect changes toward these
- Elicit supervisee strengths to put towards possibilities for change
- Motivate supervisees to effect changes in their lives through the fostering of their strengths
- Work constructively to complement people's existing strengths and assist them with solution building approaches rather than 'problem solving' approaches

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Acknowledge and address power imbalances between supervisors and supervisees
- Recognise and address dynamics inherent in organisation practices and structures that are incongruent with strengths-based principles and processes
- Use open, honest, effective and appropriate communication which is at all times respectful and promotes a partnership approach to working with people based on consultation, collaboration and mutual learning
- Work inclusively with the whole person, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to apply strengths-based approach to the provision of supervision over a sustained period of time.

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in the provision of supervision using a strengths-based approach
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Supervision may include but is not limited to:

- Formal and/or informal supervision sessions
- Group supervision
- Telephone supervision
- Peer appraisals (where appropriate levels of experience exist)
- Internal or external supervision
- Journals
- Video tapes of facilitation of groups
- Co- facilitation and reports from these
- Facilitating reflection on practice
- Negotiation of supervision between the supervisor and the supervisee
- Establishment and shared understanding of the roles and responsibilities of the supervision process
- Undertaken through the development of an appropriate professional relationships
- Involve the growth of the person, their professional development, gaining of knowledge, skills, attitudes for the further development of their professional practice

Principles of strengths-based practice in supervision must include:

- Respect for people's dignity, uniqueness and rights
- Self determination and empowerment
- Recognition and use of strengths (skills, capacities, knowledge, resources, information, hopes and dreams)
- Mutual learning between supervisor and supervisee

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RANGE STATEMENT

Strengths-based tools may include:

- **Miracle questions** - 'Let's imagine.....You go to bed tonight and while you are asleep a miracle happens .....When you wake up the problem has less effect on your life. On a scale of 0 to 5, how much is the problem affecting your life? How will you know things have improved? What will be different? What will others notice is different?'
- Scaling questions assists professionals and service users to identify the problem or issue, set achievable goals, have a starting point for change, notice what is already working well, identify strengths and exceptions, measure progress and allow for the introduction of metaphors
- Vision and goal setting assists professionals and clients to identify where the service provider would like to move toward and how they can effect this change
- Strength focuses cards assists professionals and clients to identify strengths or issues
- Photo-language cards, objects and images assists professionals and service users to identify and represent significant feelings or issues
- Previous success stories assists professionals and clients to identify ways that people have successfully dealt with similar problems
- Relationship questions can assists professionals and clients to identify and explore a problem by shifting the focus to how key relationships in the person's life view the situation for example, 'What would your best friend (mother) say? Or 'How would your family tell there was a miracle and your problem is solved?'
- Letter writing involves the documentation of change and learning in a personal style of writing a letter to the other person recognising changes in learning that you have observed in them
- The **five column approach** to problem solving is a table that enables professionals and clients to have a guide to explore problems in different ways that build on existing strengths. The guiding questions are: What is the issue? Establish a picture of the future using the miracle question. What strengths and resources do you have to put towards the picture of the future? What strengths and resources do you need from others? What are the first steps to take towards the picture of the future? Who needs to do what and

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RANGE STATEMENT

	when?
Issues that can occur in supervision may include but are not limited to:	• Lack of clarity of roles and responsibilities within the supervision relationship • Fundamental and irreconcilable differences of philosophy, values, beliefs or use of theoretical frameworks or models of practice between those in a supervision relationship • Unrealistic expectations on behalf of the supervisor or the supervisee • Unrealistic assessment of strengths and/or unwillingness to develop realistic self-awareness on behalf of the supervisee • Time pressures which result in insufficient contact and support provided through the supervision process

Unit Sector(s)

Not Applicable

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CHCFAM522B Assist clients to develop emotional regulation

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to assist clients to develop greater personal and social competence through the development of increased self-awareness, emotional management, self-motivation and relationship management

Application of the Unit

Application	This unit is not intended for use with clients where domestic and family violence is an issue Where practitioners believe domestic and family violence or abuse are an issue they need to refer client/s appropriately

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work
- CHCGROUP403D Plan and conduct group activities
- CHCDFV301A Recognise and respond to domestic and family violence

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of the application of current and relevant affect regulation theory, practice and models	1.1 Demonstrate understanding of *historical, current and relevant affect regulation theory and tools* 1.2 Demonstrate *awareness of self* including own strengths and limitations 1.3 Demonstrate ability to positively manage own relationships including sensitivity to others and ability to respond to the needs of others 1.4 Demonstrate ability to appropriately apply *reflective, conceptual, organised and empathic styles* and approaches to a range of situations
2. Undertake program screening and assessment	2.1 Discuss the program objectives and format with potential participants to assess the program's suitability for them 2.2 Identify *special needs* of potential participants in *pre-program assessment* 2.3 Identify *conditions potentially incompatible with program* objectives 2.4 Select participants for program according to *selection criteria* 2.5 Communicate confirmation of participant acceptance to client and provide referral information to clients not selected 2.6 Undertake ongoing assessment of the suitability of continued participation in program throughout program

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ELEMENT	PERFORMANCE CRITERIA
3. Work in partnership with clients to develop their personal and social competence	3.1 Work with clients to develop a greater awareness of self including a sense of responsibility and ownership of own behaviour 3.2 Work with clients to develop and apply *emotional regulation techniques* 3.3 Work with clients to develop a greater awareness and understanding of the needs, issues, emotions, feelings, influences and responses of others and the likely impact these may have on relationships 3.4 Work with clients to develop and apply *relationship management techniques*
4. Assist clients to monitor and assess their ability to develop and maintain interpersonal relationships	4.1 Assist clients to reflect on and take responsibility for development of skills and corresponding changes in own lives as a result of development of interpersonal relationship skills 4.2 Assist clients to set goals for the ongoing development of personal and social competence to promote health, well being and improved relationships

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the application, strengths and limitations of historical, current and relevant affect regulation theory, models and practice
- Knowledge of the variety of emotions in human relationships
- Role and function of emotions in human relationships for example the fight/freeze/flight responses and emotional development and pre-conscious, unconscious and conscious responses
- Different levels of emotional responses including preconscious, limbic, cortical (unconscious and conscious)
- Ways to regulate emotions and challenges for doing this
- Cross-cultural aspects of emotions and emotional regulation
- Difference between relationship conflict and domestic and family violence
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Models of conflict resolution and mediation
- Understanding of a wide range of client groups and cultural diversity

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Regulate strong emotions in self and clients
- Demonstrate self-awareness including knowing own goals, beliefs, values, motivators and rules
- Apply reflective, conceptual, organised and empathic styles of thinking when dealing

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REQUIRED SKILLS AND KNOWLEDGE

with a range of issues and circumstances

- Assist clients to develop their intrapersonal and interpersonal skills and awareness
- Assist clients to explore their emotions and develop a greater understanding of these in a positive, constructive and safe way
- Assist clients to identify emotional responses which could be detrimental and/or unsafe to self, others and/or relationships
- Assist clients to develop strategies to regulate their emotions

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Give and receive critical and constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open, assertive and appropriate manner
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with clients to assist them to develop emotional regulation and develop and maintain better interpersonal relationships as a result
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with a range of clients to assist them to develop emotional regulation

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through working with clients in groups or individually to assist them to develop emotional regulation
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Historical, current and relevant affect regulation theory and tools may include:

- Emotional intelligence
- Attachment theory
- Perception, affect, behaviour theory - CBT
- Strengths-based
- Complex developmental trauma
- Emotional iceberg - 'visible' or manifest behaviours and primary feelings are represented at the 'tip of the iceberg' and deeper seated feelings are hidden below
- Up and down regulation of emotional responses
- Neurobiology, psychology and evolutionary psychology
- Primary and secondary feelings
- Intensity of emotions and the differences between people, up and down emotional regulation
- Hierarchical nature of emotional responses and the integration of limbic and cortex brain functions
- Diaries/journals/autobiographic processes
- Reflective exercises
- Case studies/scenarios
- Exercises predicting the responses of others

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RANGE STATEMENT

Awareness of self may include:

- Goals, immediate and long term
- Beliefs about ourselves and others
- Values, the things we hold dear
- Motivators
- Rules: the 'shoulds', 'musts' and 'oughts' we live by
- Self-talk, the inner voice that tells us we can or cannot do something
- Non-verbal behaviour
- Personal style
- Skills, strengths and limitations
- Awareness of emotional triggers
- Awareness of filters we use and how we perceive things
- Physiological responses to stressful situations
- The ability to explore the reality base for feelings
- Development of the ability to be open to constructive feedback
- Development of the ability to be realistic about own strengths and limitations

Reflective, conceptual, organised and empathic styles may include:

- Reflective - thoughtful, logical, problem solving focus, evaluative
- Conceptual - metaperspective, big picture, decisive, exploratory, strategic
- Organised - planning focus, purposeful, considerate, reliable
- Empathic - helpful, caring, harmonious, spiritual

Special needs may include:

- Those associated with:
  - potential for self-harm/harm to others
  - disability
  - literacy level
  - travel
  - childcare
- Cultural influences or protocols

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RANGE STATEMENT

Pre-program assessment may include but is not limited to:

- Phone interview
- One-on-one discussions
- Referral information
- Areas covered may include:
  - level of emotional reactivity
  - criminal history
  - history of assaults
  - mental health history
  - history of emotional or psychological abuse
  - history of physical abuse

Conditions potentially incompatible with program objectives may include:

- Presence of domestic family violence or abuse in current relationships
- Mental illness
- Drug and alcohol abuse
- Incompatibility with selection criteria
- Language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

Selection criteria may include:

- Location
- Life circumstances or situations
- Relevance to target issues
- Age
- Gender
- Ability to commit to group process
- Suitability for intervention focus

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RANGE STATEMENT

Emotional regulation techniques may include but are not limited to:

- Understanding and empathy for others relies on understanding of self
- The development of personal competence to better manage self including an understanding of strengths and limitations and a capacity for emotional regulation
- Identifying and avoiding situational triggers e.g. excessive amounts of alcohol, private meetings with an ex-partner
- Recognising emotional triggers and avoiding them
- Recognising early warning signs including physiological signs and symptoms for emotional escalation and removing oneself from the triggers or employing counter measures for example, time out, relaxation techniques, positive thinking, mental exercises
- Awareness of self including beliefs, values, emotional 'hot buttons' and developing a context for feelings and emotions
- Establishment of clear boundaries where identification of own issues is made and separated from issues of others
- Development of assertive behaviour including recognition of own needs and ability to assertively communicate these
- Identify and process issues in order to diffuse the issue and its impact
- Using exploration of 'worst case scenarios' and dealing with these to alleviate anxiety about issues
- Recognising and appropriately responding to stressful feelings
- Adoption of positive self-talk and building of self-esteem based on realistic perception of self, strengths and growth areas
- Development of effective and appropriate support networks
- Identify and use appropriate mentor/coach
- Identify and foster environments and conditions for effective emotional management

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RANGE STATEMENT

Relationship management techniques may include:	• Developing an appreciation of others and an ability to sensitivity respond effectively to their feelings • Finding and working from common ground • Negotiation and compromise • Assertive and effective and respectful communication • Working within a child focused framework • Using strengths-based approaches to relationships • Identify and fostering environments, opportunities and conditions for effective relationship management

Unit Sector(s)

Not Applicable

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CHCFAM523B Manage training and development activities for relationship practitioners

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to monitor the training and development of educators to facilitate the delivery of quality programs It also includes competencies related to the design and delivery of training and development activities for educators

Application of the Unit

Application	This unit applies to those involved in training and development of educators and includes competencies related to the design and delivery of training and development activities for educators

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work
- CHCFAM408B Relationship and family work in the context of the agency and sector

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor training and professional development undertaken by relationship practitioners	1.1 Consult with practitioner to determine the *types of training and development* needed in order to help the practitioner meet the demands of their role in program delivery and to meet agency/organisation/ funding body requirements
	1.2 Provide advice and information on the most appropriate training and development for practitioners
	1.3 Evaluate training to be undertaken by practitioner against identified program needs, practitioner needs and available resources
	1.4 Encourage practitioner undertaking training to raise problems or difficulties
	1.5 Encourage practitioner to evaluate their progress towards achieving their learning goals for the training and development undertaken
	1.6 Provide opportunities for training and development for practitioner within approved budgets
	1.7 Provide further guidance and recommendations for future training and development based on practitioner evaluations and current performance
	1.8 Maintain appropriate training and development records for practitioners in accordance with organisation or funding body guidelines and requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Plan and facilitate access to professional development for practitioners	2.1 Identify specific training and development needs of practitioners 2.2 Develop professional development plans in consultation with practitioners 2.3 Identify resources required for professional development 2.4 Organise resources to ensure efficient and effective access to professional development 2.5 Apply a systemic approach to professional development to ensure processes are revised and modified as necessary to meet the stated learning needs of practitioners 2.6 Provide support and feedback to practitioners to encourage the development of a critically reflective approach to work 2.7 Provide opportunities for practitioners to practice and utilise their learning in order to achieve the specific outcomes stated for the professional development 2.8 Collect and document evidence of satisfactory performance by the practitioner against the stated objectives for the professional development activity
3. Plan and conduct professional development activities	3.1 Clarify the purposes and objectives of professional development activity to determine if they are achievable 3.2 Develop professional development activity in line with purposes and objectives 3.3 Estimate costs and compare against proposed budgets for professional development activity 3.4 Establish promotion and engagement strategies and provide information within designated timelines 3.5 Make contingency arrangements to ensure the smooth running of the professional development activity 3.6 Produce required resources and other products within required timeframes 3.7 Evaluate products and processes of professional development activity

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Methods to assess training and development needs of practitioners working in a diverse range of programs with a wide range of client groups
- Methods for assessing and evaluating professional development
- Available training opportunities and resources
- Professional development approaches and methodologies which are appropriate for relationship practitioners
- Current trends and issues in relationship education
- Good understanding of work in the area of relationship education
- Budgeting, resource allocation
- Models and roles and responsibilities of supervision, mentoring and coaching
- Conflict resolution and mediation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Analyse individual needs for training
- Balance individual and organisation needs for training and development
- Prioritise and allocate scarce resources to maximise the achievement of organisation and individual outcomes in the area of professional development
- Provide effective coaching, mentoring and supervision for relationship practitioners
- Facilitate educators to develop a self-reflective approach to accessing training for professional development
- Integrate theory and practice of relationship education
- Analyse and evaluate external sources of training for suitability
- When working with relationship practitioners, model effective, respectful and inclusive communication skills, particularly in relation to providing them with expert support and

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REQUIRED SKILLS AND KNOWLEDGE

guidance in relation to their own professional development, including:

- listening
- empathic responding
- paraphrasing, summarising, questioning
- body language
- models of conflict resolution, assertiveness
- sense of humour, tact and sensitivity

- Give and receive constructive feedback

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse develop and implement systems
- Solve problems
- Deal sensitively and assertively with conflict and potentially difficult situations
- Work inclusively with the whole person, considering the range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of managing the training development activities for relationship practitioners
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with relationship practitioners in a supervisory coordination role providing coaching, mentoring and support for professional development

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the management of training and development activities for relationship practitioners
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Types of training and development may include but are not limited to:

- Participation in training in groups
- Access to education and training to individuals
- Face-to-face formats
- Distance education
- Coaching/mentoring
- On the job training
- Training delivered from within the agency or by an external source
- Undertaking formal and informal training including recognised training, on and off the job
- Workplacements in other agencies or with other programs within own agency
- Review of current journals, articles, texts
- Undertaking supervision
- Application of reflective work practice
- Attendance at conferences, seminars, meetings
- Through opportunities to network
- Through membership of professional associations
- Staff training and development may vary in accordance with:
  - agency/organisation funding policies and guidelines
  - the scope of the role of the educator
  - paid or volunteer, full time or part time nature of the educator's role

Unit Sector(s)

Not Applicable

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CHCFAM801B Develop an understanding of child inclusive practice

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to become familiar with models of child inclusive work, and specifically to facilitate parents to participate in a child inclusive counselling or dispute resolution process

Application of the Unit

Application	Working within a child inclusive framework is an accepted standard of practice in the context of family relationship work and family law legislation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess appropriateness of the case for a child inclusive approach	1.1 Recognise and explore a family situation that may indicate/involve child abuse or neglect 1.2 Implement protocols for child protection as per legislation and organisation policy 1.3 Provide the participants with appropriate *support service referrals* 1.4 Assess the participant's actions with consideration or any *detrimental effects* to the best interests of the child 1.5 Withdraw services when unsatisfactory behaviour or situations continue to place the child/ren *at risk* and follow organisation procedures for follow up actions

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ELEMENT	PERFORMANCE CRITERIA
2. Engage parents in the approach, with appropriate contracting	2.1 Self assess competence to engage with parents in the context of facilitating child inclusive process and feedback 2.2 Seek support from experienced and qualified practitioners in situations of case complexity dependent organisation context 2.3 Communicate the role of child consultant to parents/carers and children 2.4 Clearly describe the differences between the dispute resolution practitioner and counsellor role and that of the child consultant 2.5 Obtain consent from children and adults to engage a child consultant in the dispute resolution process. 2.6 Engage a child consultant with appropriate experience and skill 2.7 Provide a child appropriate environment and resources to support the child's participation
3. Facilitate the child inclusive process and feedback	3.1 Acknowledge aspirations and feelings of parents or carers and at the same time remain focused on the *needs of the child* in dispute 3.2 Invite parents and/or carers to view the situation from the child's point of view 3.3 Discuss with the parents/carers the appropriateness and usefulness of engaging children in part of the dispute resolution process 3.4 Assist parents/carers who may be distracted by their own interpersonal disputes or conflicts, to re focus on their caring and parental roles

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ELEMENT	PERFORMANCE CRITERIA
4. Integrate the children's needs and views into the ongoing counselling or dispute resolution process	4.1 Engage the services of a *child consultant* to represent the needs, perceptions and attachments of each child to each parent/carer in the dispute 4.2 Apply knowledge of core research findings to family dispute resolution or counselling process where child's needs and views are to be incorporated into interventions and supports 4.3 Communicate with the child consultant about the child's best interests and any methods of integrating child's need and views into counselling or dispute resolution processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Contemporary research in the provision of conflict management approaches and the inclusion of children in conflict resolution processes
- Contemporary research and approaches in responding to needs of Aboriginal and Torres Strait Islander families and communities
- Contemporary research and approaches in responding to needs of culturally and linguistically diverse families and communities
- Thorough understanding of the provision for children and property in the Family Law Act, Child Support (Assessment) Act
- Impact of conflict, particularly high and or/ongoing conflict, on children, and the use of child focused and child inclusive techniques to address and minimise these impacts
- Understanding and relevant application within job role context of main concepts of family, couple and child dynamics in normal developmental and abnormal forms
- An understanding of the sources of power imbalances in relationships and an ability to

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REQUIRED SKILLS AND KNOWLEDGE

recognise and respond appropriately to the indicators of such imbalances in their clients

- Procedures and instruments to screen for abuse before and during the dispute resolution process in addition to safety planning requirements and procedures for clients and staff as well as limitations
- Community, educational or other resources for referral or use within the dispute resolution or counselling process
- Other dispute resolution or counselling options such as litigation or community based interventions, as well as their strengths and limitations
- Self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process
- Range of impacts of separation and divorce on couples, parents, children and other family members

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply dispute diagnostic skills including:
  - recognising indicators of substance abuse
  - recognise and respond appropriately to the indicators of domestic and family violence and abuse and power imbalances in client situations
  - identifying, responding to and managing cultural dimensions of the conflict
  - recognise own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
- Apply relationship skills including:
  - effective liaison and working relationships with other allied professionals
  - establishing and maintaining trust and respect
  - encouraging client self determination
  - recognising own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
  - applying age appropriate methods of relating to and eliciting perceptions, information and responses from children who have experienced high levels of parental conflict
- Apply content management skills including:
  - obtaining, identifying, analysing, prioritising and evaluating information
  - assessing the issues and options and reasoning logically
  - reading, comprehending and using relevant documentation
  - writing clearly and concisely using neutral language
  - creating, maintaining and organising records and materials in an appropriate manner
  - eliciting information from other professionals in the dispute resolution process
  - using and exchanging information in a manner that broadens rather than limits the participants options

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REQUIRED SKILLS AND KNOWLEDGE

- Apply process skills including:
  - conducting appropriate intake procedures and ascertaining appropriateness of mediation for participants
  - assisting participants to articulate concerns, negotiate and develop and agenda
  - assisting participants in converting positions of interest and to explore own underlying interests and become aware of others, particularly children
  - work within a child focused approach using appropriate strategies for engagement.
  - encourage clients to focus on future options and contingencies and to create and assess workable options
- Assist clients to understand consequences of their suggestions and plans

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of *specified* essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • consistency of performance should be demonstrated over the required range of situations relevant to the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Child inclusive *facilitation skills* involving actual *client* contact are to be assessed *initially* in a simulated setting. If successful, *a number of further assessments* are to be conducted during workplace application with *actual client families* under direct supervision of an experienced and qualified practitioner and over a period of time
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Detrimental effects of parental/carer ongoing high level conflict on children may include but are not limited to:	• Trauma • Stress • Depression • Problems developing social skills • Feelings of isolation and self blame • Grief and loss • Mistrust • Difficulty forming and maintaining relationships • Difficulty determining appropriate expressions of emotions

Child focused practice in this context requires:	• Working with the parents/carers and facilitating feedback from the child's perspective about issues related to:
	  • separation and divorce
	  • ongoing parental/carer conflict
	  • future needs and wants of the child
	  • child's past and present experiences of ongoing parental/carer conflict

Needs of the child may include:	• Emotional , physical safety and protection from neglect and abuse • To choose to participate • To participate in planning for actions directly involving the child or young person • Participate in age appropriate activities • Relationship interactions with significant others • To express emotions, concerns, feelings and wants and particular experiences
Experienced and skilled staff may include:	• Child counsellor/therapist • Child consultant • Psychologist • Social worker • Lawyer • Child protection worker

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RANGE STATEMENT

A child consultant is:	• A highly specialist role and assesses the children's experience of conflict and separation issues • Normally, independent of the dispute resolution practitioner role
At risk children and young people may require practitioners to:	• Respond to child abuse and neglect issues according to and as defined by state laws • Where mandatory reporting applies, practitioners must abide by that particular child protection legislation • Adhere to professional codes of ethics and conduct in matters of alleged or substantiated child abuse or neglect • Engage the services of a child consultant

Unit Sector(s)

Not Applicable

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CHCFAM802B Work within a child inclusive framework

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to specialise in the role of child consultant, within child inclusive family law mediation or counselling process

Application of the Unit

Application	Working within a child inclusive framework is an accepted standard of practice in the context of family relationships work and family law legislation

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit of competency:

- CHCFAM801B Develop an understanding of child inclusive practice

In addition, the candidate must have demonstrated experience and training in child and family counselling

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Engage with and gather appropriate developmental history from parents	1.1 Take an appropriate history about the child in question, relative to the presenting concern 1.2 Engage parents in establishing trust and confidence in the child consultant's role

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ELEMENT	PERFORMANCE CRITERIA
2. Engage children and young people in assessment interviews	2.1 Use a range of verbal and non-verbal and projective interview methods and their appropriate application to gain an understanding of child needs and views. 2.2 Explain role and boundaries of child consultant role to children 2.3 Explain and familiarise children with *organisation processes* as necessary in the counselling or dispute resolution context 2.4 Formulate the resultant content and process material from the child, including *documentation* requirements as required by the organisation
3. Formulate the child's material into a working knowledge of their needs and experiences, inline with their developmental stage	3.1 Come to a clinical understanding of the child's experience of conflict and separation issues, weighed by their developmental level and other salient factors in the case 3.2 Consider how best to communicate these findings to the parents or adult parties responsible for the child
4. Communicate *needs, rights and interests of children* and young people as expressed by them	4.1 Engage significant others and assess their ability to accept child/young person opinions, views and concerns 4.2 Communicate children's and young peoples opinions, views and concerns to parents using the child's/young people's own words and expressed efforts 4.3 Facilitate *communication* between children and/or young people and *significant adults* as appropriate 4.4 Provide timely and sensitive feedback to significant adults 4.5 Model to significant adults appropriate inclusion of children and young people needs and views in planning and decision-making

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ELEMENT	PERFORMANCE CRITERIA
5. Ensure safety of children and young people in participation process	5.1 Explain to children and young people, agency and/or worker actions, for *ensuring safety and minimising risk* 5.2 Undertake risk and safety management of children and young people 5.3 Seek feedback from children and young people 5.4 Debrief children and young people after incidents 5.5 Implement support systems for children and young people to ensure emotional and physical safety 5.6 Create and maintain a child and young person friendly environment 5.7 Identify and monitor *family relationship dynamics and issues*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Impacts of family separation and attachment distress, and an ability to identify them through observation
- Understanding of developmental sequelae of separation and conflict
- Working knowledge of child development (social, physical, cognitive and emotional), lifespan development, attachment theory, developmental models, family systems theory and theories on the vulnerability and resilience of children in high level parental conflict contexts
- Grief and loss responses of children who have experienced high levels of parental conflict and separation
- Importance of peer relationships for children

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REQUIRED SKILLS AND KNOWLEDGE

- Communication models working with and engaging children
- Relationship and implications of family violence, substance use, mental illness, disability
- Legislation relevant to position and service
- Childs physical and emotional reactions to separation, conflict and violence, trauma
- Aspects of the case management processes relevant to position and organisation context
- Organisations policies, procedures and protocols in relation to child inclusive practice
- Principles and practice standards for working within the child's best interests
- Legal responsibilities and duty of care
- Child inclusive/centred practice strategies
- Indicators, effects and dynamics of abuse and neglect
- Parenting and family dynamics in different cultures
- Child rights to protection, active right to participate, to choose course of action and make decision at their level of ability
- Conflict of Interest, confidentiality and limitations of confidentiality in child inclusive practice
- Indicators of abuse, types of abuse, children who are particularly vulnerable and reporting systems
- Range of service options for referral
- Child psychopathology
- Psycho-emotional development of the child
- The inner world of the child and its expression through play and behaviour

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Recognise and work with abnormal developmental process and psychopathology in presenting children
- Work with a range of verbal, non-verbal and projective interview methods and their appropriate application
- Formulate the resultant content and process material for the child
- Engage children in assessment using effective:
  - age appropriate language and interview techniques
  - non-verbal communication
  - case notes recording
  - empathy and rapport building
  - observation
  - active listening
- Implement conflict resolution and negotiation skills when required in communications with parents/carers
- Advocate for the rights and safety of the child client

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REQUIRED SKILLS AND KNOWLEDGE

- Complete risk assessment for the safety of children's participation in the interview and subsequent processes
- Facilitate referral to other specialist or support services as a result of thorough assessment and when appropriate
- Interview and engage families in communication exchanges hat are meaningful and contribute to the best interests of the child through dispute resolution or counselling processes
- Set boundaries for roles and actions as the child consultant
- Manage grief and change processes during the interview processes with children
- Establish a professional relationship with children as the child consultant
- Interview children for the purpose of gathering information about their needs and views of situations affecting them as a result of parental separation, conflict or divorce
- Analyse information gathered and formulate
- Work autonomously for short periods of time in highly complex family work situations
- Maintain positive assertiveness when communicating with resistant behaviour of parents and or carers

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Supervision of child inclusive practice is essential to the development of adequate competency, including group supervision, individual supervision and observation of performance
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Process notes and videoed sessions, are optimally used for assessment. However, simulations may be used to represent workplace conditions as closely as possible
- Resources essential for assessment include access to:
  - an organisation with a child inclusive framework
  - appropriate child interview/assessment tools
  - a specialist, qualified and experienced supervisor of child consultants/ or child inclusive practices

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EVIDENCE GUIDE

Method of assessment:

- Observation in the workplace (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Child inclusive *skills* involving actual *client* contact are to be assessed initially in a simulated setting
- If successful, *a number of further assessments* are to be conducted during workplace application with *actual client families* under direct supervision of an experienced and qualified practitioner and over a period of time
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Engagement strategies may include:

- Appropriate use of language considering the age and developmental stage of the child/young person
- Creating a child friendly environment
- Storytelling
- Narrative approaches
- Active listening
- Role play
- Use of toys, puppets, books and other child centred resources, sand play, drawing

Communication may include:

- Non-verbal communication:
  - gestures
  - posture
  - facial expression
  - eye contact
- Child directed/centred dialogue
- Active listening
- Open non leading questions
- Summarising
- Paraphrasing
- Reframing
- Drawing

Significant adults may include but is not limited to:

- Biological parent
- Carer
- Step parent
- Sibling
- Relative
- Non resident and resident parents
- Foster Carer

Organisation processes may include but are not limited to :

- Intake and assessment interviews
- Risk and safety management
- Ensure confidentiality
- Case management and associated activities
- Recording information

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RANGE STATEMENT

Documentation may include:

- Case notes
- Observation recording
- Incident reports
- Progressive case notes
- Documentation prepared for legal systems
- Case plans
- Assessment reports
- Intake records
- Appropriate forms

Needs, rights and interests of children may include but are not limited to:

- Emotional and physical safety
- Right to choose to participate
- Right to participate in planning for activities directly involving the child/young person
- Right to empowerment and decision-making
- Participation in age appropriate activities
- Choice of relationship interactions
- Express feelings and needs
- Protection from abuse

Ensuring safety and minimising risk may include:

- Following organisation policy and procedure
- Identifying and responding to indicators of abuse and/or, neglect
- Creating a safe environment for child/young people to interact and participate
- Making sure resources and equipment meet safety standards
- Adhering to relevant legislation requirements to ensure the safety of children and young people
- Seeking expert advise and referral where risk factors are beyond the response expertise of the worker

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RANGE STATEMENT

Family relationship dynamics and issues may include but are not limited to:	• Mental health • Alcohol and other drug issues • Separation and divorce • Grief and loss • Intergenerational issues • Family systems • Domestic and family violence • Abuse and neglect • Hostility and aggression • Depression • Disability • Social isolation • Cultural contexts • Step/blended families

Unit Sector(s)

Not Applicable

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CHCFAM806B Assist clients to develop parenting arrangements

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to understand and assist parents to prepare parenting plans and arrangements in post separation contexts

Application of the Unit

Application	This unit applies to practitioners required to assist parents to develop and manage parenting arrangements in accordance with the requirements of the Family Law Act

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess current parenting practices	1.1 Highlight *problematic areas for parents* to address and manage in the development of parenting arrangements
	1.2 Conduct risk assessment for the protection and safety of all parties concerned.
	1.3 Identify areas of significant distress/disorder and refer on where appropriate
	1.4 Identify *family of origin issues* and kinship dynamics
	1.5 Manage overt conflict and open hostility between parties so that successful negotiations may be achieved
	1.6 Explore the *needs of the family* to ensure expectations of parenting arrangements are realistic and achievable

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ELEMENT	PERFORMANCE CRITERIA
2. Assist clients to agree on outcomes for parenting arrangements	2.1 Inform clients of the requirements and processes under the Family Law Act for the preparation of parenting arrangements 2.2 Inform clients of their rights and responsibilities in relation to establishing parenting arrangements 2.3 Encourage parents to consider the *expressed needs of the child and/or young person* when developing parenting arrangements 2.4 Set systems in place that will monitor and review parenting arrangements where necessary 2.5 Prepare parenting arrangements within the framework of *child focused practice*
3. Monitor parenting arrangements	3.1 Set review timeframes for established parenting arrangements in collaboration with all parties 3.2 Assist clients to review parenting arrangements regularly and to negotiate modifications or new arrangements as required. 3.3 Identify and manage any *issues that may arise as a result of revised parenting arrangements*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Thorough understanding of the provision for children and property in the Family Law Act, Child Support (Assessment)Act and how these are developed into accepted parenting plans
- An understanding of the sources of power imbalances in relationships and an ability to recognise and respond appropriately to the indicators of such imbalances in their clients
- Age appropriate methods of relating to and eliciting perceptions, information and responses from children
- Knowledge of impact of conflict, particularly high and or/ongoing conflict, on children, and the use of child focused techniques to address and minimise these impacts
- Understanding of the nature of domestic violence. Screen for indicators of family violence and its effects, power and gender issues, child abuse and associated criminal issues which may be present and impact on parenting arrangements
- Understanding of basic legal concepts and the law pertaining to the issues being discussed, and an ability to seek expert advice where necessary to clarify any legal issues including:
  - separation and divorce
  - asset division
  - maintenance
  - residence and contact
  - privacy and confidentiality
  - breaches of law and major trends in case law relating to the issues referred to above
- Awareness of issues impacting on separated parents and children in high conflict relationships attempting to establish parenting arrangements, examples may include: grief and loss, poverty, unresolved conflict, violence, abuse, alienation, isolation
- Understanding of own family of origin and importance of self awareness when working with separating and high conflict families
- Awareness of dynamics of wider kinship networks and their importance in development

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REQUIRED SKILLS AND KNOWLEDGE

of parenting arrangements

- Understanding of *key concepts and principles* of each of the following theories and how these apply to the process of assisting clients to develop parenting arrangements:
  - attachment
  - family systems
  - human development
  - family, couple, and child dynamics in normal developmental and abnormal forms

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Recognise the complexities of relationships both in and out of the immediate family environment and consider this in the context of assisting clients to develop parenting arrangements
- Apply age appropriate techniques when engaging children in the process of establishing their needs and wants regarding parenting arrangements.
- Undertake risk assessments for issues of domestic and family violence and child protection issues in regard to parenting arrangements
- Identify and consult relevant legislation to ensure parenting arrangements meet any requirements of legislation
- Identify appropriate steps to ensure own values do not impact on decision-making in practice
- Seek expert advice where necessary
- Apply the basic concepts of a range of conflict management processes including:
  - conciliation
  - negotiation
  - mediation

Relationship skills:

Ability to:

- Create and maintain rapport with clients and colleagues and allied professionals
- Establish and maintain trust
- Respect the clients rights to participate and make informed decisions about parenting arrangements
- Encourage client self determination and the inclusion of child's best interest

Content management skills include:

Ability to:

- Obtain, identify, organise, analyse, prioritise and evaluate information
- Assess the issues and options and reason logically
- Read, comprehend and use relevant written materials
- Write clearly and concisely, using neutral language

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REQUIRED SKILLS AND KNOWLEDGE

- Create, maintain and organise records and materials in an appropriate manner

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of *specified* essential knowledge as well as skills • Observation of workplace performance is preferred for assessment of this unit. However, where assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Assessment must demonstrate understanding of the regulations of the Family Law Act in the relation to the development of shared parenting arrangements and the best interests of the child

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ' What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment:

- Observation in the workplace (if possible) *together with a possible combination of the following*:
  - Written assignments/projects or questioning should be used to assess knowledge
  - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Factors affecting current parenting practices and possible family of origin issues may include:	• Socioeconomic influences • Mental health concerns of a family member • Drug and alcohol issues • Disability of a family member • Isolation from previously established networks • Intergenerational and family of origin issues • Specific cultural factors, isolation and alienation • Stress disorders • History or presence of domestic and family violence and abuse • Ineffective communication and relationship formation
Needs of the family may include:	• Information on issues affecting decision-making about parenting arrangements • Referral to other support services • Advocacy services • Access to counselling or relationship education services • Access to or facilitated referral to Children's Contact Services
Express needs of the child and/or young person may include but is not limited to:	• Type, frequency and length of contact with parents • Preference for recreational and social activities • Education and peer relations • Contact and relationship with significant others and/or extended family • Place of residence • Preferred communications styles with parents and significant others
Child focused practice includes:	• Engaging with the child and or young person using appropriate strategies to ensure their primary needs and concerns are identified and presented for inclusion in the development of parenting arrangements.

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RANGE STATEMENT

Issues that may arise as a result of reviewed parenting arrangements may include:	• Need to consult and notify other individuals or agencies of changes to the arrangements in relation to legal or other obligations • Further screening for domestic and family violence or abuse • Review of any relevant court orders • Referral to other agencies may be required e.g. family relationship counselling

Unit Sector(s)

Not Applicable

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CHCFC301A Support the development of children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers who support the physical, social, emotional, psychological, language and creative development of children from 0-12 years of age

Application of the Unit

Application	This unit may be applied in the delivery of child care services in a range of community service work contexts It provides foundation knowledge and skills related to development of children from 0-12 years to support work with children in various contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Support the development of children*	1.1 Provide encouragement for each child's own level of performance
	1.2 Use language at an appropriate level of complexity and friendliness
	1.3 Initiate communication with the child relevant to their interests and capabilities
	1.4 Demonstrate developmentally appropriate expectations of the child's behaviour appropriate to their stage of development
	1.5 Use behaviour management strategies appropriate to the child's level of understanding
	1.6 Provide assistance to children appropriate to their developmental capabilities
	1.7 Foster the development of independence through type of assistance provided
	1.8 Respect, respond to and follow up communication initiated by children

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ELEMENT	PERFORMANCE CRITERIA
2. Support the *physical development* of children	2.1 Use daily routines as opportunities to acquire and practise skills 2.2 Provide access to equipment, games and toys that will develop fine and gross skills and *fundamental movement skills* 2.3 Provide adequate nutrition that allows for normal growth and development, and foods of increasing texture over time to stimulate speech and jaw development
3. *Support the social development* of children	3.1 Provide opportunities for one to one, small group and larger group interaction 3.2 Model appropriate communication with children 3.3 Acknowledge, value and respect diversity through interactions and provisions
4. Support the emotional and psychological development of children of the same age	4.1 Involve children in decision-making where circumstances safely allow 4.2 Acknowledge, encourage and appreciate children's efforts 4.3 Identify and celebrate children's social, emotional and psychological successes 4.4 Give individual attention to each child 4.5 Respond to children's feelings openly and with respect 4.6 Recognise *issues of concern* related to child's participation in experiences, for emotional and psychological development 4.7 Conduct and record, in line with work role, observations of children's behaviour or other expressions that may indicate social, emotional or psychological concerns 4.8 Report to supervisor concerns about emotional, social and/or psychological difficulties of the child

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ELEMENT	PERFORMANCE CRITERIA
5. Support the language development of children	5.1 Encourage children to express themselves verbally 5.2 Provide experiences to expose children to a range of *language forms*
6. Support the creative development of children	6.1 Provide experiences for children to utilise the range of their senses including vision, hearing and taste 6.2 Encourage children to express their imagination and creativity within their play and interactions 6.3 Provide experiences which encourage children to explore a variety of methods of self expression 6.4 Make available appropriate resources, material and equipment for children to initiate their own creative activities
7. Support the cognitive development of children	7.1 Provide environments and experiences to stimulate cognitive development 7.2 Encourage children to explore and problem solve with materials and diverse experiences

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Introductory knowledge of child development for children aged 0 to 12 years, including:
  - simple developmental theory
  - early brain development
  - importance of the early years for subsequent educational success
- Awareness of child injury risk and methods to minimise these risks
- Experience-based brain development in the early years of life that set neurological and biological pathways for life including: health, learning and behaviour
- Aspects of poor early childhood development, such as:
  - poor diet
  - lack of play
  - limited stimulation of brain development
  - lack of materials and resources
  - inconsistent or non existent emotional support or comfort
  - trauma
  - other life experiences which interrupt appropriate childhood activities

And potential long term impacts, which may include:

- depression
- anxiety
- suicidal thoughts
- aggression
- impulsiveness
- criminality
- hyperactivity
- substance abuse

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REQUIRED SKILLS AND KNOWLEDGE

- Indicators of social, emotional and psychological difficulties in early childhood
- The implications on human development as a consequence of poor social, emotional and psychological development in early childhood
- Process for observing, recording and reporting issues of concern/difficulty in social, emotional and psychological development of children
- Basic knowledge of fundamental movement skills and associated milestones for physical development
- Importance of physical activity/fundamental movement skills milestones as they relate to overall health, well being and development of young children

continued ...

Essential knowledge (*contd*):

- Inclusion and acceptance of all children regardless of their race, gender or ability
- Importance of childhood
- Interest in and enjoyment of children
- Relevant quality improvement and accreditation principles
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by young children and their implications for practice
  - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
  - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
  - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
  - factors that support or undermine the capacity of families to rear young children adequately
  - features of a family's immediate social environment that are important for family functioning and young children's development and well being
  - features and qualities of communities that help or hinder families in their capacity to raise young children adequately
  - core needs that all children and families have in common, and how to provide inclusive child and family services
  - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Work effectively with young children within a historical and philosophical framework of child care delivery
- Select appropriate experiences and materials to support all areas of children's development
- Interact effectively with children to holistically support development and learning
- Provide culturally appropriate experiences and celebrations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate with children
- Reflect on own practices
- Apply understanding of the relationship between brain development and early childhood cognition, language and health development
- Observe children to recognise, report and record emotional and psychological difficulties
- Identify indicators of emotional, social and psychological difficulties
- Engage with children to ensure psychological and emotional development experiences are appropriate for their developmental age
- Support culturally appropriate celebrations of special occasions
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - support infants and toddlers to master key developmental tasks
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions
- Assessment of competency may be conducted on one or more occasions
- Assessment should consider the range of differences among children identified in the Range Statement

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of experiences as defined in the Range Statement

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EVIDENCE GUIDE

Method of assessment may include:

- Observations
- Questioning
- Project
- Written assignment
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

Related units:

It is recommended (but not required) that this unit is assessed in conjunction with either or both related units:

- CHCCN302A Provide care for children
- CHCIC301D Interact effectively with children

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Support the development of children will involve providing experiences that may vary according to a number of factors in the service, such as:

- Child/worker ratios
- Physical environment - constraints and potential
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies e.g. Advice specialist services, resource workers
- The frequency and regularity of use of the service by the child

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RANGE STATEMENT

Physical development skills may include:

- Eye - hand coordination
- Dexterity
- Fine and gross motor skills and fundamental movement skills
- Balance
- Locomotion

Fundamental movement skills and gross motor skills are:

- Fundamental movement skills including balance, static, locomotion, and manipulative motor skills
- Foundation skills that provide the building blocks for specific movements such as those founding sports, games and dance
- Examples of fundamental movement skills include:
  - jumping
  - hopping
  - throwing
  - kicking
  - running
- Gross motor skills are those actions that use the muscles of the body to achieve skilfulness

Support the social development may include experiences of social interaction such as:

- Formally organised activities
- A time and place for unplanned interaction
- Meetings
- Travelling
- Walks
- Setting up environment/venue

Special occasions may include:

- Birthdays of children
- Festivals
- Celebration of achievements
- Community events
- Birthdays of animals
- Beginning and end of school term or holidays
- Cultural events
- Graduation from child care service

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RANGE STATEMENT

Differences among children may include:	• Gender • Race and culture • Age • Interests and preferences • Social context and lifestyle • Communication style • Personality • Length of time attending service/child care • Abilities • Experiences that may have impeded early brain development
Experiences provided for social interaction will vary according to the age of the children - for babies and infants:	• Trusting relationships are developed with familiar adults • Adults work at eye level with infants • Care routines are used for social interaction • Adults talk, sing and recite poems with infants • Adults listen to infants and respond
Issues of concern for psychological and emotional difficulties may include but are not limited to:	• Inappropriate interactions with others • Withdrawal from social interactions • Aggressive behaviour • Verbal expressions of particular need • Physical and emotional presentation • Concerns conveyed to the worker by parents/carers • Sudden and/or extreme changes to behaviour or emotional states • Disinterest in activities or experiences • Expressions of emotions through use of external materials and resources
Language forms may include:	• Verbal and written • Formal and colloquial, informal • Fun and serious styles

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Unit Sector(s)

Not Applicable

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CHCFC502A Foster physical development in early childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to plan and provide experiences to enhance children's physical development

Application of the Unit

Application	This competency applies to all work roles involved in the care of children having responsibility for understanding and application of terminology, principles and influences governing physical development of children

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide planned and spontaneous experiences to foster the physical development of children	1.1 Identify and monitor children's physical skills and development 1.2 Plan and provide developmentally appropriate experiences and opportunities to foster children's fine and gross motor and fundamental movement skills 1.3 Plan and provide experiences which challenge the physical skills and abilities of children and *promote physical fitness* 1.4 Plan and provide experiences to challenge the physical endeavours of children, ensuring suitable clothing to promote outdoor play in all weather conditions 1.5 Provide opportunities for children to practice physical skills and expand/extend children's physical activities through active play and the use of outdoor space and the natural environment 1.6 Select and provide equipment to encourage spontaneity in physically active play 1.7 Arrange equipment to provide challenge and choice, to encourage independence and to facilitate physically active play 1.8 Support children and families to understand the relationship between physical activity and good health whilst still respecting family and cultural values 1.9 Plan experiences that extend children's physical activity through music and dance

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ELEMENT	PERFORMANCE CRITERIA
2. Create opportunities for children to develop a wide range of physical skills	2.1 Develop opportunities for physical activity within the context of the service 2.2 Select and provide a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills 2.3 Identify and seek advice when children require specialist assistance 2.4 Create opportunities to support emerging skills of individual children where necessary 2.5 Encourage children of both genders to participate in the full range of activities 2.6 Provide *opportunities for children to develop* and learn new *physical skills* 2.8 Provide opportunities for children to consolidate their physical skills towards independence
3. Interact with the child to foster skill development	3.1 Use a variety of strategies to encourage children's physical skills and development 3.2 Provide positive acknowledgement of children's efforts to participate 3.3 Participate in relevant experiences with children 3.4 Demonstrate enthusiasm for physical activity 3.5 Encourage children to express ideas for physical experiences 3.6 Respect each child's level of participation in physical experiences and opportunities 3.7 Encourage children's confidence and safety awareness when participating in physically active play

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Demonstrated understanding of children's physical development and skill development
- Knowledge of the link between lack of physical activity, childhood obesity and poor health
- Acceptance of each child's rate of development, needs, interests and strengths
- Experiences that will enhance all areas of physical development
- Needs of children with a sensory/physical disability
- Equipment, toys, music and resources that can be used to stimulate physical development
- Knowledge of interaction between physical development and other areas of development - especially social and psychological development
- Fundamental movement skills set
- Play that extends physical activity involvement and ability
- Relevant organisation standards policies and procedures
- Definitions and principles of growth and general influences on physical development including:
  - reflexes
  - grasp
  - physical development
  - qualitative and quantitative changes
  - growth, maturation and readiness
  - chronological and maturational age
  - gross motor, fine motor, coordination
  - fundamental movement skill development
  - kinaesthetic awareness
  - early perceptual development
  - sensory motor development

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REQUIRED SKILLS AND KNOWLEDGE

- sensory integration
- cultural and family values

- Relevant theories including:
  - maturation
  - percentile norms
- Different beliefs about development due to culture, community, family beliefs
- Organisation standards, policies and procedures relating to physical experiences provided in the workplace to encourage the physical development of children

continued ...

Essential knowledge (*contd*):

- Relevant principles within the Quality Improvement Accreditation System - National Child Care Accreditation Council
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by young children and their implications for practice
  - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
  - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
  - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
  - factors that support or undermine the capacity of families to rear young children adequately
  - features of a family's immediate social environment that are important for family functioning and young children's development and well being
  - features and qualities of communities that help or hinder families in their capacity to raise young children adequately
  - core needs that all children and families have in common, and how to provide inclusive child and family services
  - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan and arrange a range of developmental opportunities which are matched to the developmental stage and specific needs of the children and which will enhance their

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REQUIRED SKILLS AND KNOWLEDGE

development

- Set up venue/environments and equipment so that they facilitate physically active play
- Provide opportunities for children to interact positively with other children and to accept individual differences giving due regard to age, cultural, and development of children
- Engage with children to promote their participation in experiences

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - reflective practice
  - acceptance of each child's rate of development, needs, interests and strengths
  - developmentally based/child focused planning
  - interpersonal skills
  - time management
  - active listening
  - empathy
  - work organisation skills
  - valuing of differences among children - stage of development, needs, interests, strength
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - support infants and toddlers to master key developmental tasks
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job for a range of age groups, a range of activities and a range of needs over a number of assessment conditions and situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Opportunities for children to develop will vary according to a number of factors, such as:

- Physical environment
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies e.g. Advice specialist services, resource workers, inclusion support workers
- The frequency and regularity of use of the service by the child
- Age of the child

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RANGE STATEMENT

Physical skills may include:

- Skills in motor areas - fine and gross motor
- Dexterity
- Eye - hand coordination
- Balance
- Locomotion
- Coordination
- Fundamental movement skills sets:
  - static balance
  - sprint run
  - vertical jump
  - catch
  - hop
  - side gallop
  - skip
  - overarm throw
  - leap
  - kick
  - dodge
  - two hand strike
  - dance and physical response to music

Promote physical fitness may relate to experiences in:

- Active games
- Sports
- Exercises
- Fine motor skill areas
- Setting up venue/environment
- Range of environments and equipment
- Socio dramatic play
- Play with construction materials
- Music and movement experiences

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RANGE STATEMENT

Opportunities to develop relevant physical skills will vary according to the age/ability of the child and must include:	*For infants*: • Objects to explore by mouth, swinging toys, rattles, toys to encourage sensory exploration, poke, squeeze, push along floor • Outdoor play *For toddlers*: • Opportunities provided indoors and outdoors to practise new skills of walking, climbing, balancing and pushing and pulling wheeled toys, dancing and toddler cycling *For 3 to 5 years old*: • Opportunities to develop fine motor skills such as puzzles, pe.g. boards, beads to string, construction sets, crayons, brushes, scissors • Opportunities through indoor and outdoor play to practise large muscle and fundamental movement skills such as running, jumping, throwing and catching a ball, dancing and cycling
Opportunities provided to develop skills may need to be adapted to accommodate factors such as:	• Availability of indoor and outdoor facilities • Environment • Venue/location • Type of service • Workers own physical capabilities • The desire and ability for children to set up equipment themselves • Safety considerations • Peer group pressure
Interaction may be with a variety of people including:	• Children of same age • Children of different ages • Adults

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RANGE STATEMENT

Diversity among children may include differences due to:

- Gender
- Race, culture and ethnicity
- Age/maturity
- Interests and preferences
- Social context and lifestyle
- Abilities
- Socioeconomic factors

The acceptance of differences among children will be affected by:

- Children's age/maturity
- Capabilities
- Children's family, school, peer group attitudes and beliefs
- Life experiences
- Prior learning experiences

Experiences that promote social interaction will vary according to the age of the children:

For toddlers:

- Create opportunities for children to play together and in small groups
- Adults encourage independence and give support when children need it
- Enough equipment is provided for several children to play with similar toys
- Adults demonstrate understanding that children develop the ability to share toys at varying ages

For 3 to 5 year old children:

- Create opportunities for children to work together in small and large groups
- Provide culturally appropriate materials for children to use creatively and for role play
- Adults support children who find it difficult to play in a group

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RANGE STATEMENT

Individual differences may include:

- Age
- Gender
- Family background and lifestyle
- Abilities and disabilities
- Style of social interaction
- Appearance
- Cultural beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

Non stereotypical images could include:

- Children and adults of both genders engaging in a range of experiences
- Children of a range of races
- Range of appearances
- Range of abilities
- Different family compositions
- People from a variety of cultural backgrounds together
- Range of additional needs of children

Unit Sector(s)

Not Applicable

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CHCFC503A Foster social development in early childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to foster the social development of children and to promote their ethical understanding

Application of the Unit

Application	Work would be based on programs developed for social development of children interacting in the care environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support children to build and maintain trusting relationships	1.1 Listen attentively and show children their views are valued and acknowledged 1.2 Acknowledge and support children's preferences for particular adults and peers 1.3 Help children to understand and accept responsibility for their own actions 1.4 Encourage children to express and mange feelings appropriately 1.5 Support children's various levels of *interaction* and participation with others during play

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ELEMENT	PERFORMANCE CRITERIA
2. Plan experiences for children to support and cooperate with others	2.1 Encourage children to respect each other's individual needs, abilities and interests 2.2 Encourage children to regard *differences* positively and to discuss these differences 2.3 Support children who have difficulty interacting with others, to establish and maintain friendships and group membership 2.4 Acknowledge and encourage appropriate, supportive and effective communication between children 2.5 Provide experiences and opportunities that promote children's moral development and pro-social skills
3. Provide *opportunities for social interaction*	3.1 Plan and provide opportunities for different forms of social interaction between children with respect for each child's needs, interests and development stage 3.2 Encourage children to interact with a variety of people and to initiate and develop contact with others, as appropriate 3.3 Arrange the environment to encourage interaction and also accommodate a child's need for privacy, solitude and/or quiet 3.4 Celebrate *special occasions* in culturally sensitive ways 3.5 Respect children's choice to watch and observe 3.6 Structure experiences and equipment in ways that promote cooperation and conflict resolution 3.7 Foster and respect children's own grouping choice 3.8 Talk about and respond to children as group members as well as individuals 3.9 Identify and monitor children's social skills and development 3.10 Promote and support the use of social skills relevant to the transition to school for children of an appropriate age

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Children's social and moral development
- Importance of play and how it can be identified and provided for
- Theories of children's social and moral development which may include:
  - play stages
  - ecological structures
  - social learning
  - cognitive development theories
  - attachment
- A broad range of theoretical perspectives on human and learning development which may include but is not limited to: Bronfenbrenner, Parten, Bandura, Kohlberg, Bowlby
- Interaction between aspects of social development, physical development and psychological development and cognitive development
- Importance of language that is selected and used
- Organisation standards, policies and procedures
- Cultural awareness and understanding differences in social and family systems
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by young children and their implications for practice
  - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
  - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
  - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
  - factors that support or undermine the capacity of families to rear young children

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REQUIRED SKILLS AND KNOWLEDGE

adequately

- features of a family's immediate social environment that are important for family functioning and young children's development and well being
- features and qualities of communities that help or hinder families in their capacity to raise young children adequately
- core needs that all children and families have in common, and how to provide inclusive child and family services
- understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide opportunities for children to interact positively with other children and to accept individual differences, giving due regard to age, cultural, and development of child/ren
- Evaluate the social development of the child and to plan activities which will enhance their development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - acceptance of each child's rate of development, needs, interests and strengths
  - planning
  - interpersonal skills
  - team building skills
  - time management
  - active listening
  - empathy
  - organisation
  - valuing of differences among children - stage of development, needs, interests, strengths
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - support infants and toddlers to master key developmental tasks

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REQUIRED SKILLS AND KNOWLEDGE

- early identification of emerging trends in child needs and how to address them
- manage children's health needs, eating behaviours and physical activity
- provide environments and relationships that are safe for young people
- engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Interaction may be with a variety of people including:	• Children of same age • Children of different ages • Adults • Siblings
Opportunities for social interaction may include:	• Formally organised activities • A time and space for unplanned interaction • Meetings • Travelling • Talking • Listening and responding • During care routines • Excursions • Setting up venue • Socio dramatic play • Play with construction materials • Art activities
Opportunities provided for social interaction will vary according to the age of the children and must include:	*For toddlers*: • Create opportunities for children to play together and in small groups • Encourage independence and give support when children need it • Enough equipment is provided for several children to play with similar toys • Demonstrate understanding that children develop the ability to share toys at varying ages *For 3 to 5 year old children*: • Create opportunities for children to work together in small and large groups • Provide culturally appropriate materials for children to use creatively and for role play • Support children who find it difficult to play in a group

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RANGE STATEMENT

Individual differences may include:

- Age
- Gender
- Family background and lifestyle
- Abilities
- Style of social interaction
- Appearance
- Cultural beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

Differences and their acceptance among children will be affected by:

- Children's age/maturity
- Capabilities
- Children's family, school, peer group attitudes and beliefs
- Life experiences
- Prior learning experiences

Diversity among children may include differences due to:

- Gender
- Race, culture and ethnicity
- Age/maturity
- Interests and preferences
- Social context and lifestyle
- Abilities
- Socioeconomic factors

Special occasions may include:

- Birthdays/name days
- Festivals
- Celebration of achievements
- Religious occasions
- Community events
- Culturally significant days
- Beginning and end of term and holidays

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RANGE STATEMENT

Non stereotypical images could include:	• Children and adults of both genders engaging in a range of activities • Children of a range of races • Range of appearances • Range of abilities • Different family compositions • People from a variety of cultural backgrounds together • Range of additional needs of children
Areas of competence may include:	• Social situations • Peer groups • Communicating with adults
Experiences to present a challenge may include:	• Opportunities to develop and practice skills in a range of activities

Unit Sector(s)

Not Applicable

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CHCFC504A Support emotional and psychological development in early childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to support the emotional and psychological development of children and to promote their ethical understanding

Application of the Unit

Application	Work would be based on programs developed for that purpose and would comply with relevant health and safety procedures

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Encourage children's independence and autonomy	1.1 Plan and provide opportunities to develop self help skills and independence
	1.2 Provide opportunities for children to make choices, in appropriate ways
	1.3 Encourage children to accept responsibility for their own actions
	1.4 Empower children to make their own decisions and to participate in broader decision-making
	1.5 Involve children in increasingly more significant decision-making

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ELEMENT	PERFORMANCE CRITERIA
2. Foster children's self-esteem and developing self concept	2.1 Plan opportunities for children to experience individual strengths and success 2.2 Select *experiences that present a challenge* within children's emerging skills and capabilities 2.3 Monitor children's confidence while attempting more challenging activities 2.4 Provide acknowledgment and support if a child experiences frustration and encourage children to see 'mistakes' as opportunities to learn 2.5 Acknowledge and appreciate children's individual and group achievements 2.6 Design experiences to explore issues of self image and identity in ways that are appropriate to the children's level of development 2.7 Choose learning and play resources to provide positive, *non stereotypical images* of children 2.8 Provide opportunities for children to build on and extend achievements 2.9 Provide children with opportunities to initiate and assume leadership roles 2.10 Promote and support the transition to school for children of an appropriate age
3. Create opportunities and provide experiences that encourage children to express their feelings, needs and ideas	3.1 Identify and monitor children's emotional development and expression of feelings 3.2 Listen to and respond to children's expression of feelings and ideas 3.3 Ensure expectations about how children express their feelings are related to child's stage of development 3.4 Encourage and demonstrate socially appropriate ways for children to express their feelings and needs 3.5 Provide opportunities for children to release feelings and express emotion through suitable experiences 3.6 Encourage children to appreciate one another's achievements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theories of children's emotional and psychological development which may include:
  - attachment
  - psychosocial development
  - temperament and personality
  - relationship between brain development and social and emotional development
  - family systems
- A broad range of theoretical perspectives on human and learning development which may include but is not limited to: Bronfenbrenner, Erikson, Piaget, Vygotsky, Gardner, Maslow, Bowlby
- Interaction between aspects of social development, physical development and psychological development and cognitive development
- Importance of language that is selected and used
- Different beliefs about social development due to culture, community, family beliefs
- Organisation standards, policies and procedures
- Children's emotional development
- Importance of culture in the development of self
- Contextual factors which influence the children's emotional and psychological development
- Events or crises which can challenge children's emotional and psychological development, such as:
  - separation and stranger anxiety
  - fears
  - self-esteem and self concept
- Factors which enhance the development of self-esteem and self identity
- Awareness of the following national child health and well being core competencies as

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REQUIRED SKILLS AND KNOWLEDGE

they apply to all who deliver care to children:

- core principles of child development and the key developmental tasks faced by young children and their implications for practice
- cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
- environmental conditions and the experiences known to have positive effects on prenatal and early childhood
- environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
- factors that support or undermine the capacity of families to rear young children adequately

continued ...

Essential knowledge (*contd*):

- The following knowledge underpinning national child health and well being core competencies (contd):
  - features of a family's immediate social environment that are important for family functioning and young children's development and well being
  - features and qualities of communities that help or hinder families in their capacity to raise young children adequately
  - core needs that all children and families have in common, and how to provide inclusive child and family services
  - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide opportunities for children to interact positively with other children and to accept individual differences, giving due regard to age, cultural, and development of children
- Evaluate the emotional and psychological stage of the child and to plan activities which will enhance their development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- acceptance of each child's rate of development, needs, interests and strengths
- planning
- interpersonal skills
- team building skills
- time management
- active listening
- empathy
- organisation
- valuing of differences among children - stage of development, needs, interests, strengths

- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - support infants and toddlers to master key developmental tasks
  - early identification of emerging trends in children's needs and how to address them
  - manage children's health needs, eating behaviours and physical activity
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

It is recommended (but not required) that this unit be assessed in conjunction with one of the following related units:

- CHCFC503A Foster social development in early childhood

or

- CHCFC513A Foster social development in middle childhood

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

The acceptance of differences among children will be affected by:	• Children's age/maturity • Capabilities • Children's family, school, peer group attitudes and beliefs • Life experiences • Prior learning experiences
Opportunities for experiences with an emotionally enriching and expressive component could include:	• Socio dramatic play • Movement • Listening to music • Art experiences including clay and finger painting
Individual differences (*diversity*) *among children may include*:	• Abilities and disabilities • Age/maturity • Appearance • Beliefs and practices (cultural, religious etc) • Family background and lifestyle • Gender • Interests and preferences • Peer group acceptance, membership or isolation • Race, culture and ethnicity • Social context and lifestyle • Socioeconomic factors • Style of social interaction • Temperament

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RANGE STATEMENT

Encouragement of a child to develop emotionally and psychologically will vary according to the age of the child and must include:	*For babies/infants*: • Responding to non-verbal communication and crying *For toddlers*: • Expression through activity as well as verbally • Encouraging children to name their feelings *For 3 to 5 year olds*: • Expression through activities such as clapping, stamping • Expressing their feelings verbally • Expressing feelings through paintings, drawings and other creative activities
Non stereotypical images could include:	• Children and adults of both genders engaging in a range of activities • Children of a range of races • Range of appearances • Range of abilities • Different family compositions • People from a variety of cultural backgrounds together • Range of additional needs of children
Areas of competence may include:	• Social situations • Peer groups • Communicating with adults
Experiences that present a challenge may include:	• Opportunities to develop and practice skills in a range of activities

Unit Sector(s)

Not Applicable

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CHCFC505A Foster cognitive development in early childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to foster and enhance cognitive development of children

Application of the Unit

Application	The skills and knowledge within this unit applies to workers engaged in a range child care contexts supporting the children's development

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist children to develop thinking and problem solving skills	1.1 Provide varied and appropriately challenging *opportunities* and resources related to each child's stage of development and interests
	1.2 Provide opportunities for children to experience the consequences of their choices, actions and ideas
	1.3 Encourage children to explore, understand and solve problems in their environment
	1.4 Use a variety of strategies to maintain children's interest in solving problems
	1.5 Provide challenging and engaging experiences for each child to develop their attention span and give them time to stay with the activity until they are ready to move on
	1.6 Introduce new ideas/activities that may build on existing knowledge, skills and interests
	1.7 Use questioning and non-verbal communication to develop children's abilities to observe what is happening around them
	1.8 Identify and monitor children's cognitive development and *thinking skills*

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ELEMENT	PERFORMANCE CRITERIA
2. Promote opportunities for a wide range of developmentally appropriate experiences in science mathematics technology and the environment	2.1 Present a range of developmentally appropriate experiences in science, maths and technology 2.2 Present a range of experiences to stimulate learning about the environment 2.3 Recognise children's abilities and respond to their interests and learning potential 2.4 Encourage participation in science, maths, technology and environmental learning experiences in a way that is enjoyable 2.5 Present experiences that stimulate children's curiosity and learning 2.6 Provide opportunities for children to further explore their concept development

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Stages of cognitive development
- Peer group interactions
- Child's family and community context and influences
- Organisation standards, policies and procedures
- Planning processes and understanding of adults role in experiences
- Sensory perceptual development and brain development
- Theories of brain and language development, which may include but are not limited to: Piaget, Vygotsky and Gardner
- Social constructivist learning theory
- Interrelationship between cognitive, creative and language development
- Importance of dispositions impacting on lifelong learning
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by young children and their implications for practice
  - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
  - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
  - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
  - factors that support or undermine the capacity of families to rear young children adequately
  - features of a family's immediate social environment that are important for family functioning and young children's development and well being
  - features and qualities of communities that help or hinder families in their capacity to

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REQUIRED SKILLS AND KNOWLEDGE

raise young children adequately

- core needs that all children and families have in common, and how to provide inclusive child and family services
- understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Encourage children in thinking and problem solving experiences with consideration for each child's culture, stage of development and interests

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - planning open ended experiences to promote children's enquiry and mathematical thinking
  - problem solving processes and tools or strategies to facilitate children's problem solving
  - use open ended questions to encourage children to predict, hypothesise, explain, reason and express their ideas and opinions
  - creative use of inexpensive resources to stimulate children's interest and curiosity
  - modelling strategies, suggesting next steps and highlighting aspects the children may have overlooked
  - supporting and encouraging children's unconventional and innovative use of materials
  - use the environment to stimulate children's curiosity
  - arrange experiences that stimulate children to explore and discuss diverse objects, people and places
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - support infants and toddlers to master key developmental tasks
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity

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REQUIRED SKILLS AND KNOWLEDGE

- provide environments and relationships that are safe for young people
- engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups and over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit may be (but is not required to be) assessed in conjunction with related unit:

- CHCFC506A Foster children's language and communication development

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Thinking skills may include:

- Reasoning
- Developing understanding and explanations
- Critical thinking
- Use of mathematical concepts
- Problem solving
- Inventing, discovering and planning

Opportunities for children to develop cognitively will vary according to the child's age/abilities and must include:

For babies and infants:

- Responses of caregivers are prompt and consistent
- Routines to provide sensory experiences are used
- Toys that stimulate all the senses are available for touching, looking, listening, smelling and tasting
- Opportunities to perceive similarities and differences are provided

For toddlers:

- Equipment is provided to explore the concepts of size, shape, number, volume, weight, temperature, time and all senses
- Songs, rhymes and stories are provided to aid in the development of memory
- There are opportunities to help with household duties and explore built and natural environment

For 3 to 5 year old children:

- Time is allowed for children to explore
- Opportunities are provided to interact with real people and objects to gain an understanding of themselves, others and the world around them
- A variety of materials and resources is provided
- Children are alerted to aspects of the environment they may have overlooked
- Children's reasoning is responded to respectfully

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RANGE STATEMENT

Understandings may include:

- Mathematical understanding
- Scientific principles
- Social understandings
- Geographical awareness
- Historical understanding
- Mechanical understanding
- Potential of computers

Opportunities to develop problem solving skills vary according to age of the child:

For babies and infants:

- Opportunities to explore cause and effect are provided

For toddlers:

- Equipment such as spades, spoons, buckets and baskets are provided to explore the environment

For 3 to 5 year olds:

- Time is made available for children to investigate a topic that interests them, for example, how a syphon works

Opportunities to explore their environment will vary according to age of the child:

For babies and infants:

- Observation and exploration

For toddlers:

- Introduce them to natural materials from local environment
- Introduce them to a range of people in community

For 3 to 5 year olds:

- Exploration of local environment through visitors, excursion, bringing experiences to children

Opportunities to explore their local environment directly will differ according to a range of factors such as:

- Distance, proximity of new experience
- Risks and hazards
- Time available

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RANGE STATEMENT

Opportunities to extend children's knowledge of the world may include:	• Excursions/incursions • Visits • Maps, posters, music, books etc. • Walks in the local area • Visitors • Community resources
The world/environment may include:	• The natural environment • The social world • The cultural environment • The world of ideas • Human made environment

Unit Sector(s)

Not Applicable

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CHCFC506A Foster children's language and communication development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to foster and enhance language and communication development of children

Application of the Unit

Application	The skills and knowledge within this unit applies to workers engaged in a range child care contexts supporting the children's development

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Stimulate the child's use and understanding of language	1.1 Provide developmentally relevant opportunities for children to listen and respond to language
	1.2 Link language to all interests, activities, routines, and directions
	1.3 Create opportunities for group discussions and exchange of views between children
	1.4 Create a language rich environment that incorporates materials that capture the child's attention and stimulate a response
	1.5 Speak clearly and frequently to children in language that is appropriate to the age of the child
	1.6 Take time to listen and respond to children
	1.7 Use open ended questions to encourage children to express their thoughts, feelings and words
	1.8 Model and encourage two way communication by questions and careful listening
	1.9 Repeat and expand children's words and phrases in a natural style of conversation to model communication skills

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ELEMENT	PERFORMANCE CRITERIA
2. Support the child's skills in their own (non English) language as relevant	2.1 Identify the family's language and use bilingual practices as relevant whilst supporting the child to maintain their first language both in the childcare and home environments 2.2 Respond with respect to children's language 2.3 Integrate materials in the child's language into experiences 2.4 Encourage parents and family members to maintain their own language and participate in activities with the children 2.5 Encourage parents to inform worker of key words and phrases 2.6 Integrate child's cultural experiences into language development opportunities 2.7 Seek specialised assistance and use wherever required and available
3. Contribute to assessment of language and communication skills and planning of appropriate support strategies	3.1 Identify children with children with special language needs and monitor language development, including the provision of special language programs to meet individual needs 3.2 Contribute to assessment of children's individual language and communication abilities and needs 3.3 Consider English and other languages when assessing language development and use 3.4 Develop a range of *strategies for language and communication development* for the individual child, including children with additional language development needs 3.6 Discuss assessment with the parents and develop a plan in consultation with them 3.7 Seek specialised assistance where necessary 3.8 Regularly review child's progress and the plan

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ELEMENT	PERFORMANCE CRITERIA
4. Plan and implement *developmentally appropriate language and literature experiences for children*	4.1 Select, read and tell developmentally appropriate stories 4.2 Use stories, rhymes and poetry to enhance children's enjoyment of language 4.3 Include language and literature experiences that support acceptance and appreciation of diversity 4.4 Use puppets and other props to stimulate children's enjoyment of language and literature

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Stages of language development
- Principles of the development of English as a Second Language and the principles of early childhood bilingualism including the link between first language maintenance and learning ESL
- Peer group interactions
- Importance of dispositions on lifelong learning
- Child's family and community context and influences
- Organisation standards, policies and procedures
- Theories of brain and language development, which may include but are not limited to: Piaget, Vygotsky and Gardner
- Social constructivist learning theory
- Values of language, listening and literature experiences for young children
- Criteria for selecting development appropriate language and literature experiences for children
- Adult role in encouraging language and creative expression
- Language and literature extension experiences for older children
- Criteria for selecting displays and pictures to stimulate language
- Criteria for selecting and presenting age appropriate puppetry experiences
- The main theories of learning and the implications for programming
- How to access relevant and local resources
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
    - core principles of child development and the key developmental tasks faced by young children and their implications for practice
    - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them

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REQUIRED SKILLS AND KNOWLEDGE

- environmental conditions and the experiences known to have positive effects on prenatal and early childhood
- environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
- factors that support or undermine the capacity of families to rear young children adequately
- features of a family's immediate social environment that are important for family functioning and young children's development and well being

continued ...

Essential knowledge (*contd*):

- Knowledge underpinning national child health and well being core competencies (contd):
  - features and qualities of communities that help or hinder families in their capacity to raise young children adequately
  - core needs that all children and families have in common, and how to provide inclusive child and family services
  - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide opportunities to stimulate children's language development that give due regard to age, development, culture and needs of child/ren
- Stimulate language development taking into account special language needs
- Develop strategies to access specialist language services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - planning interactions with children to enhance language development
  - extending conversations with children by supportive, active listening and open ended questions
  - use words in a way that helps children understand their meaning
  - use resources which support the first language of the child

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REQUIRED SKILLS AND KNOWLEDGE

- communicate effectively with children
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - support infants and toddlers to master key developmental tasks
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups and over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Related units: It is recommended (but not required) that this unit be assessed in conjunction with one of the following related units:

- CHCFC505A Foster cognitive development in early childhood

or

- CHCFC515A Foster cognitive development in middle childhood

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Developmentally appropriate language and literature experiences for children may include

- Story telling
- Story reading
- Rhymes and poetry
- Pictures
- A range of electronic media
- Puppetry and felt board
- Listening experiences
- Planned discussion groups
- Language extension experiences

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RANGE STATEMENT

Strategies for language and communication development should include:	• Positive handling of materials • Enjoyment in presentation • Use of correct clear speech • Frequent interactions • Open-ended questions • Support of children's skills in their own language • Formal and informal presentations

Unit Sector(s)

Not Applicable

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CHCFC507A Use music to enhance children's experience and development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required as an essential part of the programming and delivery of child care services to provide essential developmental experiences in music and movement

Application of the Unit

Application	This unit may be applied in the delivery of child care services in a range of community service work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide a range of developmentally appropriate music and movement experiences	1.1 Identify and provide a wide range of *music experiences* for children that may be used to enhance children's development 1.2 Identify and provide a wide range of *movement experiences* for children that may be used to enhance children's development 1.3 Select and provide appropriate music and movement resources which are inclusive and encourage appreciation of diversity including cultural diversity 1.4 Provide opportunities for children to practise developing skills

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ELEMENT	PERFORMANCE CRITERIA
2. Support facilitate and extend children's participation in music and movement	2.1 Set up environment in a way that encourages children's participation in developmentally appropriate music and movement experiences 2.2 Link music and movement activities and make them relevant to children's daily life in care 2.3 Formulate strategies to encourage development of child's individual music and movement potential 2.4 Encourage improvisation with *instruments* 2.5 Design program to respond to children's interests that arise spontaneously as they participate in music and movement experiences 2.6 Use strategies to model appropriate attitudes and interaction to encourage children's input and participation in music and movement experiences
3. Plan and implement a range of developmentally appropriate music and movement experiences	3.1 Use observations of individual children and groups of children to plan developmentally appropriate music and movement experiences for children 3.2 Select and present a range of stimulating developmentally appropriate and inclusive music experiences for individual children and small groups of children 3.3 Select and present a range of stimulating developmentally appropriate and inclusive movement experiences for individual children and small groups of children 3.4 Use a range of methods to evaluate children's participation in and reactions to planned music and movement experiences 3.5 Make ongoing modifications to stimulate interest and involvement in music and movement experiences, based on evaluation information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Values of providing a range of musical experiences for children
- Values of movement for children
- Links between child's stage of development and appropriateness of particular musical and movement experiences
- Strategies for fostering music and movement development
- Adult awareness of appropriate selection of music and movement experiences for different ages
- Organising and implementing and evaluating music and movement experiences
- Ways to follow and respond to children's ideas and interests
- Selection of appropriate music and movement resources which are inclusive and encourage appreciation of diversity including cultural diversity
- Basic musical concepts
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
    - core principles of child development and the key developmental tasks faced by young children and their implications for practice
    - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
    - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
    - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
    - factors that support or undermine the capacity of families to rear young children adequately
    - features of a family's immediate social environment that are important for family functioning and young children's development and well being

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REQUIRED SKILLS AND KNOWLEDGE

- features and qualities of communities that help or hinder families in their capacity to raise young children adequately
- core needs that all children and families have in common, and how to provide inclusive child and family services
- understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Engender interest and appreciation of music in children and to encourage them to experiment with expressing themselves in music
- Use music with children including singing and simple percussion instruments
- Choose appropriate settings for movement experiences
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - support infants and toddlers to master key developmental tasks
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment must include the candidate working with children over a period of time and involve more than one assessment session. • Assessment must include assessment of ability to effectively engage children over a range of ages in developmentally appropriate music and movement experiences
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Music experiences include: A range of developmentally appropriate music experiences for individuals and small groups including:

- Singing
- Musical instruments
- Chants and rhymes
- Listening experiences

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RANGE STATEMENT

Movement experiences include:	A range of developmentally appropriate movement experiences for individuals and small groups including the use of: • Props • Space • Sounds/music • Body awareness
Instruments may include:	• Home made and commercial instruments • Instruments from a range of different cultures

Unit Sector(s)

Not Applicable

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CHCFC508A Foster children's aesthetic and creative development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop and deliver programs that promote children's creative skills and aesthetic development

Application of the Unit

Application	This unit applies to workers responsible for implementing developmental activities for children

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and provide *aesthetic experiences* for children	1.1 Identify and select a *range of developmentally appropriate* visual, musical and other sensory stimuli to provide children with experiences of art and beauty
	1.2 Select *appropriate materials* and present them attractively
	1.3 Provide *work and play areas* promoting aesthetic qualities for both children and adults
	1.4 Formulate *strategies for fostering creative development and aesthetic awareness in children*
	1.5 Respond to children's interests that arise spontaneously as they participate in aesthetic experiences
	1.6 Design program of aesthetic experiences in response to emerging skills, abilities and interests of individual children and groups of children
	1.7 Present aesthetic experiences that encourage appreciation of diversity including cultural diversity

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ELEMENT	PERFORMANCE CRITERIA
2. Provide developmentally appropriate dramatic and imaginative play experience for children	2.1 Present play areas both indoors and outdoors which provide children with opportunities to enjoy dramatic and imaginative play 2.2 Plan/design developmentally appropriate experiences to stimulate children's involvement 2.3 Provide inviting, stimulating and safe experiences for individual children and small groups of children involved in imitative, dramatic and imaginative play 2.4 Provide adult support through facilitation and extension of children's imitative, dramatic and imaginative play experiences 2.5 Present play areas which are culturally rich and reflect the diversity of families using the service
3. Support children to participate in the expressive arts	3.1 Encourage children to talk about their creations 3.2 Share enthusiasm for creative work with children 3.3 Encourage children to respect and appreciate the creative work of peers 3.4 Provide children with opportunities to discuss and explore artwork, design and/or images
4. Provide a variety of experiences to develop children's creativity, imagination and self expression	4.1 Provide a variety of experiences to stimulate children's awareness and develop their creativity, imagination and self expression through play 4.2 Provide materials and experiences that stimulate different senses and promote body awareness 4.3 Recognise, acknowledge, encourage and follow up children's enthusiasm and curiosity

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of a wide range of developmentally appropriate experiences for children in the area of expressive arts and sensory experiences
- Characteristics of high quality learning environments
- Knowledge of aesthetic, safe, interesting, challenging environments to encourage curiosity, experimentation, active learning, literacy and choice
- The value of creative processes and experiences as well as the end product
- Strategies to encourage children's creativity and literacy including: offering suggestions, use open ended questions, offering opportunities for imaginative play
- Dramatic play and its role in socialisation
- Imitative, dramatic and imaginative play
- Use of printed materials and audio visual aids
- Adult's role in creating inviting spaces
- Barriers to creativity
- Presentation of imitation play, dramatic play and imaginative play spaces for children
- Overview of an inclusive approach
- Use of evaluations for modifications and changes to extend play and stimulate involvement
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
    - core principles of child development and the key developmental tasks faced by young children and their implications for practice
    - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
    - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
    - environmental conditions and experiences known to have adverse effects on prenatal

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REQUIRED SKILLS AND KNOWLEDGE

and early childhood development

- factors that support or undermine the capacity of families to rear young children adequately
- features of a family's immediate social environment that are important for family functioning and young children's development and well being
- features and qualities of communities that help or hinder families in their capacity to raise young children adequately
- core needs that all children and families have in common, and how to provide inclusive child and family services
- understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of the stages of children's development in planning and delivering a range of appropriate activities to stimulate an interest and love of learning in children

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - planning expressive arts opportunities and activities for children
  - communication with children
  - scaffolding children's knowledge and skills
  - creative use of resources and imagery
  - stimulating and encouraging participation
  - choose appropriate resources and music for creative experiences
  - express self through creative mediums
  - appreciation of a range of creative mediums
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - support infants and toddlers to master key developmental tasks
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity

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REQUIRED SKILLS AND KNOWLEDGE

- provide environments and relationships that are safe for young people
- engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Candidates must be assessed over a number of occasions working with children. Assessment will include observations, examination of portfolios of evidence and questioning • Assessment must include assessment of the ability to provide developmentally appropriate experiences over a range of ages
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Aesthetic experiences that are developmentally appropriate may include:

- Visual arts experiences, such as:
  - drawing and painting
  - modelling
  - printing
  - construction
  - collage
- Music and sound experiences, such as:
  - listening to music and singing
  - participating in music making and singing
  - listening to sounds of nature
- Taste and smell experiences
- Performance such as:
  - dance
  - drama

Appropriate materials will include:

- Thick and thin crayons
- Pencils
- Waterbased paints
- Fingerpaint
- Thick and thin brushes
- Natural materials
- Clay
- Playdough
- Papier-mache
- Recycled materials
- Modeling wire
- Oil pastels
- Chalks
- Found objects and self-made objects for printing
- Joining materials

Work and play areas that promote aesthetic qualities may be:

- Indoors
- Outdoors

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RANGE STATEMENT

Strategies for fostering creative development and aesthetic awareness in children may be:	• Provide an aesthetically pleasing environment • Display of quality adult visual art • Create aesthetically pleasing displays of children's work • Model aesthetic awareness and creativity • Encourage visual representation and expression with the children to record aspects of the program
Experiences presented should stimulate children's curiosity and learning through:	• Encouraging active exploration, experimentation and learning • Introducing new ideas and experiences via formal and informal, planned and spontaneous experiences • Encouraging program input from children, staff, parents, community • Encouraging problem solving and curiosity
Range of developmentally appropriate experiences which stimulate children's imitative, dramatic and imaginative play are presented through:	• Creation of inviting uncluttered spaces - large and small • Provision of a range of open-ended materials to stimulate imagination • Provision of a range of accessories • Provision of a range of cross-cultural materials • Mime

Unit Sector(s)

Not Applicable

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CHCFC512A Foster physical development in middle childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to plan and provide experiences to enhance children's physical development during middle childhood

Application of the Unit

Application	This competency applies to all work roles involved in the care of children having responsibility for understanding and application of terminology, principles and influences governing physical development of children

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide planned and spontaneous experiences to foster the physical development of children	1.1 Identify and monitor children's *physical skills* and development 1.2 Plan and provide developmentally appropriate experiences and opportunities to foster children's fine and gross motor and fundamental movement skills 1.3 Plan and provide experiences which challenge the physical skills and abilities of children and *promote physical fitness* 1.4 Plan and provide experiences to challenge the physical endeavours of children, including promotion of outdoor play, and check clothing is suitable to weather conditions 1.5 Provide opportunities for children to practice physical skills and expand/extend children's physical activities though the use of outdoor space and the natural environment 1.6 Select and provide equipment to encourage spontaneity in physically active play 1.7 Arrange equipment to provide challenge and choice, to encourage independence and to facilitate physically active play 1.8 Support children and families to understand the relationship between physical activity and good health whilst still respecting family and cultural values 1.9 Plan experiences that extend children's physical activity through music and dance

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ELEMENT	PERFORMANCE CRITERIA
2. Create opportunities for children to develop a wide range of physical skills	2.1 Develop opportunities for physical activity within the context of the service 2.2 Select and provide a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills 2.3 Identify and seek advice when children require specialist assistance 2.4 Create opportunities to support emerging skills of individual children where necessary 2.5 Encourage children of both genders to participate in the full range of activities 2.6 Provide opportunities for children to develop and learn new physical skills 2.8 Provide opportunities for children to consolidate their physical skills towards independence
3. Interact with the child to foster skill development	3.1 Use a variety of strategies to encourage children's physical skills and development 3.2 Provide positive acknowledgement of children's efforts to participate 3.3 Participate in relevant activities experiences with children 3.4 Demonstrate enthusiasm for physical activity 3.5 Encourage children to express ideas for physical experiences 3.6 Encourage physical activity and active play whilst respecting each child's level of ability and participation 3.7 Encourage children's confidence and safety awareness when participating in physically active play

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Demonstrated understanding of children's physical development and skill development
- Importance of promoting a healthy weight and the relationship between nutrition intake and physical activity in relation to childhood obesity and poor health
- Knowledge and understanding of the Australian Government Department of Health and Ageing 2004, National Physical Activity Recommendations for Children and Youth
- Acceptance of each child's rate of development, needs, interests and strengths
- Experiences that will enhance all areas of physical development
- Needs of children with a sensory/physical disability
- Equipment, toys, music and resources that can be used to stimulate physical development
- Knowledge of interaction between physical development and other areas of development - especially social and psychological development
- Fundamental movement skills set
- Play that extends physical activity involvement and ability
- Relevant organisation standards policies and procedures
- Definitions and principles of growth and general influences on physical development including:
    - physical development
    - qualitative and quantitative changes
    - growth, maturation and readiness
    - chronological and maturational age
    - gross motor, fine motor, coordination
    - fundamental movement skill development
    - kinaesthetic awareness
    - early perceptual development
    - sensory motor development

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REQUIRED SKILLS AND KNOWLEDGE

- sensory integration
- cultural and family values
- Relevant theories including:
  - maturation
  - percentile norms
- Different beliefs about development due to culture, community, family beliefs

continued ...

Essential knowledge (*contd*):

- Organisation standards, policies and procedures relating to physical experiences provided in the workplace to encourage the physical development of children
- Relevant principles within the Quality Improvement Accreditation System - National Child Care Accreditation Council
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by children and their implications for practice
  - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
  - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
  - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
  - factors that support or undermine the capacity of families to rear children adequately
  - features of a family's immediate social environment that are important for family functioning and children's development and well being
  - features and qualities of communities that help or hinder families in their capacity to raise children adequately
  - core needs that all children and families have in common, and how to provide inclusive child and family services
  - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan and arrange a range of developmental opportunities which are matched to the developmental stage and specific needs of the children and which will enhance their development

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REQUIRED SKILLS AND KNOWLEDGE

- Set up venue/environments and equipment/materials so that they facilitate physically active play
- Provide opportunities for children to interact positively with other children and to accept individual differences giving due regard to age, cultural, and development of children
- Engage with children to promote their participation in experiences

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - reflective practice
  - acceptance of each child's rate of development, needs, interests and strengths
  - developmentally based/child focused planning
  - interpersonal skills
  - time management
  - active listening
  - empathy
  - work organisation skills
  - valuing of differences among children - stage of development, needs, interests, strength
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - identify emerging trends in child needs and how to address them
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job for a range of age groups, a range of activities and a range of needs over a number of assessment conditions and situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment include access to a range of opportunities defined in the Range Statement

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Opportunities to support children's development will vary according to a number of factors, such as:

- Physical environment
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies e.g. specialist advice services, resource workers, inclusion support workers
- The frequency and regularity of use of the service by the child
- Age of the child

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RANGE STATEMENT

Physical skills may include:

- Skills in motor areas - fine and gross motor
- Dexterity
- Eye - hand coordination
- Balance
- Locomotion
- Coordination
- Fundamental movement skills sets:
  - static balance
  - sprint run
  - vertical jump
  - catch
  - hop
  - side gallop
  - skip
  - over-arm throw
  - leap
  - kick
  - dodge
  - two hand strike
  - dance and physical response to music

Promote physical fitness skills may relate to experience such as:

- Active games
- Sports
- Exercises
- Fine motor skill areas
- Setting up venue/environment
- Range of environments and equipment
- Socio dramatic play
- Play with construction materials
- Music and movement experiences

Opportunities to develop relevant physical skills will vary according to the age/ability of the child and must include:

For 6 to 12 years old:

- Opportunities for development of balance, skilled climbing, riding, skating opportunities to develop skills in running, kicking, catching, skipping, throwing, writing, drawing, gluing etc.

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RANGE STATEMENT

Opportunities provided to develop skills may need to be adapted to accommodate factors such as:	• Availability of indoor and outdoor facilities • Environment • Venue/location • Type of service • Workers own physical capabilities • The desire and ability for children to set up equipment themselves • Safety considerations • Peer group pressure
Interaction may be with a variety of people including:	• Children of same age • Children of different ages • Adults
Diversity among children may include differences due to:	• Gender • Race, culture and ethnicity • Age/maturity • Interests and preferences • Social context and lifestyle • Abilities • Socioeconomic factors
The acceptance of differences among children will be affected by:	• Children's age/maturity • Capabilities • Children's family, school, peer group attitudes and beliefs • Life experiences • Prior learning experiences

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RANGE STATEMENT

Experiences that promote social interaction will vary according to the age of the children:	*For 6 to 12 year old children*: • Peer group interaction is very significant • Establish initiatives to link children with a wider range of children to encourage broader interaction • Development of trusting relationships with adults/workers • Allow children to establish and maintain friendships and groups • Opportunities for children to play without adult intervention are provided
Individual differences may include:	• Age • Gender • Family background and lifestyle • Abilities and disabilities • Style of social interaction • Appearance • Cultural beliefs and practices • Temperament • Interests • Peer group acceptance, membership or isolation
Non stereotypical images could include:	• Children and adults of both genders engaging in a range of experiences • Children of a range of races • Range of appearances • Range of abilities • Different family compositions • People from a variety of cultural backgrounds together • Range of additional needs of children

Unit Sector(s)

Not Applicable

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CHCFC513A Foster social development in middle childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to foster the social development of children and to promote their ethical understanding during middle childhood

Application of the Unit

Application	Work would be based on programs developed for social development of children interacting in the care environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support children to build and maintain trusting relationships	1.1 Listen attentively and show children their views are valued and acknowledged 1.2 Acknowledge and support children's preferences for particular adults and peers 1.3 Help children to understand and accept responsibility for their own actions 1.4 Encourage children to express and mange feelings appropriately 1.5 Support children's various levels of interaction and participation with others during play

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ELEMENT	PERFORMANCE CRITERIA
2. Plan experiences for children to support and cooperate with others	2.1 Encourage children to respect each other's individual needs, abilities and interests 2.2 Encourage children to regard *differences* positively and to discuss these differences 2.3 Support children who have difficulty interacting with others, to establish and maintain friendships and group membership 2.4 Acknowledge and encourage appropriate, supportive and effective communication between children 2.5 Provide experiences and opportunities that promote children's moral development and pro-social skills
3. Provide *opportunities for social interaction*	3.1 Plan and provide opportunities for different forms of social *interaction* between children with respect for each child's needs, interests and development stage 3.2 Encourage children to interact with a variety of people and to initiate and develop contact with others, as appropriate 3.3 Arrange the environment to encourage interaction and also accommodate a child's need for privacy, solitude and/or quiet 3.4 Celebrate *special occasions* in culturally sensitive ways 3.5 Respect children's choice to watch and observe 3.6 Structure experiences and equipment in ways that promote cooperation and conflict resolution 3.7 Foster and respect children's own grouping choice 3.8 Talk about and respond to children as group members as well as individuals 3.9 Identify and monitor children's social skills and development

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Children's social and moral development
- Importance of leisure time and how it can be provided for
- Interaction between aspects of social development, physical development and psychological development and cognitive development
- Importance of language that is selected and used
- Organisation standards, policies and procedures
- Children's emotional development
- Cultural awareness and understanding differences in social and family systems
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by children and their implications for practice
  - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
  - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
  - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
  - factors that support or undermine the capacity of families to rear children adequately
  - features of a family's immediate social environment that are important for family functioning and children's development and well being
  - features and qualities of communities that help or hinder families in their capacity to raise children adequately
  - core needs that all children and families have in common, and how to provide inclusive child and family services
  - understanding of particular backgrounds, experiences and needs of children and

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REQUIRED SKILLS AND KNOWLEDGE

families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide opportunities for children to interact positively with other children and to accept individual differences, giving due regard to age, cultural, and development of child/ren
- Evaluate the social development of the child and to plan activities which will enhance their development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - acceptance of each child's rate of development, needs, interests and strengths
  - planning
  - interpersonal skills
  - team building skills
  - time management
  - active listening
  - empathy
  - organisation
  - valuing of differences among children - stage of development, needs, interests, strengths
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Differences and their acceptance among children will be affected by:

- Children's age/maturity
- Capabilities
- Children's family, school, peer group attitudes and beliefs
- Life experiences
- Prior learning experiences

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RANGE STATEMENT

Individual differences may include:

- Age
- Gender
- Family background and lifestyle
- Abilities
- Style of social interaction
- Appearance
- Cultural beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

Diversity among children may include differences due to:

- Gender
- Race, culture and ethnicity
- Age/maturity
- Interests and preferences
- Social context and lifestyle
- Abilities
- Socioeconomic factors

Interaction may be with a variety of people including:

- Children of same age
- Children of different ages
- Adults
- Siblings

Opportunities for social interaction may include:

- Formally organised activities
- A time and space for unplanned interaction
- Meetings
- Travelling
- Talking
- Listening and responding
- During care routines
- Excursions
- Setting up venue
- Socio dramatic play
- Play with construction materials
- Art activities

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RANGE STATEMENT

Special occasions may include:	• Birthdays/name days • Festivals • Celebration of achievements • Religious occasions • Community events • Culturally significant days • Beginning and end of term and holidays
Opportunities provided for social interaction will vary according to the age of the children and must include:	*For 6 to 12 year old children*: • Peer group interaction (very significant) • Establish initiatives to link children with a wider range of children to encourage broader interaction • Development of trusting relationships with adults/ workers • Allow children to establish and maintain friendships and groups • Opportunities for children to play without adult intervention are provided
Non stereotypical images could include:	• Children and adults of both genders engaging in a range of activities • Children of a range of races • Range of appearances • Range of abilities • Different family compositions • People from a variety of cultural backgrounds together • Range of additional needs of children
Areas of competence may include:	• Social situations • Peer groups • Communicating with adults
Experiences to present a challenge may include:	• Opportunities to develop and practice skills in a range of activities

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Unit Sector(s)

Not Applicable

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CHCFC514A Support emotional and psychological development in middle childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to support the emotional and psychological development of children and to promote their ethical understanding

Application of the Unit

Application	Work would be based on programs developed for that purpose and would comply with relevant health and safety procedures

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Encourage children's independence and autonomy	1.1 Plan and provide opportunities to develop self help skills and independence
	1.2 Provide opportunities for children to make choices, in appropriate ways
	1.3 Encourage children to accept responsibility for their own actions
	1.4 Empower children to make their own decisions and to participate in broader decision-making
	1.5 Involve child in increasingly more significant decision-making

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ELEMENT	PERFORMANCE CRITERIA
2. Foster children's self-esteem and developing self concept	2.1 Plan opportunities for children to experience individual strengths and success 2.2 Select *experiences that present a challenge* within children's emerging skills and capabilities 2.3 Monitor child's confidence while attempting more challenging activities 2.4 Provide acknowledgment and support if the child experiences frustration and encourage children to see 'mistakes' as opportunities to learn 2.5 Acknowledge and appreciate children's individual and group achievements 2.6 Design experiences to explore issues of self image and identity in ways that are appropriate to the children's level of development 2.7 Choose learning and play resources to provide positive, *non stereotypical images* of children 2.8 Provide opportunities for children to build on and extend achievements 2.9 Provide children with opportunities to initiate and assume leadership roles
3. Create opportunities and provide experiences that encourage children to express their feelings, needs and ideas	3.1 Identify and monitor children's emotional development and expression of feelings 3.2 Listen to and respond to children's expression of feelings and ideas 3.3 Ensure expectations about how children express their feelings are related to child's stage of development 3.4 Encourage and demonstrate socially appropriate ways for children to express their feelings and needs 3.5 Provide opportunities for children to release feelings and express emotion through suitable experiences 3.6 Encourage children to appreciate one another's achievements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theories of children's emotional and psychological development which may include:
  - Attachment
  - Psychosocial development
  - Temperament and personality
  - Relationship between brain development and social and emotional development
  - Family systems
- A broad range of theoretical perspectives on human and learning development which may include but is not limited to: Bronfenbrenner, Ericson, Piaget, Vygotsky, Gardner
- Interaction between aspects of social development, physical development and psychological development and cognitive development
- Importance of language that is selected and used
- Different beliefs about social development due to culture, community, family beliefs
- Organisation standards, policies and procedures
- Children's emotional development
- Importance of culture in the development of self
- Contextual factors which influence the child's emotional and psychological development
- Events or crises which can challenge the child's emotional and psychological development, including:
  - fears
  - self-esteem and self concept
- Factors which enhance the development of self-esteem and self identity
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by children and their implications for practice

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REQUIRED SKILLS AND KNOWLEDGE

- cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
- environmental conditions and the experiences known to have positive effects on prenatal and early childhood
- environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
- factors that support or undermine the capacity of families to rear children adequately
- features of a family's immediate social environment that are important for family functioning and children's development and well being

continued ...

Essential knowledge (*contd*):

- Knowledge underpinning national child health and well being core competencies (contd)
  - features and qualities of communities that help or hinder families in their capacity to raise children adequately
  - core needs that all children and families have in common, and how to provide inclusive child and family services
  - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide opportunities for children to interact positively with other children and to accept individual differences, giving due regard to age, cultural, and development of child/ren
- Evaluate the emotional and psychological stage of the child and to plan activities which will enhance their development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - acceptance of each child's rate of development, needs, interests and strengths
  - planning
  - interpersonal skills
  - team building skills
  - time management

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REQUIRED SKILLS AND KNOWLEDGE

- active listening
- empathy
- organisation
- valuing of differences among children - stage of development, needs, interests, strengths

- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Related units:	It is recommended (but not required) that this unit be assessed in conjunction with related unit: • CHCFC513A Foster social development in middle childhood

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The acceptance of differences among children will be affected by:	• Children's age/maturity • Capabilities • Children's family, school, peer group attitudes and beliefs • Life experiences • Prior learning experiences
Opportunities for experiences with an emotionally enriching and expressive component could include:	• Socio dramatic play • Movement • Listening to music • Art experiences including clay and finger painting

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RANGE STATEMENT

Individual differences (*diversity*) *among children may include*:	• Abilities and disabilities • Age/maturity • Appearance • Beliefs and practices (cultural, religious etc) • Family background and lifestyle • Gender • Interests and preferences • Peer group acceptance, membership or isolation • Race, culture and ethnicity • Social context and lifestyle • Socioeconomic factors • Style of social interaction • Temperament
Encouragement of a child to develop emotionally and psychologically will vary according to the age of the child and must include:	*For 6 to 12 year olds*: • Child will be encouraged to express their feelings appropriately e.g. Language appropriate to the context, considering impact on others • Through both verbal and non-verbal ways
Non stereotypical images could include:	• Children and adults of both genders engaging in a range of activities • Children of a range of races • Range of appearances • Range of abilities • Different family compositions • People from a variety of cultural backgrounds together • Range of additional needs of children
Areas of competence may include:	• Social situations • Peer groups • Communicating with adults

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RANGE STATEMENT

Experiences that present a challenge may include:

- Opportunities to develop and practice skills in a range of activities

Unit Sector(s)

Not Applicable

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CHCFC515A Foster cognitive development in middle childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to foster and enhance cognitive development of children

Application of the Unit

Application	The skills and knowledge within this unit applies to workers engaged in a range child care contexts supporting the children's development

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist children to develop *thinking* and problem solving skills	1.1 Provide varied and appropriately challenging opportunities and resources related to each child's stage of development and interests
	1.2 Provide opportunities for children to experience the consequences of their choices, actions and ideas
	1.3 Encourage children to explore, understand and solve problems in their *environment*
	1.4 Use a variety of strategies to maintain children's interest in solving problems
	1.5 Provide challenging and engaging experiences for each child to develop their attention span and give them time to stay with the activity until they are ready to move on
	1.6 Introduce new ideas/activities that may build on existing knowledge, skills and interests
	1.7 Use questioning and non-verbal communication to develop children's abilities to observe what is happening around them
	1.8 Identify and monitor children's cognitive development and thinking skills

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ELEMENT	PERFORMANCE CRITERIA
2. Promote opportunities for a wide range of developmentally appropriate experiences in science mathematics technology and the environment	2.1 Present a range of developmentally appropriate experiences in science, maths and technology 2.2 Present a range of experiences to stimulate learning about the environment 2.3 Recognise children's abilities and respond to their interests and learning potential 2.4 Encourage participation in science, maths, technology and environmental learning experiences in a way that is enjoyable 2.5 Present experiences that stimulate children's curiosity and learning 2.6 Provide opportunities for children to further explore their concept development

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Stages of cognitive development
- Peer group interactions
- Child's family and community context and influences
- Organisation standards, policies and procedures
- Planning processes and understanding of adults role in experiences
- Sensory perceptual development and brain development
- Theories, including but not limited to: Piaget, Vygotsky and Gardner
- Social constructivist learning theory
- Interrelationship between cognitive, creative and language development
- Importance of dispositions impacting on lifelong learning
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by children and their implications for practice
  - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
  - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
  - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
  - factors that support or undermine the capacity of families to rear children adequately
  - features of a family's immediate social environment that are important for family functioning and children's development and well being
  - features and qualities of communities that help or hinder families in their capacity to raise children adequately
  - core needs that all children and families have in common, and how to provide

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REQUIRED SKILLS AND KNOWLEDGE

inclusive child and family services

- understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Encourage children in thinking and problem solving experiences with consideration for each child's culture, stage of development and interests

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - planning open ended experiences to promote children's enquiry and mathematical thinking
  - problem solving processes and tools or strategies to facilitate children's problem solving
  - use open ended questions to encourage children to predict, hypothesise, explain, reason and express their ideas and opinions
  - creative use of inexpensive resources to stimulate children's interest and curiosity
  - modelling strategies, suggesting next steps and highlighting aspects the children may have overlooked
  - supporting and encouraging children's unconventional and innovative use of materials
  - use the environment to stimulate children's curiosity
  - arrange experiences that stimulate children to explore and discuss diverse objects, people and places
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
  - implement effective evidence-based service delivery
  - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
  - early identification of emerging trends in child needs and how to address them
  - manage children's health needs, eating behaviours and physical activity
  - provide environments and relationships that are safe for young people
  - engage and work with parents/carers and families

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups and over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement, including:
  - A childcare workplace
  - Children's services, resources and equipment
  - The local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

It is recommended (but not required) that this unit be assessed in conjunction with related unit:

- CHCFC506A Foster children's language and communication development

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Thinking skills may include:

- Reasoning
- Developing understanding and explanations
- Critical thinking
- Use of mathematical concepts
- Problem solving
- Inventing, discovering and planning

Opportunities for children to develop cognitively will vary according to the child's age/abilities and must include:

For 6 to 12 year old children:

- Children are assisted to identify the reasons for their opinion/action/feelings
- Child is asked to predict likely/possible consequences of actions and events
- Child is prompted to consider a variety of perceptions of an event
- Hypothesising and experimentation
- Opportunities to explore particular interests that emerge
- Opportunities to develop and maintain interest areas
- Challenging, open ended experiences
- Opportunities to develop problem solving skills will vary according to the age of the child

Understandings may include:

- Mathematical understanding
- Scientific principles
- Social understandings
- Geographical awareness
- Historical understanding
- Mechanical understanding
- Potential of computers

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RANGE STATEMENT

Opportunities to develop problem solving skills vary according to age of the child:	*For 6 to 12 year olds*: • Opportunities to develop problem solving skills in social relationships with their peers • Learning through 'failure'/'mistakes' • Conflict resolution strategies are developed
Opportunities to explore their environment will vary according to age of the child:	*For 6 to12 year olds*: • Local neighbourhood excursions
Opportunities to explore their local environment directly will differ according to a range of factors such as:	• Distance, proximity of new experience • Risks and hazards • Time available
Opportunities to extend children's knowledge of the world may include:	• Excursions/incursions • Visits • Maps, posters, music, books etc. • Walks in the local area • Visitors • Community resources
Environment may include:	• The natural environment • The social world • The cultural environment • The world of ideas • Human made environment

Unit Sector(s)

Not Applicable

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CHCFC520C Promote ethical understanding of children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers in childcare settings to assist and promote the development of children's *ethical understanding*

Application of the Unit

Application	This unit may be applied in the delivery of child care services in a range of community service work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist children to consider the consequences of their actions	1.1 Prompt children to consider potential impacts as well as consequences that are observable 1.2 Consider with children short term and longer term impacts
2. Assist children to make decisions about the fairness of their actions	2.1 Encourage children to explore a range of responses to a situation 2.2 Encourage children to consider a range of reasons underlying their actions
3. Respond to children's questions about issues and principles	3.1 Ensure communication about values and moral issues is appropriate to child's family and cultural background 3.2 Ensure communication about values is in line with philosophy and guidelines of the service 3.3 Discuss with children issues that require a moral/ ethical response 3.4 Discuss with children examples of children responding to ethical issues in different ways

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ELEMENT	PERFORMANCE CRITERIA
4. Assist children to develop their role as members of a community	4.1 Encourage children to voice their views in a range of forums relevant to an issue 4.2 Encourage children to participate in decision-making forums 4.3 Develop, select, implement and review practical strategies with children 4.4 Develop opportunities for children to contribute to community events 4.5 Develop opportunities where children can provide genuine assistance to others

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Social development of children
- Cognitive development of children
- Emotional and psychological development of children
- Philosophies underpinning children's services
- Philosophy and mission of the organisation
- Range of cultural values of families using the service
- Range of religious values and teachings of families and children using service
- Codes of ethics e.g. AECA
- United Nations Convention on the rights of the child
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide opportunities for children to consider their actions and consequences whilst recognising different cultural values and beliefs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal
  - planning

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REQUIRED SKILLS AND KNOWLEDGE

- organisation
- dealing with cross-cultural issues and beliefs

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, a range of conditions, and over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Citizenship may be at levels of:

- Local
- National
- International
- Global

Ethical understanding may include areas such as:

- Relations with people
- Relations with animals and pets
- Relationship to the natural environment and the land
- Links to the immediate environment of the service
- Social responsibilities and rights

This unit becomes increasingly relevant as children develop:

For 3 to 5 year olds:

- Focus is practical and concrete
- Examples are used in discussion
- A more local view of community membership is developed

For 5 to 12 year olds:

- A wider view of community membership is developed including the global community
- Increasing self responsibility and initiative expected in relation to social interactions

Unit Sector(s)

Not Applicable

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CHCFCS801B Apply theory and practice of counselling approaches

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to determine and apply appropriate therapeutic approaches for counselling interventions

Application of the Unit

Application	This unit applies to relationship counsellors performing complex counselling with individuals, couples, children and young people using a variety of counselling approaches

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply appropriate family counselling model	1.1 Analyse and critique a broad range of family *counselling approaches* 1.2 Compare the various counselling models and identify limitations and appropriate applications to family counselling
2. Apply counselling approaches in a family counselling setting	3.1 Determine from a range of *counselling theories* the most appropriate counselling approach to meet client need 2.2 Develop a conceptualisation of the problem with regard to family context 2.3 *Develop an hypothesis* to explain the presenting problem 2.4 Identify individual behaviours and communication transactions that contribute to conflict 2.5 Identify *family relationship patterns and themes* and articulate these back to the client family in an empathic way 2.6 Identify problems with abstract thinking

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ELEMENT	PERFORMANCE CRITERIA
3. Implement the components of a family therapy session	3.1 Use hypothesis to generate relevant questions 3.2 Use case conceptualisations to develop therapeutic options 3.3 Assess onset of presenting problems and explore relationships changes around it 3.4 Track a sequence within a family dynamic 3.5 Explore the *relationships web* using a variety of questions 3.6 Explore behaviours, meaning and relationships using a variety of questions 3.7 *Develop a systemic intervention*
4. Monitor and review use of counselling approaches and theories in family counselling contexts	4.1 Utilise *peer support structures* to test theoretical applications 4.2 Seek out and access *supervision* opportunities on a regular basis to assess effectiveness of practice applications 4.3 Use *self awareness* and own family of origin theory to identify and refer clients with whom it is inappropriate to work 4.4 Undertake *professional development* on a regular basis to increase theoretical knowledge base and improve counselling approaches 4.5 Monitor and evaluate interventions for consistency, congruency with counselling approach and theory of change, cultural contextual relevance, and agreed counselling goals

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Development of counselling theories and practice approaches
- Own prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice
- Limitations imposed on the counsellor client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting
- Limitations to the effectiveness or usefulness of counsellor in some circumstances and course of actions appropriate for client referral when necessary
- Contracting and reaching agreements with client about the nature, process and expected timeframes and responsibilities for counsellor and client within provisions of counselling
- Importance and opportunities for continuing professional development and maintaining a professional level of self-awareness of current scientific and professional information and education in the area of counselling practices
- Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, e.g. power, abuse and conflict
- Procedures and instruments to screen for abuse before, during and after couple or family counselling and any additional safety planning requirements and procedures for clients and staff
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling
- Importance and intent of counsellor participation in supervision
- Relevant state and federal legislation applicable to counselling practice
- Limitations of confidentiality that may arise in the counselling setting
- Contemporary research and approaches to counselling in diverse cultural contexts
- Relevance of concepts of couple, family and child dynamics in normal and abnormal developmental forms
- Main approaches used in counselling
- Theories of major counselling approaches
- Stages of human development and how this knowledge applies to counselling practice
- Human diversity including culture, gender, age, ability, class, spirituality and ethnicity
- Role of social contexts in the counselling relationship
- Range of impacts of separation and divorce on couples, parents, children and other family members

continued ...

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REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge (*contd*):

- Impact of conflict, particularly high level and/or ongoing conflict, on children, and the use of child focused approaches to intervene and minimise the impacts.
- Family research and implications for practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and adhere to legislative requirements of counselling in a broad range of contexts including Family Law and counselling couples, families children
- Explain counselling goals and action plans and outline counselling process and agreements
- Assess and screen for domestic and family violence and child abuse using a range of instruments and processes
- Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues
- Manage the counselling role within an ethical context and discuss processes for client referral where necessary
- Comprehend a variety of individual and systemic therapeutic approaches and their application, including evidence-based therapies and culturally sensitive approaches
- Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction
- Apply an appropriate counselling approach and identify specific techniques to ensure client needs are met
- Apply advanced counselling interventions and explain the contribution of counselling to the therapeutic process
- Compare and contrast counselling theories and approaches
- Identify common concerns in the provision of counselling processes
- Work in a multidisciplinary environment where appropriate
- Manage confidentiality of information obtained from clients during the counselling process
- Maintain a solid theoretical base for effective and contemporary counselling practice
- Manage the dynamics of counselling groups and family groups experiencing high levels of ongoing conflict
- Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and context
- Demonstrate sensitivity when counselling individual and groups from diverse backgrounds
- Apply age appropriate communication and counselling techniques when working with children and young people

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REQUIRED SKILLS AND KNOWLEDGE

- Produce case records, files and reports to a standard acceptable to industry standards
- Complete case work and participate effectively in case management processes where appropriate
- Practise self critique and non-defensive recognition of own errors

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including
  - couples counselling
  - individual counselling as planned strategy for relationships intervention
  - family counselling
  - child and/or young person counselling
  - cases of complex family dynamics

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific 0resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Counselling approaches may include one or more of the following and is not limited to:

- Systemic family therapy
- Narrative therapy
- Group therapy
- Gestalt therapy
- Person-centred therapy
- Existential therapy
- Evidence-based family counselling

Depth of knowledge and levels of application of counselling approaches and theories is outlined in the Essential knowledge and skills section of this unit of competency

Counselling theories may include but is not limited to knowledge of principles of:

- Theory of grief and loss and relationship to individuals including children experiencing separation and divorce
- Theories of conflict management and negotiation and relevance to family/couples relationship counselling
- Theories of separation and anxiety and application to experiences of children in situations of parental conflict and separation
- Theories of human development, human sexuality, gender development and family development.
- Theories of family systems and their importance in the family relationship counselling context.
- Theories of change in complex circumstances

Peer support structures may include but are not limited to:

- Discussions and reflective practice with colleagues
- Discussions and reflective practice with other counsellors
- Exploring issues in group supervision
- Learning circles with peers

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RANGE STATEMENT

Supervision requires counsellors to:	Engage in a purposeful arrangement with a clinical supervisor to: • Reflect on the setting of their work and understand the process which lead to failure in counselling • Consider legal and ethical obligations • Analyse experience and practice of working with people in the counselling setting
Self awareness includes:	• Awareness of own values, experiences and family of origin ,prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice • Describe the effect of complex cases on the self of the family counsellor

Professional development may include:	• Obtaining knowledge of advances and theoretical applications to counselling practice through:
	  • further training or study for knowledge or skills development
	  • individual research
	  • attending relevant conferences
	  • maintaining any standards for professional membership
	  • maintaining regular individual and peer supervision

Develop an hypothesis relates to:	• Development regarding relationship patterns, their bearing on the presenting problem and the influence of extra-therapeutic factors on client systems

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RANGE STATEMENT

Family relationship patterns and themes may include but are not limited to:	• Family violence and abuse • Child protection issues • High levels of conflict • Separation divorce • Co-dependency • Ineffective communication • Psychological issues relating to expressions of emotions

Relationship webs may include:	• Tools used to assess family history and dynamics:
	  • genograms
	  • sociograms
	  • other diagrammatic or pictorial representation of relationships

Develop a systemic intervention with the aim to:	• Empower clients and their relational systems to establish effective relationships with each other and larger systems
Counselling contexts may include:	• Couples counselling • Family group counselling • Individual counselling • Counselling children and young people

Unit Sector(s)

Not Applicable

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CHCFCS802B Provide relationship counselling

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to counsel couples experiencing complex relationship issues

Application of the Unit

Application	This unit applies to Relationship Counsellors performing complex counselling with individuals and couples using a variety of counselling approaches.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess for issues of violence and safety risks in the couple relationships	1.1 *Assess for domestic and family violence issues* as part of relationship counselling 1.2 Take appropriate action to address any issues of violence according to organisation policy and legislative requirements 1.3 Refer individuals to *support services* to manage *issues of safety or risk* if required 1.4 Document issues of concern or potential risk according to policy and relevant legislation 1.5 Assess whether there is a safe enough environment where violence exists to offer couple counselling 1.6 Create safe environment for couples to maximise opportunities within the counselling session

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ELEMENT	PERFORMANCE CRITERIA
2. Establish professional relationship with each individual	2.1 *Engage* each individual using appropriate *techniques and strategies* 2.2 Remain impartial in the professional counselling relationship with couples 2.3 Explore and outline ethical boundaries and expectations of the professional counselling relationship 2.4 Identify and manage problematic issues of the professional relationship with couples 2.5 Take appropriate steps to prevent the development of problematic relationship issues between the counsellor and individuals within the couple, i.e. develop therapeutic alliance 2.6 Monitor and respond appropriately to the physical and emotional reactions of each individual to the counselling process
3. Identify and explore *presenting problems*	3.1 Encourage individuals to describe the *presenting problems* and explore their understanding of why the problem exists 3.2 Encourage couples to become aware of and discuss the problem in relation to associated behaviours or situations 3.3 Elicit the couple's understandings of attempts to previously manage the problem in the past 3.4 Evaluate couple's perception of their relationship prior to the problem existing 3.5 Reframe problems and recursive interaction

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ELEMENT	PERFORMANCE CRITERIA
4. Direct the therapeutic process of couples counselling	4.1 Use *questioning techniques* effectively to explore couples options, motivations, and commitments for change 4.2 Respond to communication difficulties including overt and covert aggression and hostility between individuals in the couples counselling session 4.3 Identify strengths of the relationship and encourage individuals to negotiate and develop strategic goals to be achieved in their relationship 4.4 Develop future session plans based on information and evidence obtained from current counselling session
5. *Terminate counselling sessions*	5.1 Recognise when the counselling is no longer serving the interests or needs of the client 5.2 Discuss with the client/s when counselling no longer appears to serve the clients interest or needs and either re-negotiate professional relationship or terminate the service 5.3 Engage client/s in determining any further external interventions as identified and arrange appropriate referrals 5.4 Discuss with the client any *interruptions to counselling*, planned or otherwise, and implement alternative interim counselling
6. Seek feedback from the client/s about the counselling service provided	6.1 Review counselling progress and provision regularly with clients 6.2 Obtain feedback from the clients at the conclusion of the counselling service 6.3 Use a range of *feedback strategies* to encourage client contribution to improved counselling practice 6.4 Review client feedback and use this to inform practice reflection and improvement as part of supervision

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The historical development of counselling theories and practice approaches
- Own prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice.
- Limitations imposed on the counsellor client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting.
- Limitations to the effectiveness or usefulness of counsellor in some circumstances and course of actions appropriate for client referral when necessary
- Contracting and reaching agreements with client about the nature, process and expected timeframes and responsibilities for counsellor and client within the provisions of counselling
- Importance and opportunities for continuing professional development and maintaining a professional level of self awareness of current scientific and professional information and education in the area of counselling practices.
- Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, e.g. power, abuse and conflict
- Procedures and instruments to screen for abuse before, during and after couple or family counselling and any additional safety planning requirements and procedures for clients and staff. Also, option for not offering relationship counselling where there is violence
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling
- The importance and intent of counsellor participation in supervision
- Relevant state and federal legislation applicable to counselling practice
- Limitations of confidentiality that may arise in the counselling setting
- Contemporary research and approaches to counselling in diverse cultural contexts
- Relevance of concepts of couple, family and child dynamics in normal and abnormal developmental forms
- Critical understanding and appreciation of the main approaches used in couple counselling
- Critical understanding of the theories of major couple counselling approaches,

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REQUIRED SKILLS AND KNOWLEDGE

- Stages of human development and how this knowledge applies to relationship counselling practice
- Human diversity including culture, gender, age, ability, class, spirituality and ethnicity

continued ...

Essential knowledge (*contd*):

- Recognise the role of social contexts in the counselling relationship
- Issues impacting on same sex couples
- Family and relationship research and implications for practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and explain professional relationships in the counselling context
- Identify and adhere to legislative requirements of counselling in a broad range of contexts including Family Law and counselling couples, families and children
- Explain counselling goals and action plans and outline relationship counselling process and agreements
- Assess and screen for domestic and family violence and child abuse using a range of indicators and processes
- Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues
- Manage the counselling role within an ethical context and discuss with clients processes referral where necessary
- Comprehend a variety of individual and systemic therapeutic relationship approaches ant their application, including evidence-based therapies and culturally sensitive approaches
- Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction
- Apply an appropriate relationship counselling approach and identify specific techniques to ensure client needs are met, including those needs of same sex couples
- Apply advanced relationship counselling interventions and explain the contribution of counselling interventions to the therapeutic process
- Compare and contrast relationship counselling theories and approaches
- Identify common concerns in the provision of counselling processes
- Work in a multidisciplinary environment where appropriate
- Manage confidentiality of information obtained from clients during the counselling process
- Maintain a solid theoretical base for effective and contemporary counselling practice
- Manage the dynamics of counselling couples experiencing high levels of ongoing

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REQUIRED SKILLS AND KNOWLEDGE

conflict

- Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and context
- Demonstrate sensitivity when counselling individual and couples from diverse backgrounds
- Produce case records, files and reports to a standard acceptable to industry and obtain client consent for release of information
- Complete case work and participate effectively in case management processes where appropriate
- Apply practitioner self critique and non-defensive recognition of own errors
- Join and manage the relational/emotional system in couples

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including
  - couples counselling
  - individual counselling as planned strategy for relationships intervention
  - complex cases of consistent high level of relationship conflict

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of live relationship counselling, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assess for domestic and family violence issues may refer to:

- Processes for proactively enquiring about the presence of family domestic violence with the intention of preventing further violence or harm

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RANGE STATEMENT

Issues of safety or risk may refer to but are not limited to:

- Being physically hurt and emotionally intimidated, bullied, harassed or controlled
- Threatened with physical harm and emotional intimidation, bullying or harassment
- Harm or threat of harm to children
- Harm or threat of harm to pets and loved ones
- Harm or threat of harm to property
- Inability to fully participate in significant events such as court ordered mediations
- Having residential address known by a person who uses violence against you
- Financial abuse
- Sexual abuse
- Social isolation

Support services may include:

- Crisis intervention services
- Legal or medical services
- Family and domestic violence services
- Child support services
- Culturally specific services
- Accommodation services
- Access to services/information
- Financial services
- Child support agency
- Mediation services
- Living skills and problem solving programs
- Educational programs
- Specialist services
- Mental health services
- Statutory chid protection authorities

Engage may include techniques and strategies such as:

- Conversation - non problem-focused
- Discuss self as counsellor in professional manner
- Display respect and non-judgemental attitude
- Distribute time equally between individuals in couple
- Use open questioning in a non threatening manner
- Empathy and rapport

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RANGE STATEMENT

Counselling contexts may include:	• Couple therapy including same sex couples therapy • Separate sessions with individuals in the relationship
Presenting problems may include:	• Pre and post separation issues • Parenting and agreements • Sexual relationship issues • Fertility and/or pregnancy issues • Intimacy issues • Grief and loss experienced one or both parties • Family of origin influences • Specific issues for same sex couples • Cross cultural relationships
Questioning techniques may include but are not limited to:	• Questioning to scan relationship web • Reflexive questioning • Relational questioning • Circular questioning
Terminate counselling sessions may include:	• Planned termination of counselling • Client's decision to terminate the sessions • Counsellor assesses and identifies issues of concern in a client case where to continue counselling would be unethical and/or place the client and/or others at risk
Interruptions to counselling may include:	• Counsellor illness • Counsellor planned leave • Counsellor changes employment • Interruptions due to organisation change • Counsellor ceases practice • Other external factors e.g. client illness, expert recommendations that counselling cease

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RANGE STATEMENT

Feedback strategies may include but are not limited to:

- Interviews with colleagues
- Evaluation forms
- Complaints
- Recommendations
- Suggestions
- Focus group work

Unit Sector(s)

Not Applicable

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CHCFCS803B Provide grief and loss counselling

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required for counsellors to explore the meaning and effect of grief and loss issues and work with individuals and families experiencing grief and loss

Application of the Unit

Application	This unit of competency applies to relationship counsellors providing counselling for couples, families, children and individuals (voluntary or involuntary) within the Family Relationships work area

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish rapport and explore the clients understanding of grief and loss	1.1 Engage with client using their framework and language to establish an environment of safety and trust 1.2 Join with the client to explore client's understanding of *grief and loss* 1.3 Assist clients to understand how their unique context has impacted on their experience of grief and loss 1.4 Explain the role of the counsellor in dealing with loss
2. Assist clients to understand the different impacts of grief and loss	2.1 Explain the possible *range of responses to grief and loss* 2.2 Use effective intervention techniques to assist the client to normalise their responses to grief and loss 2.3 Use correct terminology and concepts in the grief counselling process 2.4 Identify the key issues in bereavement counselling setting 2.5 Apply the *counselling strategies* to a broad range of diverse responses to grief

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ELEMENT	PERFORMANCE CRITERIA
3. Formulate counselling responses to grief and loss	3.1 Monitor and respond to client presentations including *safety and assessed risks* 3.2 Assist client to set goals or outcomes for the grief and loss process, dependant upon clients position in grieving process 3.3 Match therapeutic interventions to client's needs and goals 3.4 Facilitate referrals to *other support services* where appropriate
4. *Terminate counselling sessions*	4.1 Recognise when the counselling is no longer serving the interests or needs of the client 4.2 Discuss with the client/s when counselling no longer appears to serve the clients interest or needs and either renegotiate the professional relationship or terminate the service 4.3 Engage client/s in determining any further external interventions as identified and arrange appropriate referrals 4.4 Discuss with the client any *interruptions to counselling*, planned or otherwise, and implement alternative interim counselling
5. Seek feedback from the client/s about the counselling service provided	5.1 Review counselling progress and provision regularly with the client 5.2 Obtain feedback from the client throughout and at the conclusion of the counselling service 5.3 Use a range of *feedback strategies* to encourage client contribution to improved counselling practice 5.4 Review client feedback and use this to inform practice reflection and improvement in conjunction with supervision

Required Skills and Knowledge

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Difference in grief in men, women, children and young people
- Own prejudices and stereotyping attitudes and behaviour about grief and loss and the potential influence these may have on counselling practice
- Limitations imposed on the counsellor - client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting
- Limitations to the effectiveness or usefulness of counselling practice in some circumstances and appropriate for client referral when necessary
- Contracting and reaching agreements with client about the nature, process and expected timeframes and responsibilities of counsellor and client within the provisions of counselling
- Importance and opportunities for continuing professional development and maintaining a professional level of self awareness of current scientific and professional information and education in the area of grief and loss
- Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, e.g. power, abuse and conflict and impact of these on grief process
- Procedures and instruments to screen for abuse before, during and after couple or family counselling and any additional safety planning requirements and procedures for clients and staff
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling e.g. group support for grief
- The importance and intent of counsellor participation in supervision
- Relevant state and federal legislation applicable to counselling practice
- Limitations of confidentiality that may arise in the counselling setting
- Contemporary research and approaches to grief and loss counselling in diverse cultural contexts
- Developmental stages and how grief is likely to affect young people and children
- Critical understanding and appreciation of the main approaches used in grief counselling
- Critical understanding of the theories of major grief counselling approaches
- Stages of human development and how this knowledge applies to counselling practice

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REQUIRED SKILLS AND KNOWLEDGE

- Human diversity including culture, gender, age, ability, class, sexuality, spirituality and ethnicity

continued ...

Essential knowledge (*contd*):

- Recognise the role of social contexts on the counselling relationship
- Range of impacts of separation and divorce on couples, parents, children and other family members
- Knowledge of the different types of grief and understanding attitudes, attachment and anxiety issues associated with grief
- Complicated grief processes e.g. people bereaved by suicide and other traumatic loss

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and adhere to legislative requirements of counselling in a broad range of contexts including Family Law and counselling couples, families and children
- Explain counselling goals and action plans and outline counselling process and agreements
- Assess and screen for domestic and family violence and child abuse using a range of processes
- Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues
- Manage the counselling role within an ethical context and discuss processes for client referral where necessary
- Comprehend a variety of individual and systemic therapeutic approaches and their application, including evidence-based therapies and culturally sensitive approaches
- Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction
- Assess grief and loss relating to cultural and spiritual differences
- Apply advanced counselling interventions and explain the contribution of counselling to the therapeutic process
- Compare and contrast grief counselling theories and approaches
- Identify common client concerns in the provision of counselling processes
- Work in a multidisciplinary environment where appropriate
- Manage confidentiality of information obtained from clients during the counselling process
- Maintain a solid theoretical base for effective and contemporary counselling practice
- Manage the dynamics of counselling groups and family groups experiencing high levels

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REQUIRED SKILLS AND KNOWLEDGE

of ongoing conflict.

- Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and context.
- Demonstrate sensitivity when counselling individual and groups from diverse backgrounds
- Apply age appropriate communication and counselling interventions when working with children and young people
- Work with child and parental loss
- Counsel and intervene for complicated grief and loss situations

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of *specified* essential knowledge as well as skills. • Observation of workplace performance is essential for assessment of this unit. • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Grief and loss may include but is not limited to:

- Significant loss for example:
  - relationships
  - employment
  - missed opportunities
  - goals and visions
  - infertility

Range of responses to grief and loss may include but are not limited to:

Different responses to grief will be evident depending on circumstances of loss, e.g. post loss, suicide, homicide, disaster, indirect loss, vicarious traumatisation. Responses may include:

- Disbelief
- Avoidance
- Anger
- Sadness
- Withdrawal
- Dissociation
- Suicidal ideations
- Self-harming
- Stress reactions
- Post traumatic stress disorder
- Depression
- Numbing
- Denial
- Anxiety

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RANGE STATEMENT

Counselling strategies may include but are not limited to:

Depth of knowledge and levels of application of counselling approaches and theories is presented at the Essential knowledge and skills section of this unit of competency:

- Narrative therapy
- Grief and loss model
- Group therapy
- Gestalt therapy
- Person-centred therapy
- Existential therapy
- Research-informed practice

Safety and assessed risks may include:

- Processes for proactively enquiring about the presence of family domestic violence with the intention of preventing further violence or harm
- Processes for evaluating the nature of specific risks to safety for individual clients including depression, using assessment and structured clinical judgement
- The content of risk may relate to:
  - exposure to further violence
  - mental health issues
  - children's and parenting issues

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RANGE STATEMENT

Other support services may include:	• Crisis intervention services • Legal or medical services • Family domestic violence services • Child support services • Culturally specific services • Accommodation services • Access to services/information • Financial services • Child support agency • Mediation services • Living skills and problem solving programs • Educational programs • Specialist services (include GP and psychiatrist) • Grief support for grief and loss (therapeutic and self help)
Terminate counselling sessions may include:	• Planned termination of counselling • Dealing with client decision to terminate the sessions • Counsellor assessing and identifying issues of concern in a client case where to continue counselling would be unethical and/or place the client and/or others at risk
Interruptions to counselling may include:	• Counsellor illness • Counsellor planned leave • Counsellor changes employment • Interruptions due to organisation change • Counsellor ceases practice • Other external factors e.g. client illness, expert recommendations that counselling cease
Feedback strategies may include but are not limited to:	• Interviews with colleagues • In session feedback (with longer term work of grief) • Evaluation forms • Complaints • Recommendations • Suggestions • Focus group work

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Unit Sector(s)

Not Applicable

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CHCFCS804B Provide counselling to children and young people

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to provide therapeutic interventions when working with young people and children

Application of the Unit

Application	This unit of competency applies to family relationship counsellors providing counselling and other therapeutic interventions for children and young people within the family relationships work area and in accordance with the family law context and legislation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Engage child/young person in the counselling process	1.1 Set an *appropriate physical environment* to engage children and young people in counselling
	1.2 Use *age appropriate engagement techniques* to gain child and/or young persons trust
	1.3 Use communication strategies that are appropriate for the children/young people's developmental stage, culture and emotional needs
	1.4 Maintain an *ethical relationship* with children/young people in accordance with practice standards and legislative requirements
	1.5 Enable children to identify problem areas and effectively participate in the counselling process
	1.6 Assess parental family/influences and engage with parents appropriately

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ELEMENT	PERFORMANCE CRITERIA
2. Respond appropriately to allegations and disclosures of abuse	2.1 *Respond to disclosures and allegations* in accordance with legislative requirements and organisation procedures 2.2 Document factual information and observations as required by the organisation and any statutory child protection legislation 2.3 Identify and *assess risk for clients* in relation to family domestic violence and other child protection concerns
3. Formulate conceptualisation of the presenting problem	3.1 Identify *factors relevant to the context of children /young persons in counselling* 3.2 Develop hypotheses to explain child/young person's presenting problems 3.3 Monitor and review progress of sessions towards child/young persons goals
4. Implement *case work processes* when counselling children and young people	4.1 Develop a clear plan of how sessions will be conducted in collaboration with children and young people 4.2 Develop measurable outcomes, treatment goals, treatment plans and after session plans with children and young people's input utilising *perspectives relevant to working with children and young people* 4.3 Work collaboratively with other stakeholders, including family members, other significant persons and professionals not present 4.4 Record plans and complete other case documentation in accordance with practice setting policies, professional standards and legislative obligations 4.5 Use a range of therapeutic interventions to engage and work with children and young people

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ELEMENT	PERFORMANCE CRITERIA
5. *Terminate counselling sessions*	5.1 Recognise when the counselling is no longer serving the interests or needs of the client an family
	5.2 Discuss with the client/s when counselling no longer appears to serve the clients interest or needs and either renegotiate the professional relationship or terminate the service
	5.3 Engage client/s in determining any further external interventions as identified and arrange appropriate referrals
	5.4 Discuss with the client any *interruptions to counselling*, planned or otherwise, and implement alternative interim counselling
6. Seek feedback from the client/s about the counselling service provided	6.1 Review counselling progress and provision regularly with the client in a developmentally appropriately way
	6.2 Obtain feedback from the client at the conclusion of the counselling service
	6.3 Use a range of developmentally appropriate feedback strategies to encourage client contribution to improved counselling practice
	6.4 Review and reflect on client feedback and incorporate this information as part of supervision for the purpose of practice improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include knowledge of:

- Stages of child development and relevance to work with vulnerable children
- Attachment and family systems theories and how these are applied to working with vulnerable and traumatised children
- Own prejudices and stereotyping attitudes and behaviour towards children and young people and the potential influence these may have on counselling practice.
- Limitations imposed on the counsellor client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting when working with children and young people.
- Limitations to the effectiveness or usefulness of counsellor in some circumstances and course of actions appropriate for client referral when necessary
- Contracting and reaching agreements with parents/ children and young people about the nature, process and expected timeframes and responsibilities for counsellor and client within the provisions of counselling.. Particular emphasis on client confidentiality and determination of who the client is in child counselling.
- Importance and opportunities for continuing professional development and maintaining a professional level of self awareness of current scientific and professional information and education in the area of counselling practices with children and young people.
- Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, e.g. power, abuse and conflict in family and sibling relationships
- Assessment skills, tools and instrument used to screen for abuse before, during and after child counselling and any additional safety planning requirements and procedures for clients and staff
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling
- Relevant state and federal legislation applicable to counselling practice
- Limitations of confidentiality that may arise in the counselling of children and young people setting
- Contemporary research and approaches to counselling in diverse cultural contexts
- Relevance of concepts of couple, family and child dynamics in normal and abnormal developmental forms
- Critical understanding and appreciation of the main approaches used in child and young person counselling

continued ...

Essential knowledge (*contd*):

- Stages of human development and how this knowledge applies to child and young person counselling practice
- Human diversity including culture, gender, age, ability, class, spirituality and ethnicity
- Range of impacts of separation and divorce on parents and children and other family

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REQUIRED SKILLS AND KNOWLEDGE

members

- Impact of conflict, particularly high level and/or ongoing conflict, on children, and the use of child focused approaches to intervene and minimise the impacts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and adhere to legislative requirements of counselling and working with children and young people in a broad range of contexts including Family Law and Child Protection
- Explain counselling goals and action plans and outline counselling process and agreements in terms that are understood by the child/young person
- Assess and screen for domestic and family violence and child abuse using a range of processes
- Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues
- Manage the counselling role within an ethical context with particular reference to the child focused practice where necessary.
- Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction and application of adult techniques to children and young people
- Apply an appropriate counselling approach and identify specific interventions to ensure child and young person client needs are met.
- Compare and contrast child focused counselling theories and models
- Identify common concerns in the provision of child and young person counselling processes
- Work in a multidisciplinary environment where appropriate and respect the practice base of others.
- Manage confidentiality of information obtained from child and young person clients during the counselling process particularly with regard to limitations of confidentiality
- Maintain a solid theoretical base for effective and contemporary child and young person counselling practice
- Manage the dynamics of counselling children and young people experiencing high levels familial and parental conflict.
- Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and child/young persons competency and context.
- Demonstrate sensitivity when counselling children and young people from diverse backgrounds
- Apply age appropriate communication and counselling strategies and models when working with children and young people e.g. use of play
- Complete case work and participate effectively in case management processes where

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REQUIRED SKILLS AND KNOWLEDGE

appropriate

- Produce case records, files and reports to a standard acceptable to industry standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including:
  - complex cases of child and/or young person counselling in situations of high level parental conflict

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
Method of assessment	• Observation in the workplace is essential • Written assignments/projects or questioning should be used to assess knowledge • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision. • The assessment environment should not disadvantage the candidate • Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English • Where the candidate has a disability, reasonable adjustment may be applied during assessment • Language and literacy demands of the assessment task should not be higher than those of the work role

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate physical environment may include:

- Means by which an emotionally safe and empathic environment is created
- Appropriate space - child friendly
- Toys, puppets, experiential activities (crayons, textas, paints), sand tray and symbols e.g. dolls house, books and resources appropriate to various ages and which are culturally appropriate
- Resources for care-giver and other family members where relevant
- Where worker is able to 'control' the environment - a separate child specific and friendly space

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RANGE STATEMENT

Age appropriate engagement techniques may include but are not limited to:

- Age and developmentally appropriate communication techniques especially the use of play therapy
- Storytelling
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower the client/young person
- Cultural, and sub-cultural awareness/sensitivity
- Demonstrating empathy
- Validating child or young persons emotions
- Using appropriate body language
- Asking open-ended questions
- Maintaining confidentiality
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Active listening

Ethical relationship must include:

- Counselling practices that reflect the obligations of the practitioner under codes of ethics, and standards of professional membership and/or legislation, to ensure the safety and well being of the child and/or young person in the counselling relationship
- Counsellor knowledge and application of:
  - international conventions relating to the rights of children and young people
  - relevant international conventions on civil and human rights

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RANGE STATEMENT

Respond to disclosures and allegations includes:

Legislative and statutory requirements may include:

- Relevant state/territory/commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation, other legislation specific to children and young people)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of Information legislation

Assess risk for clients includes:

- Self identification of risk, threat or attempts to self-harm
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner, parents
- Current or previous police involvement
- Objective assessment of care-givers current ability to protect child/young person from further assault or harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Child/young person being denied access to required medications/ resources
- Existing or previous orders relating to domestic violence (e.g. apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Implausible explanation for injuries
- Frequent hospital visits/admissions
- Current or previous parental separation
- Family court and/or relationship history
- Children who have been in care

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RANGE STATEMENT

Factors relevant to the context of children/young persons in counselling may include:	• Current or previous parental separation • Family court and/or relationship history • Children's behaviour and developmental level • Other factors that may indicate a history of violence • Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances • Presenting issues including assessment with parents/care givers
Case work processes may include:	• Interviews with child/young person, their family, significant others and carers • Completing applications and other forms such as questionnaires • Case documentation - file notes, case plans • Using specialist communicators, interpreters • Classification tools • Obtaining and processing information from professionals including medical reports and psychological and developmental assessment • Obtaining ,processing and or providing information to/from service providers including child protection authorities • Liaison with schools
Terminate counselling sessions may include:	• Planned termination of counselling • Client or parents decision to terminate the sessions • Counsellor assesses and identifies issues of concern in a client case which determine to continue counselling would be unethical and/or place the client and/or others at risk

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RANGE STATEMENT

Interruptions to counselling may include:	• Counsellor illness • Counsellor planned leave • Counsellor changes employment • Interruptions due to organisation change • Counsellor ceases practice • Other external factors e.g. client illness, expert recommendations that counselling cease
Client feedback strategies may include but are not limited to:	• Interviews with colleagues • Developmentally appropriate evaluation forms • Complaints • Recommendations • Suggestions • Focus group work • Feedback on client from parent
Perspectives relevant to working with children and young people may include but is not limited to:	• Systemic • Experiential • Play therapy

Unit Sector(s)

Not Applicable

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CHCFCS805B Provide group counselling

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to facilitate a group counselling session

Application of the Unit

Application	This unit of competency applies to relationship counsellors providing counselling for couples, families and groups of individuals as voluntary or involuntary clients

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify appropriate group participants	1.1 Develop criteria for appropriate participant selection
	1.2 Implement ethical processes for *participant selection*
	1.3 Document and record member selection process in line with accepted practice
	1.4 Maintain confidentiality of group participant personal information

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate group counselling	2.1 Develop goals for the counselling group 2.2 Apply a variety of *strategies* and interventions in the process of group development 2.3 Maintain effective facilitation of participant self awareness and individual change through the phases of the group 2.4 Professionally facilitate and reflect on influence of own values on group participants 2.5 Apply skills and techniques reflecting respect and understanding for diversity of group participants and *group dynamics* 2.6 *Manage conflict issues* appropriately as they present in the group counselling process
3. Apply *ethical standards* in group counselling	3.1 Adhere to recognised standards for group counselling practice 3.2 Maintain respect and confidentiality of individual participants and group content and process and negotiate group agreement re confidentiality 3.3 *Maintain appropriate boundaries* as group counsellor 3.4 Respond constructively and immediately to group behaviours that are disruptive, manipulative or sabotage the process 3.5 Facilitate *group member debriefing* as appropriate
4. Undertake *supervision and professional development* to ensure a high standard of facilitation skills	4.1 Identify a suitable supervisor for group counselling and negotiate a supervision plan 4.2 Participate in regular supervision sessions 4.3 Apply learning from supervision and professional development

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Variety of systemic therapeutic group work interventions and their application, including evidence-based and culturally sensitive approaches
- Recognise strengths, limitations, and contraindications of specific group counselling models, including risks of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit
- Understanding and apply theories of stages of group development
- Distinguish between content and process issues and respond appropriately
- Knowledge and application of ethical behaviour and legal frameworks for the therapeutic relationship in groups
- Knowledge of support groups available to families with relationship difficulties
- Development of self awareness to facilitate the group counselling process
- Boundaries and limitations to group counselling interventions
- Organisation policy and procedures
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, groups, abuse and conflict
- The development of group counselling theories
- Recognition of the influence of own beliefs and attitudes on group facilitation
- Understanding of issues of discrimination affect group members from diverse cultures
- Reflection on practice and the influence of the group leaders attitudes and values
- Recognising and avoiding the uses and abuse of group techniques

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use effective interpersonal and communication skills when working in group setting

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REQUIRED SKILLS AND KNOWLEDGE

with diverse range of participants

- Manage conflict positively and constructively within the group counselling setting
- Monitor and respond appropriately to group dynamics and associated behaviours
- Monitor and respond professionally to safety concerns for self and group members
- Demonstrate appropriate and effective use of recognised and contemporary approaches in group learning/process
- Respond appropriately to a range of demonstrated and expressed emotions within groups
- Clarify boundaries and group purpose with group participants
- Apply adult learning principles
- Select and apply a range of group counselling strategies and interventions
- Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, family of origin, larger systems issues of the client) and presenting issue
- Work effectively with voluntary and involuntary clients
- Modify or adapt group interventions to meet the expressed needs of the group participants
- Identify and professionally manage issues of an ethical nature in group work
- Evaluate techniques and effectiveness of group counselling facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of *specified* essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Participant selection may include:	• Participants are selected according to purpose of group • Opportunity for participants to fulfil identified goals in the intended process • Specific regard for issues of mental health, substance use, behavioural issues, cultural needs, personal characteristics for example, age, gender, issues experienced • Referral to external resources for individuals unable to be catered fro in the group counselling setting • Facilitators acceptance and positive regard for participants
Strategies may include:	• Immediacy in discussion • Spontaneous group discussions • Structured exercises • Simulated role plays • Supporting change in participants lives through the use of group interventions
Supervision and professional development may include but is not limited to:	• Senior counsellor/therapist qualified to perform supervision • Group supervision e.g. with co facilitator • Regular contact and structured reflection process with qualified supervisor in person or via other medium • Training,workshops, conferences and associated learning programs attended on a regular basis as part of an overall professional and career development plan

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RANGE STATEMENT

Group dynamics may include:	• Conflict between participants • Attempted sabotage of process • Manipulation of other participants • Participants inappropriate use of behaviour or relationships • Conflict between the facilitator and participants • Group splitting • Avoidance of discussion of conflict • Conflict between co-facilitators • Support • Challenging feedback
Manage conflict issues may include:	• Terminating attempts to scapegoat and personal attacks on others • Clarifying and normalising emotions • Encourage participant ownership of issues and promote appropriate expression of needs and negotiated options for resolution
Group member debriefing may include	• Recognise new emotion and learnings • Recognise challenges in group participation • Identify further needs for debriefing
Maintain appropriate boundaries may include:	• Apply confidentiality and mandatory reporting requirements • Engage in appropriate supervision • Use of appropriate group counselling interventions when needed • Sensitive to individual readiness • Appropriate personal disclosure
Group needs may include:	• Physical, emotional, psychological, intellectual needs shared by the group

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RANGE STATEMENT

Ethical standards may include:

- Informed consent
- Involuntary participation
- Right to withdraw from group counselling
- Psychological risks associated with group involvement
- Referral for individual counselling support

Unit Sector(s)

Not Applicable

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CHCFCS806C Work within a clinical supervision framework

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to participate in effective clinical supervision for the continued improvement of counselling skills and best practice

Application of the Unit

Application	This unit of competency applies to relationship counsellors providing counselling for couples, families, children and young people as voluntary or involuntary clients

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate *clinical supervision* arrangements	1.1 Explain the purposes of supervision 1.2 Complete contractual agreement including goal setting and timeframes for supervision with the supervisor 1.3 Outline expectations of supervision to the supervisor 1.4 Identify own supervision goals when engaging with a clinical supervisor 1.5 Match learning, experience and specialist or generalist practice areas with appropriate supervisor 1.6 Verify the suitability and qualifications of identified supervisor, supervision model and contract
2. *Prepare for clinical supervision*	2.1 Provide *evidence of personal growth and professional learning* with particular regard to current counselling cases 2.2 Explain the importance of debriefing 2.3 Understand influence of organisation culture on policy and procedure 2.4 Apply ethical practices and frameworks

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ELEMENT	PERFORMANCE CRITERIA
3. Utilise supervision to determine effectiveness of clinical practice and techniques	3.1 Discuss challenging areas of practice using existing clinical cases 3.2 Undertake to discuss *self analysis* and evaluate own response to clients. 3.3 Maintain client confidentiality in case discussions 3.4 Evaluate knowledge of current clinical literature and its application
4. Initiate opportunities to contribute to the development of own knowledge	4.1 Understand and critique professional research and assess the quality of research studies and program evaluation literature 4.2 Use current research to inform practice 4.3 Understand the ethical, legal and contextual issues involved in the conduct of clinical research and program evaluation 4.4 Pursue professional development through self - reflective practice, collegial consultation, and professional reading 4.5 Implement a program to maintain professional competence

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Acknowledge and describe the importance, purpose and benefits of clinical supervision
- Advances and theory regarding effective practice
- Aware of legislative and professional standards requirements to practice
- Boundaries and limitations to counselling interventions
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Development of counselling models and theories
- Difference between supportive and interventionist counselling
- Monitor issues related to ethics, laws, regulations and professional standards
- Organisation policy and procedures
- Personal awareness of values, family of origin work, in depth analysis
- Policies and procedures of the practice setting
- Professional ethics and standards of practice that apply to the practice of counselling
- Recognise ethical dilemmas in counselling practice
- Recognise when a legal consultation is necessary
- Recognise when unscheduled supervision is required
- Self awareness
- Support groups available to families with relationship difficulties
- Timing and appropriate termination counselling
- Understand dynamics of intimate relationships
- Understand the process for ethical decision-making
- Understanding of a wide range of client groups and cultural diversity

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Accept accountability
- Accept critical feedback from supervised practice
- Apply ethical standards
- Appreciate individual difference
- Consult with peers and/or supervisor if personal attitudes or beliefs threaten to adversely impact on counselling work
- Critically review own counselling practice
- Demonstrate an awareness of the impact of values, belief systems and their own relationships on the professional relationship
- Demonstrate awareness of self
- Demonstrate highly developed research and analytical skills
- Identify own professional development needs
- Identify and promote the importance of using opportunities to address environmental responsibility and sustainable practice issues
- Maintain a solid theoretical base
- Manage time
- Practise within the defined scope of practice and competence
- Provide transparent service and be accountable for actions
- Recognise opportunities for counsellors to participate in clinical research
- Seek out clinical supervision and professional development opportunities to ensure best practice and to meet duty of care requirements
- Take appropriate action when legal and ethical dilemmas emerge

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clinical supervision may include:

- Engaging with a supervisor either external or internal to the organisation
- Group supervision
- In person individual supervision with qualified and experienced clinical supervisor
- Peer supervision
- Telephone or other communication mode

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RANGE STATEMENT

Self analysis may relate to:	• Belief and value systems • Biases and prejudices • Family of origin • Gender • Personal experiences • Sexuality
Prepare for clinical supervision may include but is not limited to:	• Identifying and acknowledging reactions and responses to counselling interactions and situations • Identifying areas of practice to be challenged • Identifying limitations in areas for practice development • Maintaining journal work for self reflection that contributes to the content of supervision

Evidence of personal growth and professional learning may include:	• Demonstrated workable application of:
	  • ability to analyse own counselling errors and discuss options for improving practice
	  • extended and improved counselling skills
	  • extended knowledge of counselling theories and approaches

Unit Sector(s)

Not Applicable

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CHCFIN501A Identify and apply technical information to assist clients with financial issues

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the application of legal and technical information required by financial counsellors as a basis for assisting individuals to make informed decisions relating to present and future financial issues

Application of the Unit

Application

This unit is about the identification of technical information for application in a financial counselling context

Clients are provided with specific technical information and are supported to explore options and make decisions in the context of their overall personal situation

In order to qualify for the ASIC exemption from the delivery of financial service contained in the Financial Services Reform Amendment Act (2003) a financial counsellor must be eligible for membership of the financial counselling association recognised in their State or Territory

Financial counselling operates from a strengths-based and client-focused model

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review client income sources	1.1 Review available *information* about client income 1.2 Identify potential income sources and entitlements for client 1.3 Inform client of potential for additional or different income sources or entitlements to improve their financial situation
2. Ensure client is receiving appropriate information regarding living expenses	2.1 Review and document client's approach to managing living expenses 2.2 Identify client's options and rights for managing living expenses 2.3 Provide additional information as required to address gaps in client knowledge re living expenses and available support

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ELEMENT	PERFORMANCE CRITERIA
3. Ensure client understands their rights in respect to legal and consumer protection	3.1 Clarify client's understanding of their rights re legal and consumer protection 3.2 Discuss identified legal and consumer protection issues to highlight key areas that may require action 3.3 Provide additional information as required to address gaps in client knowledge about their rights in relevant legal and consumer protection areas
4. Identify types of debt presented by client	4.1 Review contracts and associated documentation to clarify validity of client debt 4.2 Review available information about areas of client debt and seek further information as required to clarify types of debt held for each client 4.2 Provide information as required to assist client to understand the implications of different types of debt involved
5. Identify options in regard to debt and debt recovery	5.1 Identify impact of debt and debt recovery processes on client's financial situation 5.2 Review a range of options relevant to debt and debt recovery and identify potential consequences in relation to client's financial situation 5.3 Identify appropriate strategies for debt and debt recovery to address client's particular financial situation
6. Identify appropriate referral and support services	6.1 Apply knowledge of referral and support services available to each client 6.2 Provide relevant and accurate information to the client about services available to address client needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies and procedures relating to the provision of information
- Income sources, entitlements and associated issues relating to:
  - Centrelink
  - taxation
  - child support
  - small business
  - work choices
  - wages
  - welfare rights
  - compensation such as Workcover, criminal injuries and motor vehicle accidents
  - insurance
- Expenditure support relating to:
  - utilities
  - housing
  - emergency relief and other assistance
- Consumer issues covered by legislation, regulations and instruments, relating to:
  - Uniform Consumer Credit Code (UCCC)
  - contract law
  - consumer law
  - fair trading acts
  - internal dispute resolution (IDR) and alternative dispute resolution (ADR)
  - insurance
  - consumer credit insurance
  - fringe lending
  - bankruptcy
- Types of debt:
  - secured and unsecured
  - joint debts

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REQUIRED SKILLS AND KNOWLEDGE

- lodoc and nodoc debts
- guarantors and co-borrowers
- consumer credit
- leases
- fines
- government related debts

continued ...

Essential knowledge (*contd*):

- Debtor options:
  - formal and informal arrangements
  - debt recovery
  - bankruptcy
  - early release of superannuation
  - courts, tribunals and legal processes
- Local networks for referral and support, including:
  - legal aid
  - family law
  - welfare rights centres
  - community legal centres
  - other specialist services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work effectively with clients to provide and clarify information relating to:
  - correct income sources and entitlements
  - living expenses and associated support
  - legal and consumer protection rights
  - debt and debt recovery processes and options
- Provide information about available referral and support services
- Access and interpret legislative and regulatory requirements relevant to specific client situations within the scope of own work role
- Impart accurate information in a clear and timely manner
- Comply with legislation and rules relating to financial counselling
- Work within organisation policies and procedures relating to the provision of information

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit is part of a suite of units that describe the financial counselling process and are to be assessed concurrently or sequentially:

- CHCFIN501A Identify and apply technical information to assist clients with financial issues
- CHCFIN502A Facilitate the financial counselling process
- CHCFIN503A Develop and use financial counselling tools and techniques

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information on clients financial situation and relevant personal details will include:	• Income and entitlements • Credit and debt commitments • Assets • Household expenditure • Possible sources of financial assistance • Employment status • Constituents of Household • Any personal issues with direct impact on the financial situation

Unit Sector(s)

Not Applicable

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CHCFIN502A Facilitate the financial counselling process

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify and respond to the immediate and ongoing needs of clients, including provision of referral services as required

Application of the Unit

Application

This unit is to be applied in the context of establishing a relationship of trust and support to enable clients to make informed decisions to address financial issues

In order to qualify for the ASIC exemption from the delivery of financial service contained in the Financial Services Reform Amendment Act (2003) a financial counsellor must be eligible for membership of the financial counselling association recognised in their State or Territory

Financial counselling operates from a strengths-based and client-focused model

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to initial client contact	1.1 Obtain informed consent from client to enter into a financial counselling process
	1.2 Identify and address any conflicts of interest and/or other ethical considerations
	1.2 Identify appropriateness of financial counselling on the basis of routine *client information* collected
	1.3 Clarify with client the role of financial counsellor and expectations of the representative agency
	1.4 Explain rights and responsibilities of client and counsellor in the financial counselling process
	1.5 Clarify client expectations and needs to ensure their issues and motivations are suited to financial counselling
	1.6 Make an appropriate *referral* if *client need is identified as outside scope of own work role*
	1.7 Explain confidentiality policy of the representative agency

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ELEMENT	PERFORMANCE CRITERIA
2. Assess client's financial situation	2.1 Collect information on client's financial situation including relevant personal issues 2.2 Examine and analyse the material with client to identify areas for further investigation 2.3 Seek additional information as required, including the *status and validity of contracts* 2.4 Highlight important features of the client's financial position 2.5 Assist client to identify areas where they want to take action 2.6 Identify and discuss client's legal rights and responsibilities
3. Discuss options with the client	3.1 Work with the client to establish a list of concerns 3.2 Identify areas for possible action and prioritise to reflect client's concerns 3.3 Provide information regarding client responsibilities and rights in relation to individual debts and overall financial situation 3.4 Discuss with client potential consequences of various options
4. Develop *action plan* in partnership with client	4.1 Work with the client to prioritise areas for action immediately and in the longer term 4.2 Assist client to identify workable *strategies to address their financial concerns* 4.3 Assist client to develop their own action plans to address their circumstances 4.4 Discuss need for advocacy or negotiation by client and/or financial counsellor

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ELEMENT	PERFORMANCE CRITERIA
5. Provide and evaluate ongoing support	5.1 Ask client about their interest in ongoing support 5.2 Identify areas where clients may require referral to specialists agencies or professionals 5.3 Identify range of support services able to be provided by the organisation and others 5.4 Develop and implement with the client an ongoing plan defining any support to be provided 5.5 With the client, work through roles and responsibilities of client and counsellor in the support framework 5.6 Implement processes to evaluate effectiveness of support provided to the client by the financial counsellor 5.7 Revise support services in the light of evaluation feedback 5.8 Terminate the financial counselling process in line with organisation procedures and professional role requirements and provide referrals as agreed with client
6. Maintain client records as required in a financial counselling agency	6.1 Implement processes to keep accurate records of financial counselling sessions in accordance with organisation and privacy requirements 6.2 Record appropriate file notes and retain relevant documentation taking into account professional and legal requirements 6.3 Maintain confidentiality of records in accordance with professional and legal requirements 6.4 Secure client records for storage, archiving and destruction as per organisation and privacy requirements 6.5 Prepare and maintain statistical records in line with organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
7. Participate in reflective practice processes	7.1 Implement *professional supervision* in accordance with organisation policy and procedures 7.2 Maintain knowledge of current industry information and best practice in financial counselling and utilise in professional practice 7.3 Undertake *professional development activities* to meet organisation and industry requirements 7.4 Ensure reflective practice is consistent with relevant codes of practice and ethical guidelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Client-centred, strengths-based approaches and other counselling models consistent with these approaches
- Concept of and legal implications of informed consent
- Framework for dealing with ethical dilemmas and conflicts of interest
- Confidentiality and duty of care in a financial counselling context
- Agency policies and procedures
- Scope of practice for financial counselling and associated work roles
- Client rights and responsibilities within a financial counselling context
- Legal and financial framework
- Referral networks / resources
- Human, legal and welfare rights

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide a supportive environment for clients to enter into a financial counselling process
- Obtain, organise and analyse client data
- Interview clients to identify client issues
- Facilitate client decision-making and planning
- Identify appropriate strategies for client to resolve financial issues and improve their financial management
- Work in a non-judgemental manner
- Demonstrate application of skills in:
  - communication
  - research

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REQUIRED SKILLS AND KNOWLEDGE

- reading and interpreting contracts and other relevant documents
- clearly presenting opinions and information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit is part of a suite of units that describe the financial counselling process and are to be assessed concurrently or sequentially:

- CHCFIN501A Identify and apply technical information to assist clients with financial issues
- CHCFIN502A Facilitate the financial counselling process
- CHCFIN503A Develop and use financial counselling tools and techniques

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client information relating to their financial situation and relevant personal details will include:

- Income and entitlements
- Credit and debt commitments
- Assets
- Household expenditure
- Possible sources of financial assistance
- Employment status
- Constituents of Household
- Any personal issues with direct impact on the financial situation

Status and validity of contracts may include:

- Original documents
- Signatories
- Guarantors
- Co-borrowers
- Timeframe
- Contract calculations
- Security
- Payment history

Action plan may be:

- Short term or long term

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RANGE STATEMENT

Strategies to address their financial concerns may include:

- Assessment of the legality of debts
- Assessment of possible legal remedies
- Development of a money plan
- Strategies for increasing income
- Strategies for decreasing expenditure
- Strategies for reducing credit and debt problems
- Referral to other appropriate professionals

Referral to range of support services that may address client issues may include:

- Government income support agencies
- Support agencies for mental health, domestic violence, alcohol and other drugs (AOD) issues, gambling counselling etc.
- Accommodation agencies including emergency housing agencies
- Community health centres
- Family support agencies
- Local community support networks
- Financial assistance agencies
- Emergency relief agencies
- Dispute Resolution Services
- Free legal services
- Other Counselling services

Professional supervision may include:

- Supervision by a senior financial counsellor
- Debriefing
- Mentor group meetings
- Review with peers
- Interagency meetings to discuss cases

Professional development activities may include:

- In-house training
- External training
- Attendance at conferences, seminars
- Clinical supervision
- Attendance at industry association activities
- Case presentations/discussions

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RANGE STATEMENT

Client need is identified as outside scope of own work role may include, for example:	• Specific financial situations requiring specialist counselling • Indicators of related on non-related behavioural, emotional, psychological and/or mental health issues • Indicators of addictive behaviour

Unit Sector(s)

Not Applicable

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CHCFIN503A Develop and use financial counselling tools and techniques

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for a financial counsellor to take a structured approach to providing clients with a resource in a pre-determined format to empower them to make informed decisions about present and future financial issues

Application of the Unit

Application

This unit is to be applied in the context of providing clients with a resource to assist them to make informed decisions about financial issues

In order to qualify for the ASIC exemption from the delivery of financial service contained in the Financial Services Reform Amendment Act (2003) a financial counsellor must be eligible for membership of the financial counselling association recognised in their State or Territory

Financial counselling operates from a strengths-based and client-focused model

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify client's financial position	1.1 Use available information to prepare a statement of assets and liabilities for the client
	1.2 Work with the client to prepare a statement of income and expenditure in line with their immediate and ongoing financial situation
	1.3 Identify and clarify for the client the different elements of their financial position
2. Develop and use advocacy and negotiation tools	2.1 Develop *written tools for use in advocacy and negotiation*
	2.2 Apply appropriate negotiation tools and techniques to advocate and negotiate on behalf of client
	2.2 Undertake telephone and face-to-face negotiations as required to meet and/or improve client's financial position
	2.3 Obtain signed letter of authority to act on behalf of client
	2.4 Collect and use appropriate documentation to support the advocacy process

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ELEMENT	PERFORMANCE CRITERIA
3. Collect and develop resources to assist and inform clients	3.1 Use standard checklists to develop and review resource materials that contain relevant and current information 3.2 Maintain currency and completeness of available resources 3.3 Prepare resources as a basis for addressing duty of care requirements when undertaking financial counselling with clients
4. Provide client with relevant resources	4.1 Provide client with relevant, clear and targeted resource materials to inform and assist the client to improve their financial position 4.2 Use a standard format to develop an *action plan* in partnership with client 4.3 Undertake research as a basis for preparing an information package on client issues for their later reference
5. Produce quality written materials to assist client outcomes	5.1 Ensure writing is succinct and clear and presented in a logical and sequential way to match third party needs with client objectives 5.2 Ensure all written documentation produced addresses financial counselling sector standards and practices 5.3 Prepare and provide appropriate and timely correspondence to clients and other parties as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Agency policies and procedures
- Legal framework
- Financial systems and framework
- Social, economic and government policy context
- Duty of care
- Support networks
- Model for preparing financial statements and budgets
- Social, economic and government policy context

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use a range of communication skills effectively, including:
  - telephone
  - written
  - face-to-face
- Demonstrate application of skills in:
  - research
  - negotiation
  - advocacy
  - client facilitation
- Present evidence to support a case
- Research and prepare resource information for clients
- Research and prepare resource tools for use in financial counselling

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit is part of a suite of units that describe the financial counselling process and are to be assessed concurrently or sequentially:

- CHCFIN501A Identify and apply technical information to assist clients with financial issues
- CHCFIN502A Facilitate the financial counselling process
- CHCFIN503A Develop and use financial counselling tools and techniques

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information on clients financial situation and relevant personal details will include:

- Income and entitlements
- Credit and debt commitments
- Assets
- Household expenditure
- Possible sources of financial assistance
- Employment status
- Constituents of Household
- Any personal issues with direct impact on the financial situation

Status and validity of contracts may include:

- Original documents
- Signatories
- Guarantors
- Co-borrowers
- Timeframe
- Contract calculations
- Security
- Payment history

Written tools for use in advocacy and negotiation may include:

- Letters to achieve a specific advocacy purpose
- Letter to represent the needs of specific clients or client groups
- Reports for funding bodies
- Citizens advocacy kits
- Checklists

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RANGE STATEMENT

Action plan may be:

- Short term or long term

Strategies to address their circumstances may include:

- Assessment of the legality of debts
- Assessment of possible legal remedies
- Development of a money plan
- Strategies for increasing income
- Strategies for decreasing expenditure
- Strategies for reducing credit and debt problems
- Referral to other appropriate professionals

Referrals to range of support services that may address client issues may include:

- Government income support agencies
- Support agencies for mental health, domestic violence, alcohol and other drugs (AOD) issues, gambling counselling etc.
- Accommodation agencies including emergency housing agencies
- Community health centres
- Family support agencies
- Local community support networks
- Financial assistance agencies
- Emergency relief agencies
- Dispute Resolution Services
- Free legal services
- Other Counselling services

Clinical supervision may include:

- General supervision by a senior financial counsellor
- Mentor group meetings
- Review with peers
- Interagency meetings to discuss cases

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RANGE STATEMENT

Professional development activities may include:

- In-house training
- External training
- Attendance at conferences, seminars
- Clinical supervision
- Attendance at industry association activities
- Case presentations/discussions

Unit Sector(s)

Not Applicable

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CHCFIN504B Work effectively in rural financial counselling

Modification History

Version 3	Version 4	Comments
CHCFIN504A Work effectively in rural financial counselling	CHCFIN504B Work effectively in rural financial counselling	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for a financial counsellor to work effectively in a rural financial counselling context

Application of the Unit

Application

This unit refers to the delivery of financial counselling services to clients in a rural context

In order to qualify for the ASIC exemption from the delivery of financial service contained in the Financial Services Reform Amendment Act (2003) a financial counsellor must be eligible for membership of the financial counselling association recognised in their State or Territory

Financial counselling operates from a strengths-based and client-focused model

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisites

This unit must be assessed after successful achievement of the following related units:

- CHCFIN501A Identify and apply technical information to assist clients with financial issues
- CHCFIN502A Facilitate the financial counselling process
- CHCFIN503A Develop and use financial counselling tools and techniques

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of rural financial counselling	1.1 Work with a basic knowledge of the current framework and issues that apply in a *rural context*, including specific work health and safety (WHS) issues 1.2 Identify different *models of work* that may be applied in the rural the sector 1.3 Work in a manner that demonstrates consideration and understanding of *underpinning values and philosophies* in rural financial counselling 1.4 Deliver financial counselling services with an understanding of the impact of current and historical social, economic and political factors on clients in the rural sector
2. Target services to the needs of clients in the rural sector	2.1 Undertake financial counselling work that reflects understanding of a farm as a business enterprise as well as in the context of a family enterprise 2.2 Ensure financial counselling work reflects understanding of family enterprise and its links/relationship with rural and farming business 2.3 Apply knowledge of financial aspects relating to planning and management of a rural enterprise 2.4 Collect information, including views of key *stakeholders and representatives* from relevant target groups and use in the delivery of rural financial counselling services 2.5 Make appropriate referrals as required, using knowledge of local support networks 2.6 Advocate on behalf of clients in the rural sector where appropriate 2.7 Support clients in mediation and negotiation with third parties

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ELEMENT	PERFORMANCE CRITERIA
3. Ensure personal approach aligns with client needs	3.1 Demonstrate *a commitment to access and equity principles* in all work undertaken 3.2 Review personal values and attitudes regarding rural financial counselling and take into account when planning and implementing all work activities 3.3 Demonstrate consideration and understanding of *social, cultural and linguistic difference* in all work undertaken 3.4 Adapt own approach appropriately to meet individual social, cultural and linguistic needs of clients 3.5 Respond with sensitivity to clients experiencing stress

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Commonly used farm business structures
- Principles of farm enterprise business planning
- Thorough knowledge of cash flow budgeting
- Appreciation of primary industries
- Banking and finance industries
- Referral options (including local networks)
- Principles of client empowerment/disempowerment
- Principles of farm success planning
- Principles of access and equity
- Policy, regulatory, legislative and legal requirements, including:
  - Financial Services Reform Act
  - State rural adjustment acts
  - Privacy Act
- Political and economic context
- Current issues facing rural industries
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Court system
- Signs of mental health issues, including common indicators of suicide risk
- Working with people from culturally and linguistically diverse backgrounds, including Indigenous Australian culture
- Rural family culture and dynamics
- WHS issues relating to rural financial counselling

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply model of work in a manner that demonstrates understanding of underpinning values and philosophies in rural financial counselling
- Read and interpret enterprise profit and loss statements
- Develop and use a referral network
- Engage in mediation with financial institutions
- Apply understanding of challenges of isolation for many rural enterprises
- Apply understanding of challenges for rural financial counsellors working in a rural context including issues around isolation
- Apply understanding of client issues, including making appropriate referrals for clients with signs of mental health issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Rural context includes:

- Statutory framework within which work takes place
- Farms as business enterprises
- Political context, e.g. government policies and initiatives affecting rural adjustment
- Economic context, e.g. the current economic situation as it relates to and affects rural industries, profitability and sustainability
- Social issues relating to working with clients in the rural sector
- Technology issues relating to the rural environment
- Eligible rural enterprises
- Rural enterprises and workers including farmers, fishers, forestry and small business

Models of work in the rural sector may include:

- Options for development and decision support
- Farm visits
- Case management
- Working with families
- Early intervention/prevention
- Community development and education
- Risk identification
- Facilitating adjustment and change

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RANGE STATEMENT

Stakeholders and representatives may include:	• Banks/financial institutions • Local governments • Centrelink • Peers and target group • Families • Local community • Community organisations, including referral agencies • Government representatives and service providers • Peak industry bodies • Management, colleagues, supervisor, team members • Professional service providers (legal, accounting, agronomy, succession planning, financial advice, personal or emotional counselling)
Underpinning values and philosophies include:	• Profitable, competitive and sustainable rural industries • Improving client self-reliance • Respecting privacy and confidentiality • Family sensitive approaches • Community education • Early intervention (before assets eroded) • Delivery of appropriate services • Facilitation of change and adjustment in the sector
A commitment to access and equity principles includes:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social • Ensuring a flexible and responsive approach to client service, including in remote areas

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RANGE STATEMENT

Social, cultural and linguistic difference may relate to:	• Different cultural and social contexts and backgrounds • Cultural practices and preferences of Indigenous Australians • The needs of people from non-English speaking backgrounds

Unit Sector(s)

Not Applicable

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CHCFLE301A Work with clients needing financial literacy education

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to work in the community sector with clients requiring basic education in financial literacy

Application of the Unit

Application

This unit is designed for application by workers in the community sector who may need to provide basic financial literacy education for client groups

Financial literacy education provides targeted information and resources to meet particular client needs

Acquisition of financial literacy education competencies alone does not provide sufficient foundation to undertake complex financial literacy education or financial counselling

Where financial issues have the potential to become complex, clients should be referred to a qualified financial counsellor

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify own values and attitudes in relation to personal financial management	1.1 Identify influence of own values and attitudes towards money management 1.2 Recognise one's own budgeting and money management behaviours, and influence of significant others, in relation to money management
2. Identify roles and boundaries relevant to role of financial literacy education	2.1 Identify the role of a financial literacy educator 2.2 Identify the information limits provided by financial literacy educators 2.3 Refer appropriately to specialist services
3. Recognise the values and attitudes of diverse *client groups* in relation to financial management	3.1 Assist clients to identify influence of own values and attitudes towards money management 3.2 Assist clients to identify their own money management styles, in relation to saving and spending 3.3 Assist clients to identify any *barriers to effective personal money management* 3.4 Apply understanding of the role of money for different client groups

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ELEMENT	PERFORMANCE CRITERIA
4. Target financial literacy education to client needs	4.1. Identify specific needs of clients or target group in relation to financial literacy education 4.2 Identify specific money management issues relating to different target groups

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of money planning issues from a personal perspective
- Non-judgemental values
- Role of a financial literacy educator
- Role of a financial counsellor
- Referrals to financial counselling and other specialist services
- Intergenerational poverty
- The role of money in society
- Broad range of values and attitudes in relation to money
- Inequality and the power structure
- Cultural differences in relation to understanding of money
- Technological issues associated with managing money
- Assessment and analysis of client needs
- Resources and support available within the community relating to personal money management
- Local demographics and their potential impact on client financial issues
- Special needs of clients in relation to financial management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate self awareness of personal money management styles
- Refer to specialist services as appropriate
- Demonstrate empathy to client groups experiencing financial difficulty and hardship
- Match education activities with community and individual needs and priorities
- Demonstrate collaboration and consultation with key people and organisations

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REQUIRED SKILLS AND KNOWLEDGE

- Identify financial literacy educational solutions to address client needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - liaison and networking
  - communication
  - research skills
  - time management
  - budgeting
  - evaluation
  - presentation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other community services units of competency, such as:
  - CHCFLE302A Educate clients in fundamental financial literacy skills
  - CHCFLE303A Educate clients to understand debt and consumer credit
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client groups may include but are not limited to:

- Youth
- Aged
- Church and community groups
- Schools
- Low income earners
- Centrelink recipients
- Vulnerable clients

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RANGE STATEMENT

Barriers to effective personal money management may relate to, for example:	• Low levels of literacy and numeracy • Mental health issues • Cultural and language background • Alcohol and other drugs issues • Domestic violence issues
Delivery of financial literacy education may include:	• Groups • Target communities

Unit Sector(s)

Not Applicable

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CHCFLE302A Educate clients in fundamental financial literacy skills

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to provide education for clients in fundamental financial literacy skills, such as preparing and using a budget to address identified goals and priorities

Application of the Unit

Application

This unit is designed for application by workers in the community sector who may need to provide basic financial literacy education for client groups

Financial literacy education provides targeted information and resources to meet particular client needs

Acquisition of financial literacy education competencies alone does not provide sufficient foundation to undertake complex financial literacy education or financial counselling

Where financial issues have the potential to become complex, clients should be referred to a qualified financial counsellor

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist *client groups* to understand the role of budgeting in personal financial management	1.1 Explain the role of budgeting in the lives of different groups 1.2 Identify the importance of effective budgeting to meet regular and irregular expenses and relate this to different stages of life 1.3 Explain the importance of setting financial goals and analyse in relation to client's goals and priorities 1.4 Identify *obstacles* that might prevent financial goals being achieved 1.5 Explain the types of behaviours and skills required for successful budgeting
2. Assist clients to identify key principles of budgeting and money management	2.1 Explain different styles of budgets and plans 2.2 Identify types of regular and irregular expenses 2.3 Identify appropriate payment options to suit the budgeting style

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ELEMENT	PERFORMANCE CRITERIA
3. Assist client to develop a personal budget	3.1 Assist client to identify and list all income and expenditure for a relevant period of time 3.2 Identify regular and irregular items of expenditure and project these expenses over a future period 3.3 Identify surplus or deficit and discuss with the client 3.4 Encourage client to allocate surplus funds towards meeting identified financial goals 3.5 Assist client to understand basic *paperwork* relevant to their money management needs
4. Provide resources to assist client to self manage their finances on an ongoing basis	4.1 Provide the client with budgeting tools to assist in developing own personal budget to suit their particular needs 4.2 Discuss strategies and tips to successfully manage a personal budget 4.3 Provide relevant community information and resources to assist client in meeting their financial needs. 4.4 Assist clients to identify when a budget requires review

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Purpose of budgeting
- Life Events
- Short term v long term planning
- Regular and irregular income and expenses/fixed and variable expenses
- Prioritising
- Payment Options including B-Pay, EFTPOS, ATM, Centrepay, DD, Budget Cards, lay-by
- Savings Circles
- Emergency Relief
- Community resources such as NILS, concessions
- Microfinance options

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work with groups
- Identify resources and referrals
- Provide information clearly in line with target group needs
- Demonstrate and explain money planning and management
- Explain short term versus long term planning

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of skills in:
  - communication
  - research skills
  - time management
  - budgeting
  - report writing
  - evaluation
  - presentation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other community services units of competency, such as:
  - CHCFLE301A Work with clients needing financial literacy education
  - CHCFLE303A Educate clients to understand debt and consumer credit
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client groups may include but are not limited to:

- Church and community groups
- Schools
- Vulnerable and at risk client groups

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RANGE STATEMENT

Causes of financial exclusion may relate to, for example:	• Low levels of literacy and numeracy • Mental health issues • Cultural and language background • Alcohol and other drugs issues • Domestic violence issues • Age • High cost of credit, fees and charges
Delivery of financial literacy education may include:	• Individuals • Families • Groups • Identified target communities and groups
Obstacles may include, for example:	• Family dynamics • Support network • Instability in housing or homelessness • Numeracy and literacy issues
Paperwork may include:	• Utility accounts • Bank statements • Insurance documentation

Unit Sector(s)

Not Applicable

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CHCFLE303A Educate clients to understand debt and consumer credit

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to educate clients in basic financial literacy concepts relating to debt and consumer credit

Application of the Unit

Application

This unit is designed for application by workers in the community sector who may need to provide basic financial literacy education for client groups

Financial literacy education provides targeted information and resources to meet particular client needs

Acquisition of financial literacy education competencies alone does not provide sufficient foundation to undertake complex financial literacy education or financial counselling

Where financial issues have the potential to become complex, clients should be referred to a qualified financial counsellor

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of the role of credit	1.1 Demonstrate clear understanding and ability to explain concepts and terminology of credit provided by a financial institution and debt incurred by a borrower
	1.2 Compare features of different types of loans or credit facilities
	1.3 Identify differences between unsecured and secured loans and explain implications of default on secured and unsecured loans
	1.4 Demonstrate understanding of and ability to explain the cost of credit
	1.5 Explain basic concepts and uses of documents and *paperwork*

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ELEMENT	PERFORMANCE CRITERIA
2. Identify common debt issues	2.1 Discuss common types of debt including relationship debt with client and identify its potential implications in relation to specific client situation 2.2 Provide appropriate referrals to assist client to deal with debt issues 2.3 Identify ways to avoid debt as a means to assist client to minimise debt 2.4 Identify range of debt reduction strategies to address client situation
3. Identify complaints and hardship options to address personal financial issues	3.1 Identify informal and formal complaints processes to assist client to ensure rights and entitlements are met 3.2 Identify appropriate hardship provisions relevant to client needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Advantages and disadvantages of debtor options consolidation
- Mobile phone and pay TV contracts, insurance, rental agreements for household goods
- Structural issues of debt
- Options for complaints
- Understanding of regulatory bodies, credit reference agencies and consumer advisory bodies
- Referrals
- Limits and boundaries
- Understanding credit
- Lo-doc and no-doc loans
- Consumer rights and responsibilities
- Superannuation
- Hardship options
- Cost of credit - simple and compound interest, interest charges and fees, default fees, overdrawn fees, early termination fees, establishment fees
- Points plans and the true cost of credit
- Assumption of indebtedness and that use of credit
- Financial services perspective
- Targeting different client groups
- Structural/systemic causes of financial hardship
- Relationship debt

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Use communication skills effectively, including active listening
- Know when to seek expert advice
- Use numerical and mathematical skills relevant to calculations of interest and loan repayments
- Work with others to develop own knowledge and expertise in personal credit management
- Explain basic concepts of credit and consumer documentation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - liaison and networking
  - research
  - time management
  - evaluation
  - presentation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other community services units of competency, such as:
  - CHCFLE301A Work with clients needing financial literacy education
  - CHCFLE302A Educate clients in fundamental financial literacy skills
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client groups may include but are not limited to:

- Church and community groups
- Schools
- Vulnerable and at risk client groups

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RANGE STATEMENT

Causes of financial exclusion may relate to, for example:	• Low levels of literacy and numeracy • Mental health issues • Cultural and language background • Alcohol and other drugs (AOD) issues • Domestic violence issues • Age • High cost of credit, fees and charges
Delivery of financial literacy education may include:	• Individuals • Families • Groups • Identified target communities and groups
Paperwork may include:	• Utility accounts • Bank statements • Insurance documentation

Unit Sector(s)

Not Applicable

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CHCFOS401A Provide foster care as part of a team

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to work and communicate collaboratively with personal networks, agency staff, birth families, education staff and other key people involved in the case plan for the child or young person in foster care

Application of the Unit

Application	This unit applies to the provision of foster care in the protective care environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Network effectively with others	1.1 Identify and access *appropriate sources of personal and emotional support* to assist own focus to remain on the needs of a child or young person in foster care 1.2 Identify *potential impact of foster caring* on own existing networks 1.3 Contribute to *positive outcomes* for child or young person within a foster care planning team 1.4 Access *appropriate support services to meet the needs of child or young person in care*
2. Establish and maintain a positive relationship with birth families	2.1 Implement *strategies to promote ongoing contact between a child or young person in foster care*, their family and other significant relationships 2.2 Manage communication and conflict effectively and keep opportunities open for positive relationship between the child or young person in foster care and their family and/or community 2.3 Provide *strategies to secure important possessions* and information for the child whilst in care

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate appropriately with key stakeholders	3.1 Communicate information clearly to all stakeholders 3.2 Seek clarification from others to ensure understanding of information conveyed 3.3 Use assertion skills when appropriate 3.4 Identify and respond to conflict using effective communication strategies 3.5 Maintain *privacy of child* in a range of settings 3.6 Apply confidentiality requirements to foster care placements 3.7 Identify and respond to appropriate lines of accountability

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Foster care roles and responsibilities to self and others
- Potential support systems for self and children in care
- Legal and duty of care requirements as a foster carer
- The impacts of fostering on existing support structures
- Impacts of foster care on children and young people and families
- Basic child developmental stages and domains

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with children, young people and others
- Identify and engage with support services/individual and systems
- Care for children in foster care environment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Negotiate to resolve conflict situations
- Model effective communications
- Demonstrate appropriate use of effective support strategies
- Interact with others in the provision of foster care
- Develop rapport and positive relationships with children and young people in care

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate sources of personal and emotional support may include:	• Extended family • Friends • Social clubs • Other foster carers • Participation in interest groups • Other agency staff

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RANGE STATEMENT

Potential impact of foster caring may include:	• Time constraints to participate and engage with existing networks • Inability for existing networks to understand foster care purpose, role and requirements • Intolerance for the change on foster carer circumstances • Change in relationship dynamics and immediate interests
Positive outcomes may include:	• Safety and security of child • Stability of placement • Effective support strategies • Positive relationships established in the care environment • Access developmental experiences
Appropriate support services to meet the needs of the child or young person in care may include:	• Community activities and groups • Age appropriate recreational opportunities • Education supports/tutoring • Counselling • Peer networks • Support groups
Strategies to promote ongoing contact between a child or young person in foster care may include:	• Regular phone contact • Visits (supervised or unsupervised depending on requirements) • Letter writing, emailing, other corresponding • Celebration of special events in family • Cultural respect for communication needs
Strategies to secure important possessions may include:	• Locked cupboards • Specified and agreed storage areas in the home or elsewhere • Ensuring other occupants of the foster care environment understand the importance of respect and privacy of individual items

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RANGE STATEMENT

Privacy of the child refers to:	• Maintaining confidentiality except where information disclosed infers potential or real risk of harm to the child and or others • Privacy also relates to individual personal privacy of space e.g. bedrooms, bathroom, purposeful time away from other people

Unit Sector(s)

Not Applicable

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CHCFOS402A Promote positive development of children and young people in out of home care

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to provide and advocate for the development and special needs of children and young people in foster care, including the need to promote development of a positive identity and active participation in decision-making

Application of the Unit

Application	This unit applies to a range of foster care and out of home care environments relevant to the protective care context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote development of children and young people	1.1 Provide support for social, emotional, psychological and cognitive aspects of development of children and young people 1.2 Identify the importance of individual attention for each child or young person which is responsive to his/her needs and development 1.3 Provide emotional warmth, care and appropriate affection to children and young people 1.4 *Implement strategies to support children and young people's life skills development* whilst in care 1.5 *Promote the education achievements* of children and young people in foster care

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ELEMENT	PERFORMANCE CRITERIA
2. Support children and young people to explore and develop identity	2.1 *Implement strategies to encourage children to take pride in their own cultural identity, gender and abilities* 2.2 Implement strategies for children and young people to participate in and learn about their cultural, religious and language heritage 2.3 Support the importance of sharing and safely storing memorabilia during placement 2.4 Provide opportunities for children and young people to explore their individual strengths, interests and abilities
3. Create opportunities for children and young people to express, feelings, needs and ideas	3.1 Listen attentively to children and young people to encourage them to express their needs and feelings 3.2 Recognise the different needs of children at different stages of development 3.3 Recognise and respond to the *expressions of separation anxiety for children and young people in foster care* 3.4 Support children and young people to be actively involved in decision-making that affects them
4. Manage behaviour	4.1 Identify own responses that can impact on appropriate behaviour management 4.2 Use *behaviour management strategies* that consider development and life experience of the child and young person 4.3 Implement behaviour management strategies that are flexible and respond to changing situations

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ELEMENT	PERFORMANCE CRITERIA
5. Advocate for children and young people in foster care	5.1 Support the child and young person to access identified specialist services as required 5.2 Advocate for specialist needs of children in foster care and ensure their needs are conveyed to relevant personnel

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The importance of education as a tool for social inclusiveness and success
- Foster care roles and responsibilities to self and others
- Principles of diversity and inclusivity in foster care
- Legal and duty of care requirements as a foster carer
- The impacts of fostering on individual needs of children and young people in care
- Impacts of foster care on children and young people's cultural, religious, and spititual identity
- Attachment theory and separation anxiety
- Basic child developmental stages and domains
- Processes and types of advocacy supports

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with children, young people and others
- Identify and engage with specialist services/individuals as required to address individual needs of young people
- Holistic care for children in foster care environment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Effective use of behaviour management strategies

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REQUIRED SKILLS AND KNOWLEDGE

- Model effective communications
- Work with diverse groups of children and young people
- Demonstrate appropriate use of effective inclusiveness strategies
- Interact with children and young people in the provision of foster care
- Develop rapport and positive relationships with children and young people in care
- Implement experiences and care that is developmentally appropriate for the child and young person in care

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Implement strategies to support children and young people's life skills development may include:	• Budgeting plans • Allocation of age appropriate responsibilities • Modelling • Demonstration and participation in household responsibilities • Modelling and encouraging appropriate social skills
Promote the education achievements may include:	• Reinforcing positive education achievements with verbal recognition • Providing tokens of recognition of a job well done • Displaying education work and outcomes in the home • Sharing the achievements with the family of origin
Implement strategies to encourage children to take pride in their own cultural identity, gender and abilities may include:	• Providing resource to support cultural identity • Participating and actively enquiring about culture • Researching the particular customs and discussing these with children • Encourage other children care to embrace diversity • Encourage the participation in cultural celebrations
Expressions of separation anxiety for children and young people in foster care may include:	• Aggressive outbursts • Withdrawal • Crying • Nightmares • Anxious • Anger • Depression • Running away
Behaviour management strategies may include:	• Use of verbal and non-verbal positive reinforcement • Differentiation of individual needs • Shared decision-making • Inclusive language, attitudes and activities • Provision of equal opportunities for participation

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Unit Sector(s)

Not Applicable

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CHCGMB501A Work effectively in the problem gambling sector

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required as a foundation for work in the problem gambling sector and provides a basic introduction to values, services and approaches applied to work in this sector

Application of the Unit

Application	This unit applies to workers in a range of community service sectors who may work with clients with problem gambling issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of the problem gambling sector	1.1 Demonstrate basic knowledge of gambling and take into consideration the *historical context* of gambling in all work in the sector 1.2 In all work, reflect consideration of the changing *cultural, social, political, legal and economic context* of the sector 1.3 Apply knowledge of the *range and availability of gambling services* and awareness of the views of *key industry stakeholders and representatives* 1.4 In all work, demonstrate consideration of the interrelationship of issues which may affect *clients*

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ELEMENT	PERFORMANCE CRITERIA
2. Develop knowledge of work in the problem gambling sector	2.1 Demonstrate in all work, awareness of the views of key stakeholders and representatives from relevant target groups 2.2 In all work, demonstrate consideration of the *range of problem gambling issues* affecting clients 2.3 Demonstrate in all work, basic knowledge of available supports, current work practices and *different models of work* within the sector 2.4 Demonstrate in all work, basic knowledge of effective treatment options for problem gambling
3. Demonstrate understanding of and commitment to guiding philosophies of the problem gambling sector	3.1 Demonstrate in all work undertaken consideration and understanding of the *underpinning values and philosophy of the sector* 3.2 Demonstrate a *commitment to access and equity principles* in all work in the sector 3.3 Identify personal values and attitudes of both client and worker regarding problem gambling and take these values and attitudes into account when planning and implementing all work activities 3.4 Encourage and support *clients* to participate in planning services and support activities as far as possible

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Definition and key indicators of problem gambling
- Awareness of a broad range of approaches and activities including harm minimization approach and abstinence
- Holistic and client oriented care
- Evidence-based treatment approaches
- Counselling process
- Client needs and rights including duty of care
- Principles of client and community empowerment/dis-empowerment
- Principles of access and equity
- Statutory framework within which work takes place
- Historical, cultural, political, legal, economic and social context as in the Range Statement
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of community support
- Ethics and values
- Principles of health promotion (as per Ottawa Charter)
- Legal and financial frameworks in relation to gambling

Essential skills:

It is critical that the candidate demonstrate current understanding of:

- Key indicators and definition of problem gambling
- Broad context of problem gambling and its impact on individuals and the community
- Available support information and services
- Different models of work

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REQUIRED SKILLS AND KNOWLEDGE

- Key values of the sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply effective interpersonal communication with clients and other stakeholders
- Work as part of a team or as a sole worker
- Demonstrate a non-judgemental approach

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Cultural, social, political, legal and economic context includes:

- Historical context of work such as:
  - changing attitudes to gambling
  - changing approaches to working with clients
  - historical development of the gambling industry
- Understanding cultural and cross-cultural differences and how they impact on gambling
- Cultural elements or factors that motivate people to gamble and may impact people's behaviour, including:
  - ethnicity
  - language
  - gender
  - sexual orientation
  - disabilities
- Changing social context of work such as:
  - changing government and societal views of gambling
  - changing approaches to working with clients
  - changing attitudes to mental health
- Political context such as government policies and initiatives affecting gambling
- Legal context of work such as:
  - statutory frameworks within which work takes place in the sector
  - professional frameworks and codes
- Economic context such as:
  - how various economic factors influence gambling (including links between economic conditions and levels of gambling, socioeconomic patterns, state revenue generation etc)
  - product management e.g. physical changes to gambling environments
- Awareness that there are interrelationships between the above contexts

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RANGE STATEMENT

Range and availability of gambling services includes:

- Types of gambling available including:
  - poker machines
  - keno
  - card games
  - racing
  - casino games
  - lotteries
- Availability
  - gambling venues (TAB, hotels, clubs and casinos)
  - lottery agents e.g. newsagents
  - internet
  - bookmaking services
  - hours of availability

Key industry stakeholders and representatives include:

- TAB
- Hotels
- Clubs
- Casinos
- Lotteries
- Gambling Industry Peak bodies e.g. AHA
- Bookmakers
- Racing industries
- Lobby groups
- Keno
- Gaming machine and equipment manufacturers

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RANGE STATEMENT

Range of problem gambling issues may include:

- Impacts on family relationships
- Financial issues e.g. debt and creditor pressure
- Legal issues e.g. fraud
- Dependency e.g. alcohol and other drugs
- Mental health
- Employment and study
- Interpersonal and domestic violence
- Suicide (including heightened level of suicidal ideation)
- Crises
- Family of origin or developmental issues

Clients may include:

- People who gamble (particularly those who engage in harmful levels of gambling)
- Significant others, including partners, families and care-givers, friends and peers

Different models of work in the sector may include:

- Individual counselling and therapy
- Internet and telephone counselling
- Working with families and relationship counselling
- Community awareness, development and education
- Assessment and referral services
- Outpatient services
- Peer support / self help
- Crisis situation responses
- Relapse prevention
- Group work
- Financial counselling
- Case management
- Residential and inpatient services

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RANGE STATEMENT

Underpinning values and philosophy of the sector may include:

- Client oriented approach:
  - delivery of appropriate services
  - commitment to meeting the needs and upholding the rights of clients
  - commitment to empowering the client
  - duty of care
- An appropriate framework which considers the effectiveness of treatment options
- Processes that will help the gambler overcome their gambling problem
- Community health:
  - promotion of health and well being
  - early identification of risk factors
  - early identification of health problems
- Seeing gambling in a context of social and physical health
- A focus on:
  - consumer protection, responsible gambling and responsible conduct of gambling
  - harm minimisation including harm prevention, harm reduction, health promotion and harm management
- Confidentiality
- Right to withdraw from treatment
- Ethical treatment
- Informed consent
- Right to referral

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RANGE STATEMENT

Commitment to access and equity principles must be demonstrated by:	• A non-discriminatory approach to service provision
	• Ensuring work undertaken takes account of and where possible caters for differences including:
	  • cultural
	  • physical
	  • religious
	  • economic
	  • social
	  • gender
	  • age
	  • ability
	  • political
	• Appropriate referral system for people needing different, additional or more specialised services

Unit Sector(s)

Not Applicable

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CHCGMB502A Assess the needs of clients with problem gambling issues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to assess client needs for delivery of problem gambling counselling services It includes providing an ongoing comprehensive assessment of clients gambling issues and other needs, developing case plans based on the assessment and referring clients to other services as required

Application of the Unit

Application	This unit applies to workers in a range of community service sectors who may work with clients with problem gambling issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the needs and status of *clients*	1.1 Gather information with client to identify reasons for seeking help
	1.2 Gather other relevant information with clients to assist in establishing a *basis for further work*
	1.3 Explain client's rights and seek *informed consent*
	1.4 Apply organisation criteria to determine entry to or exclusion from services
	1.5 Inform client of applicable parameters of confidentiality, privacy and relevant policy and procedures
	1.6 *Take client information and gambling history* in accordance with organisation policy and procedures
	1.7 Assess extent and impact of gambling using information obtained from client and/or from *structured assessment screens*
	1.8 Consider primary problems other than gambling and identified co-morbidities and refer appropriately or implement treatment

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ELEMENT	PERFORMANCE CRITERIA
2. Develop a case plan with the client	2.1 Explore a range of *options* for addressing client needs and integrate into planning 2.2 Identify and prioritise goals with client and negotiate and agree objectives and processes 2.3 Negotiate and specify case plans 2.4 Define roles, responsibilities and accountabilities of clients, counsellors and other service providers 2.5 Integrate cultural considerations into goal setting and negotiation 2.6 Negotiate communication protocols, ongoing review and evaluation systems 2.7 Document case plans and ongoing case notes according to organisation guidelines
3. Refer clients	3.1 Demonstrate awareness of organisation and personal limitations 3.2 Provide referrals as appropriate to address client's other needs 3.3 Discuss range of referral options and their suitability with the client 3.4 Offer client support to make contact with other services 3.5 Provide follow up in accordance with organisation policies and available resources

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Critical review of assessment screens
- Legal requirements and organisation policies on reporting and confidentiality
- Responsible gambling e.g. self exclusion
- Rights and responsibilities of clients and counsellors
- Graduated risks of some forms of gambling
- Range of issues to be covered in an assessment
- Context of assessment within the counselling process
- Understanding of the stages of problem gambling
- Formation of a case plan
- Ongoing review
- Informed consent
- Crisis intervention
- Referral agencies
- Goal setting
- Stressors e.g. legal and financial
- Relevant legislation
- Cultural issues
- Range and use of relevant screens
- Motivational interviewing

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake appropriate assessment of clients
- Build a therapeutic relationship

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REQUIRED SKILLS AND KNOWLEDGE

- Explore the problem and identify issues
- Use assessment information to develop goals, case plan and referral options
- Implement assessment throughout the counselling process

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Interpret assessment data
- Use assessment information to inform the treatment process
- Evaluate and review assessment and assessment processes
- Identify support structures
- Develop contingency plans
- Assess own capacity (as counsellor) to work with clients range of issues or refer on to other relevant service providers
- Document work with clients according to organisation policy and procedures
- Demonstrate effective application of skills in:
  - negotiation
  - building strong relationships
  - documentation and record-keeping
  - suicide risk assessment
- Undertake self care e.g. participation in clinical supervision

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assessment may take place:

- Face-to-face
- By telephone
- By other media, such as internet

Clients may include:

- People who gamble (particularly those who engage in harmful levels of gambling)
- Significant others, including partners, families and care givers, friends and peers

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RANGE STATEMENT

Basis for further work may include:

- Contracting with the client

Informed consent:

Includes:

- Consent to collect, store, use and access information
- Consent to begin the process of therapy
- Consent to service provision
- Understanding of limitations of confidentiality

Is collected in writing if possible - it may include:

- Individual or service consent / agreement forms to be completed

Take client information and gambling history refers to collection of relevant information, including:

- Name, age, gender, other demographics, etc
- Gambling history
- Social and legal history
- Employment history
- Family history (e.g. genograms)
- Mental health issues
- Drug and alcohol issues
- Previous history of treatment
- Lapse and relapse
- Supports and networks
- Medical history
- Agency ability to cater for client needs
- Financial status
- Current presentation including psychosocial stressors
- Strengths (client and others)
- Other relevant related issues affecting client/s
- Understandings, beliefs, thoughts and values about gambling
- Literacy, language and intellectual capacity
- Child protection
- Personal and other safety issues

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RANGE STATEMENT

Current status of the client includes:

- Current or baseline levels of gambling behaviour
- Determining readiness to change
- Physical, emotional, financial, legal and psychosocial state and immediate needs in these areas
- Gambling and other issues in the family
- Level of risk of self-harm behaviours and/or harm to others
- Other issues

Structured assessment screens may include:

- South Oaks Gambling Screens
- Canadian Problem Gambling Index
- Structured Clinical Interview for Problem gambling (SCIP)
- G-MAP
- GA 20 questions
- Victorian Gambling Screen (VGS)
- Diagnostic and Statistical Manual IV (DSM-IV)
- Victorian Family and Relationships Gambling Questionnaire
- Time and money assessment - timeline - diary
- Componential - global assessment
- CIDI
- DAS21
- Clinical interviews
- Other current validated screens

Indicators of other issues may include:

- Indicators of other stressors, such as:
  - Housing
  - Employment
  - Financial
  - Legal
  - Relationship

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RANGE STATEMENT

Options for addressing the range of client needs may include:	• Referral to other services • Community intervention • Case management • Taking holistic approach to counselling which addresses the range of issues client needs to address

Unit Sector(s)

Not Applicable

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CHCGMB503A Provide counselling for clients with problem gambling issues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to by a skilled counsellor in the problem gambling sector to work with clients experiencing a range opf problem gambling issues It includes provision of support, working with complex issues and evaluation of client progress and the counselling process

Application of the Unit

Application	This unit applies to workers in a range of community service sectors who may work with clients with problem gambling issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide practical support or information on problem gambling and other issues	1.1 Provide *relevant and current information* on problem gambling and discuss with *clients* 1.2 Provide immediate information, response or *referral* for crises arising from client's problem gambling and other issues 1.3 Develop *practical strategies* to address immediate gambling concerns 1.4 Provide *information and support* with daily living needs as required and in accordance with organisation policies, procedures and service guidelines

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ELEMENT	PERFORMANCE CRITERIA
2. Provide counselling to clarify personal and systemic issues contributing to client's problem gambling	2.1 Use counselling skills to explore the depth and nature of client's issues 2.2 Ensure all work demonstrates commitment to *sector values* 2.3 Explore a range of issues to understand client and their problem gambling issues 2.4 Explore the function, purpose and *context of gambling in the life of the client* and its impact 2.5 Negotiate goals and action plans with client and document in accordance with organisation policy and procedures
3. Work with complexity of client issues to support choice and change	3.1 Demonstrate understanding of the complexity and interrelated of issues in client's life 3.2 Review range of models and techniques to meet client needs, including group activities 3.3 Work with client to develop realistic expectations of counselling and *change processes* or choice 3.4 Explore options for change or choice 3.5 Demonstrate application of *intervention strategies* with a range of clients in a range of settings 3.6 Ensure all work considers client's complexity, *ambivalence* and competing needs and wants 3.7 Maintain engagement while resistance and defences are managed 3.8 Apply relapse prevention and management principles and strategies

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ELEMENT	PERFORMANCE CRITERIA
4. Work with families and significant others	4.1 *Support family member or significant other* as a client 4.2 Explore boundary issues and challenges with client 4.3 Consider impact on children and address as appropriate 4.4 Work cooperatively with significant others, co-workers and other services to support client and consumer needs in accordance with organisation policies and procedures
5. Review client and counselling progress	5.1 Implement processes to ensure *regular review* of client's progress 5.2 Monitor progress against case plan and record and report according to organisation guidelines 5.3 Ensure feedback mechanisms are in place in relation to recorded progress in accordance with organisation policies 5.4 Implement follow up procedures where appropriate 5.5 Negotiate revisions to action plans and timeframes as required and incorporate into case plan 5.6 Review counselling process and outcomes of client work with supervisor and/or colleagues in accordance with organisation policies and procedures 5.7 Negotiate exit with client and provide support in accordance with organisation policies, procedures and available resources

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Definition of problem gambling
- Understanding of myths, chance, odds, randomness, gambling cycle
- DSM and pathological gambling
- Indicators of problem gambling
- Self-exclusion options
- Common consequences of gambling
- Theories of gambling and range of models and techniques
- Harm minimisation strategies directed to current problem gambling behaviour
- Understanding individual's experience of gambling, including family history, culture, character issues, personality, intra-psychic and wider systems, meaning, purpose, function being served, exploring multiplicity of organising impulses
- Knowledge of role and limitations
- Systems e.g. as one family member changes the whole family system changes
- Legal and government regulations
- Motivational interviewing
- Addressing underlying issues
- Addressing cognitive processes
- Affect management
- Evidence-based practice
- Family therapy
- Behavioural interventions
- Alternative coping strategies
- Skills and 'strengths' building
- Early intervention or short term programs
- Comprehensive and longer care programs
- Other therapeutic practices

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate appropriate counselling skills, harms minimisation and safety practicalities for clients with problem gambling issues

This includes the ability to:

- Incorporate the complexity of client issues in counselling
- Maintain the therapeutic relationship
- Work with people who gamble to harmful levels and with their families and significant others
- Review the counselling process

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work within role and limitations
- Demonstrate effective application of counselling skills

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant and current information may include:

- Accurate odds and nature of gambling activities
- Cycle of problem gambling

Clients may include:

- People who gamble (particularly those who engage in harmful levels of gambling)
- Significant others, including partners, families and care-givers, friends and peers

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RANGE STATEMENT

Referral options may include:

- Financial counselling
- Legal counselling e.g. AVO's
- Relationship issues
- Family counselling
- Self help groups
- Group work programs
- Local service availability
- Medical /psychiatric
- Employment
- Accommodation
- Residential programs

Practical strategies may include:

- Self exclusion
- Cutting up / deactivating credit cards e.g. freezing in ice
- Third party care of personal finances
- Implementing direct debits
- Avoiding gambling venues
- Avoiding gambling friends
- Identifying alternative activities to gambling (creating pleasant event schedules, ringing G-line)
- Not carrying money or credit cards
- Setting boundaries and goals in relation to the problem gambler e.g. partner setting financial boundaries, person setting time limits
- Family responsibilities (parenting child safety / protection)
- Affect regulation strategies (stress and anxiety management, meditation)
- Community involvement, participation and social action practice
- Life style issues (life skills, job seeking and training)

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RANGE STATEMENT

Information and support may focus on:

- Problem gambling
- Financial counselling
- Relationship issues
- Couples counselling
- Self help groups
- Group work programs
- Legal options e.g. AVOs
- Protection of financial options e.g. caveats on assets
- Support and self nurturing options
- Self management strategies (awareness of enabling)
- Responsibility / 'control' / behavioural contingency
- Communication and assertiveness strategies
- Setting boundaries and goals in relation to the problem gambler

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RANGE STATEMENT

Sector values may include:

- Client oriented approach:
  - delivery of appropriate services
  - commitment to meeting the needs and upholding the rights of clients
  - commitment to empowering the client
  - duty of care
- An appropriate framework which considers the effectiveness of treatment options
- Processes that will help the gambler overcome their gambling problem
- Community health:
  - promotion of health and well being
  - early identification of risk factors
  - early identification of health problems
- Seeing gambling in a context of social and physical health
- A focus on:
  - consumer protection, responsible gambling and responsible conduct of gambling
  - harm minimisation including harm prevention, harm reduction, health promotion and harm management
- Confidentiality
- Right to withdraw from treatment
- Ethical treatment
- Informed consent
- Right to referral
- Child protection

Context of gambling in the life of the client includes:

- Culture
- Values
- Beliefs
- Family background
- Relationships
- Grief and loss

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RANGE STATEMENT

Change processes includes:	• Change and change back (maintaining a homeostatic balance - tendency to keep things the same) • Providing information about change
Counselling approaches must include an understanding of the following:	• Cognitive processes • Affect management • Evidence-based practice • Underlying issues • Alternative coping strategies • Early intervention or short-term programs • Comprehensive and longer care programs • Skills and 'strengths' building

*Intervention strategies **must** include understanding of **all** the following and use of one or more*:	• Evidence-based strategies including:
	  • person-centred and holistic therapies
	  • motivational interviewing
	  • narrative therapy
	  • cognitive behaviour therapy
	  • solution focused/brief therapy
	• Other therapeutic practices with sound theoretical rationale (e.g. peer reviewed journals) including family therapy and transactional analysis
	• Understanding of the intervention strategy includes ability to critically review the approach including analysis of literature reviews

Ambivalence refers to:	• A client having competing motives e.g. desire to gamble and also to stop gambling

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RANGE STATEMENT

Support family member or significant other includes:	• Providing information about problem gambling • Addressing impact of gambling on them • Self protection strategies e.g. financial or safety • Working with family to orient focus from problem gambler to self (family member/s) • Helping them to set boundaries (not rescuing, assertiveness, communication skills, negotiation skills, enabling etc) • Working with the dynamics of couples and families and the impact of gambling
Regular review of client's progress includes:	• Identification and acknowledgement of change in gambling and other areas • Review of the counselling process • Review of goals • Review of timelines • Achievement of goals

Unit Sector(s)

Not Applicable

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CHCGROUP201C Support the activities of existing groups

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to support identified existing community groups through the provision of resources

Application of the Unit

Application	This unit may be applied to group work in a range of community service settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to requests for *support* from existing *groups*	1.1 Provide opportunities for groups to express their need for support 1.2 Make information available and develop and present options for meeting needs 1.3 Provide support within organisation policy and criteria and within the job role
2. Provide *resources*	2.1 Clearly describe to groups seeking support, the nature of resources, their availability and guidelines for use 2.2 Encourage cooperative approach to use of resources 2.3 Apply guidelines determining criteria, allocation and conditions of use 2.4 Provide advice on alternative sources of resources 2.5 Provide *reports* on the demand and use of resources where required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation's programs, policies, objectives, criteria and priorities
- Organisation appointment system/booking system for provision of resources to groups
- Resources managed by the organisation
- Resources managed by other organisations
- Existing groups allied with the organisation's work
- Referral procedures for other organisations/agencies
- Understanding of group processes and group dynamics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide support to existing groups within limits of own jobs and responsibilities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - data collection
  - record-keeping

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Evidence Guide

EVIDENCE GUIDE

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment must include assessment of competence with more than one existing group

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Support will include:

- Resources managed by the organisation
- Information about resources managed by other organisations
- Advice and information
- Individual or group supervision

Groups include:

- Those defined by the objectives of the organisation
- Those in existence or in the process of being established within the organisation

Resources may include:

- Space for groups to meet
- Facilities
- Equipment
- Advice and information for groups
- Facilitators for group meetings
- Books, posters, videos and other materials
- Financial assistance
- Information about resources available from other organisations/agencies

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RANGE STATEMENT

Reports may include:

- Basic data on demand and usage
- Information collected at the request of management/supervisor/team
- Routine reporting
- Information for users of resources

Unit Sector(s)

Not Applicable

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CHCGROUP302D Support group activities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to participate in and provide general support for a range of informal and formal groups in a variety of settings

Application of the Unit

Application	This unit may be applied to group work in a range of community service settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the purpose of the group	1.1 Identify and determine with members of the group, activities which meet the group purpose 1.2 Discuss and establish with all group members, rules for group behaviour 1.3 Identify, acknowledge and respect *individual differences* of workers and group members 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available *resources*

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ELEMENT	PERFORMANCE CRITERIA
2. Establish relationship with the group	2.1 Define roles played by group members including the worker 2.2 Encourage a suitable level of participation 2.3 Inform group of resources available to meet group needs 2.4 Assess capacity of the worker to respond to group's needs and communicate to the group, in an appropriate manner 2.5 Identify and implement the most appropriate *support* to achieve the objectives of the activity 2.6 Model *clear communication* to group members 2.7 Encourage group members to use clear and appropriate communication 2.8 Respect individual differences and needs in communication and interaction with group members 2.9 Ensure communication and interactions with group are appropriate to aim and purpose of group 2.10 Implement appropriate processes as necessary to address breaches of behaviour 2.11 Encourage participants to agree on and abide by a set of appropriate guidelines 2.12 Promote group achievements in a way which motivates and recognises participants' efforts 2.13 Keep records of group interaction, where required, in a manner consistent with organisation's documentation requirements
3. Organise resources for *group activities*	3.1 Work to ensure adequate resourcing is available 3.2 Communicate to group availability of resources and guidelines for use 3.3 Encourage cooperative approach to the use of resources 3.4 Complete *reports* on use of resources if required 3.5 Ensure reports are completed to standard required by organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups and the different styles of group leadership and decision-making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisation and community resources
- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of group activity types identified in the Range Statement or in the workplace
- Provide support for appropriate target groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting:
  - language used may be English or community language, depending on the client group
- Apply written communication competence to complete reports required by the

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REQUIRED SKILLS AND KNOWLEDGE

organisation:

- complexity of reports may vary from completing an organisation proforma, to completing a unstructured report
- literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace
- reports may be written in English or community language depending on the organisation requirements

- Apply reading competence required to fulfil the job role:
  - this may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work-related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc
  - language in use may be English or community language depending on organisation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • Assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Group activities may be:

- Formal or informal
- Structured
- Semi structured
- Unstructured

Group activities may relate to:

- Discussions
- Sporting and recreation activities
- Research, planning and management
- Informal and formal education
- Community action
- Special interest causes

Resources will include:

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

Support will include:

- Resources managed by the organisation
- Advice, information and facilitation
- Individual or group supervision

Individual differences may include differences in:

- Beliefs
- Values
- Age
- Cultural background
- Physical abilities

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RANGE STATEMENT

Clear communication will be:	• Communication related to group purpose and aims • Communication that respects individual differences and abilities of group members
Reports may be:	• Verbal or written according to organisation procedures

Unit Sector(s)

Not Applicable

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CHCGROUP403D Plan and conduct group activities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to participate in, establish and lead a range of informal and formal groups in a variety of settings

Application of the Unit

Application	This unit may be applied to group work in a range of community service settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address resourcing issues for *group activities*	1.1 Plan group activities, including consideration of: • the purposes, defined according to the identified needs of the client group • the human, financial and physical *resources* required 1.2 Where required resources are not immediately and readily available, make appropriate submissions to potential sources of assistance and resources 1.3 *Ensure formal submissions meet requirements* of funding guidelines and organisation principles and practice

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ELEMENT	PERFORMANCE CRITERIA
2. Coordinate a group planning process	2.1 Actively seek opportunities for collaborative planning and promotion of group activities with clients and solicit, analyse and prioritise information about group's needs and expectations
	2.2 Negotiate the purpose of group activities with the group in a manner that gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes
	2.3 Translate purpose of proposed group activity into a set of aims and objectives
	2.4 Analyse potential impact on group operation of the values and beliefs of both worker and client and clarify with those involved in planning and implementing group activities
	2.5 Deal with contributions and suggestions to group planning processes so as to promote continued participation
	2.6 Design group strategies that promote effective group operation and take into account specific characteristics of clients who will participate in the activity or program

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ELEMENT	PERFORMANCE CRITERIA
3. Manage group processes including responding to conflict	3.1 Promote opportunities for open dialogue and active listening between group members 3.2 Encourage and model sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability 3.3 When conflict threatens or arises: • implement strategies to prevent it within own role, power and capacity • identify and reinforce the outcomes of positive conflict • clarify and confirm relevant principles and practices of conflict resolution and seek agreement to implement them • encourage acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation 3.4 Offer opportunity to all participants for debriefing, *support*, mediation, consultation and facilitation throughout conflict resolution processes
4. Evaluate group activities	4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback 4.2 Seek feedback from all group participants on leadership style, group process, achievement of objectives, other achievements and areas for development 4.3 Document evaluation data according to organisation procedures and distribute to relevant people

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups
- Different styles of group leadership and decision
- Effective communication strategies
- Organisation's policies, principles and procedures
- Organisation's and community resources
- Relevant models such as stages of group development and stages of change

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of the group activity types identified in the Range Statement
- Provide support for an appropriate target group, defined by factors as listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - conflict management
  - developing and maintaining positive relationships
  - effective group management

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment may be conducted on one or more occasions but must enable assessment in a variety of settings with a range of both formal and informal groups

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace
  e.g. testimonials from group members, portfolios

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Group activities may be:

- Formal or informal
- Structured
- Semi structured
- Unstructured

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RANGE STATEMENT

Group activities may relate to:	• Discussions about relevant issues • Sporting and recreation activities • Music and performing arts • Research, planning and management • Informal education • Community service and/or action • Special interest causes
Communication with young people may include:	• Oral, written or visual means • Use of third party translation/interpretation • Any language
Ensure formal submissions meet requirements may refer to:	• The aim and objectives of the proposed activity or program • Implementation and evaluation strategies • Management arrangements • Human, financial and physical resources available and required
Support will include:	• Information and resources managed by the organisation and other organisations and agencies • Advice and information • Facilitations
Resources will include:	• Information/referrals • Facilities • Equipment/materials • Administrative support • Facilitation of meetings • Worker skills/expertise

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Unit Sector(s)

Not Applicable

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CHCGROUP408B Facilitate and review a psycho-educational group

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to facilitate or lead a psycho-educational group under appropriate supervision

Application of the Unit

Application	This unit provides the practice of a group work specialisation in a controlled environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan a psycho-educational group	1.1 Identify the focus for the *psycho-educational group*
	1.2 Identify the target group for the psycho-educational group
	1.3 Apply a *selection process* to identify group members
	1.4 Communicate selection and non-selection outcomes to possible group members
	1.5 Identify alternative services to meet the needs of group applicants who don't meet the criteria

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate a psycho-educational group	2.1 Develop appropriate program for psycho-educational group including *learning activities* to match group needs 2.2 Maintain *effective facilitation of learning* through *phases of the group* 2.3 Recognise and respond to individual needs while maintaining group cohesion 2.4 Monitor interactions between group members to ensure full participation and maximise learning outcomes 2.5 Respond appropriately to individuals displaying distress or concern in a manner that maximises safety and confidentiality for each individual 2.6 Demonstrate *inclusive work practice*
3. Review group and participant progress toward set goals	3.1 Progressively review and monitor individual progress toward set goals 3.2 Progressively review and monitor the psycho-educational group program and adjust as required to ensure the program's ongoing relevance for the psycho-educational group 3.3 Apply learning from supervision to current and future psycho-education groups 3.4 Plan for the future and *follow up* as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

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REQUIRED SKILLS AND KNOWLEDGE

manage contingencies in the context of the identified work role

These include knowledge of:

- Group work specialisations and the role of psycho-educational group work
- Development or modification of existing psycho-educational programs to suite group members needs
- Current best practice in relation to psycho-educational groups
- Models and tools for facilitating a psycho-educational group
- Appropriate boundaries for psycho-educational groups
- Appropriate criteria and processes for selection of psycho-education groups
- Appropriate record-keeping processes for the psycho-education group
- Adult learning principles
- Stages of group development
- Range of activities/interventions/strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate a psycho-educational group in the community
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Implement best practice in psycho-education
- Engage in critical reflection and self-evaluation of work practice
- Facilitate a range of suitable interventions
- Use clear and appropriate communication
- Respond appropriately to group dynamics
- Effectively manage conflict within the group
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group
- Use strengths-based approaches for the development of growth and learning for group members
- Maintain records appropriate to the group
- Demonstrate awareness of self, own values, beliefs and experiences which may impact on work practice

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with a psycho-educational group
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to effectively facilitate and review a psycho-educational group

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the facilitation and review of psycho-educational groups as a guide, current international benchmarks for psycho-educational group work is thirty hours of supervised practice
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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EVIDENCE GUIDE

Related units: This unit is to be assessed after or in conjunction with the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work
- CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Psycho-educational group may include:

- Structured designs that help participants develop knowledge and skills for coping adaptively with potential or immediate problems, developmental transitions, or life crises
  - participants in a psycho-educational group are able to apply their newly acquired knowledge and skills to current and future life circumstances beyond their experiences in the group
  - participants within a psycho-educational group have the capacity to learn from each other as well as from the facilitator and the program activities
  - the outcomes of participation in a psycho-educational group may involve changes in beliefs, values and ideas and will often result in changes to behaviour as a result of these
- The focus for other groups may include:
  - task/work groups which involve organisation settings for group and team work and where the focus is to complete a task or set of tasks
  - group counselling which is a less structured group and involves specifically working with individuals' issues within the group context
  - group psychotherapy which is a less structured group that focuses on individual experiences where participants have not had their emotional needs met during childhood and have developed some psychopathology

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RANGE STATEMENT

Selection process may include:

- Suitable group members are identified based on the relevance of the group to meeting their personal needs
- Matching of appropriateness of group content and planned processes to potential participants
- Ensuring sufficient similarity is shared between the group members to allow learning and trust to develop
- Consideration of the ability of the group members to fulfil the requirements of the group and achieve a satisfactory attendance
- Consideration of an existing or identified community issue
- Selection criteria which may include:
  - relevance of target issues for the client
  - age
  - gender
  - life circumstances or situations
  - location
  - ability to commit to group process
- Screening activities which may include:
  - phone interview
  - one-on-one discussions
  - referral information
  - responses to questionnaires
- Consideration of appropriateness of the psycho-educational group to meet the needs of the client including:
  - suitability for intervention focus
  - presence of serious mental illness
  - drug and alcohol abuse
  - incompatibility with selection criteria
  - language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

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RANGE STATEMENT

Learning activities may include but is not limited to:

- Fish-bowls
- Written reflections
- Drawings/collages
- Dyads and triads
- Creative props
- Fantasy reflections
- Reading reflections
- Experiential exercises
- Values clarifications
- Group discussion
- Video questions
- Miracle questions:
  - 'You wake up tomorrow morning and a miracle has happened, your problem has less affect on you
  - On a scale of 0 to 5 how much is the problem now affecting you?
  - How will you know things have improved? What will be different?
  - What will others notice is different?'
- Scaling questions:
  - 'On a scale of 0-5, how much is the problem affecting you?'
  - scaling questions help to identify the problem, set achievable goals, have a starting point for change, notice what is already working well, identify strengths and limitations, and measure progress
- Discussing teachable moments
- Letter writing exercises

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RANGE STATEMENT

Effective facilitation of learning may include:

- Engagement of group members at commencement of the group:
  - recognised by leader and called by name
  - have learned one thing
  - something about the group is attractive to them
  - know what to expect in the next session
- Clear communication:
  - active listening
  - body language
  - I-messages
  - clarifying
  - responding
  - modelling respectful language and behaviour in the group
- Responding to group dynamics:
  - conflict between group members
  - conflict between group members and the group leader
  - boredom and disinterest
- Managing conflict within the group:
  - responding to strong emotional expression in the group
  - cutting off scape-goating and personal attacks
  - clarifying and normalising feelings
  - sensitively challenging where required
  - addressing appropriate underlying issues
- Protecting self whilst leading/facilitating the group:
  - appropriate self-disclosure
  - clear purpose for self-disclosure
  - supervision and debriefing difficult sessions
- The use of strengths-based approaches for the development of growth and learning:
  - identification of the potential for positive change
  - articulating positive change that has already occurred
  - identifying blocks or challenges for further change to occur
- Managing silent periods within a group situation:
  - identification of silence that allows people to

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RANGE STATEMENT

learn

- recognising the value and importance of appropriate silence
- building on new learning once the silence has finished

continued ...

Effective facilitation of learning may include: (*contd*)

- Debriefing group members after an intervention has been used:
  - recognition of feelings and new learning
  - recognition of challenges
  - identification of the further need for more debriefing
- Maintaining appropriate boundaries and safety:
  - confidentiality and mandatory reporting requirements
  - appropriate supervision of the facilitator/s during the life of the group
  - recognition of the type of group facilitated
  - transparent group environment
  - personal disclosure
  - sensitivity to individual readiness
  - appropriate expression of feelings
  - use of interventions where sufficient training exists
  - appropriate closure of group sessions or group program
  - referral to other services as necessary
  - appropriate debriefing after the use of interventions

Phases of the group must include:

- Tuning-in phase
- Beginning phase
- Middle phase
- Termination phase

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RANGE STATEMENT

Group work may include:

- When working with groups consideration of relevant group work theory for example:
  - Tuckman
  - Lang
  - Heron
  - Schwartz

Inclusive work practice must include:

- The ability to work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- To work inclusively requires the worker to respond respectfully to the whole person demonstrating cultural competence through sensitively valuing each and every person as a whole unique individual

Follow up may include:

- Writing up of program outcomes and evaluations
- Documenting the program for statistical and reporting requirements
- Follow up with program participants to ensure their needs have been met or to provide additional referral where required

Unit Sector(s)

Not Applicable

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CHCGROUP410B Deliver a structured program

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to deliver a short, one off, structured program according to the format and timing requirements of the program

Application of the Unit

Application	This unit applies to the delivery of a program where the material and processes to be covered are clearly identified and must be achieved within a given timeframe The program will have a focus on assisting participants to find solutions to specific challenges through access to information and education relevant to these challenges

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct pre-program assessments	1.1 Discuss program objectives and format with potential group participants to assess the program's suitability for them 1.2 Identify *special needs* of potential group participants in *pre-group assessment* 1.3 Identify *conditions potentially incompatible with program* objectives 1.4 Select participants for group according to *selection criteria* 1.5 Communicate participant acceptance and confirm with client
2. Confirm program process	2.1 Clearly communicate program objectives, learning outcomes and structure to participants 2.2 Establish group process and participation guidelines with participants 2.3 Communicate *boundaries and limitations of program* 2.4 Identify and access resources required for program implementation

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ELEMENT	PERFORMANCE CRITERIA
3. Implement program	3.1 Deliver program content according to the sequence and procedure identified 3.2 Manage pace of delivery to meet timeline requirements and overall objectives 3.3 Encourage group interaction and manage it to maintain relevancy and ensure equity of discussion amongst participants 3.4 Present material to accommodate relevant discussion and questions, while ensuring key information and processes are delivered within timing requirements 3.5 Use *presentation tools* and adult learning theories and models effectively 3.6 Provide communication and literacy support to participants as required to ensure equitable access to information 3.7 Summarise information and key learning throughout the program 3.8 Deliver program collaboratively with co-facilitator where required
4. Contain emotional responses	4.1 Ensure strong emotions expressed by participants are acknowledged and affirmed 4.2 Normalise and validate participant experience where appropriate and sensitively challenge where required 4.3 Refer participant to *support services* if required and encourage them to seek follow up support 4.4 Refocus group participants on program process

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ELEMENT	PERFORMANCE CRITERIA
5. Review achievement of program objectives	5.1 Assess participants' understanding of key concepts and achievement of learning objectives during delivery 5.2 Identify additional issues raised which are not addressed within the scope of the program and initiate referral or follow up action to address them 5.3 Conduct program evaluation according to program evaluation process and complete reporting in line with requirements 5.4 Gather and assess feedback on program to guide continuous improvement of delivery 5.5 Review effectiveness of implementation with co-facilitator or supervisor 5.6 Identify opportunities to improve program delivery

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Group selection processes
- Relevant subject matter of the delivery
- The content and requirements of the learning program and/or delivery plan
- Learner group profile including characteristics and needs of individual learners in the group
- Different delivery methods and techniques appropriate to face-to-face group delivery
- Adult learning theory and models
- Behaviours in group participants which may indicate difficulties with content or

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REQUIRED SKILLS AND KNOWLEDGE

processes
- Conflict resolution and mediation
- Evaluation/revision techniques, for example:
  - development of assessment criteria
  - developing simple questionnaires and feedback forms
  - administering evaluation forms
  - using questioning for evaluation purposes
- Specific resources and support services available for group participants including those with special needs
- Organisation and program requirements for evaluation and reporting

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively facilitate a group including being able to:
  - facilitate discussion and group interaction
  - maintain group cohesion
  - handle difficult situations
  - manage group activities
  - manage conflict
  - observe and interpret behaviour that puts others at risk
- Apply adult learning theory and techniques
- Apply different delivery and facilitation methods/ techniques, such as:
  - demonstration/modelling
  - instruction
  - presentations/lectures
  - guided facilitation of individual and group learning activities/group work/case studies
  - initiating and facilitating group discussions
  - brainstorming activities
  - enabling and supporting effective learner participation
- Use time and process management skills within a group facilitation context
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Maintain records appropriate to the group
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of group members

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate awareness of self, own values, beliefs and experiences which may impact on work practice
- Engage in critical reflection and self-evaluation of work practice
- Respond appropriately to group dynamics
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of the planning, delivery and review of short, structured programs within identified resources including timeframes
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to deliver short, structured programs to groups

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the facilitation of short structured groups selected through appropriate application of a selection process
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed after or in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Special needs may include:

- Those associated with:
  - potential for self-harm
  - disability
  - literacy level
  - travel
  - childcare
  - cultural influences or protocols

Pre-group assessment may include but is not limited to:

- Phone interview
- One-on-one discussions
- Referral information

Conditions potentially incompatible with program objectives may include:

- Mental illness
- Domestic and family violence issues
- Drug and alcohol abuse
- Incompatibility with selection criteria
- Language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

Selection criteria may include

- Location
- Life circumstances or situations
- Relevance to target issues
- Age
- Gender
- Ability to commit to group process
- Suitability for intervention focus

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RANGE STATEMENT

Boundaries and limitations of program may include:

- That the program is designed to touch on many issues but not cover them in depth and is not designed to:
  - provide counselling
  - act as a support group
  - act as a forum for story telling
  - deal with advocacy issues

Presentation tools may include:

- Overhead projector
- Whiteboard
- Flip paper
- Butcher's paper
- Powerpoint presentations
- Case studies, scenarios
- Pictures, photographs, diagrams

Support services may include but is not limited to:

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug support services
- Mental health support services
- Domestic and family violence support services
- Financial assistance and counselling services
- Child Support Agency
- Family Magistrate Service
- Centrelink/Family Assistance Office
- Mediation centres
- Australian Taxation Office
- Family Court of Australia
- Phone support services, e.g. Mensline
- Family relationship centres
- Other agencies providing support and counselling
- Websites for example MENDS and Parenting Children
- Stepfamily Association of Australia

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Unit Sector(s)

Not Applicable

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CHCGROUP504B Assess group members and their social systems

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to work effectively within a group context where the group experience becomes a microcosm of the wider society and the group members' ecosystems

Application of the Unit

Application	This unit involves the application of group dynamics in a relationship education context It focuses on the foundation knowledge needed in accessing a group environment and develops a psychosocial dimension to group work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply an understanding of theoretical frameworks and models for working with groups	1.1 Demonstrate an understanding of *ecosystems and the interplay between and within ecosystems* 1.2 Demonstrate an understanding of *theoretical frameworks for group work*
2. Use the physical and social environment of a group situation to inform group work	2.1 Use questions to explore group members' involvement in the *group* in relation to their whole life experience 2.2 Use responses and interactions to inform observations 2.3 Use observations of interactions to inform group work

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ELEMENT	PERFORMANCE CRITERIA
3. Apply theoretical frameworks for understanding group social systems	3.1 Identify theoretical frameworks for group work 3.2 Use theoretical frameworks to identify connections between learning in a group and the wider life experiences 3.3 Explore identified *connections within the group* 3.4 Maintain *effective facilitation of learning* through *phases of the group* 3.5 Balance the *needs of individuals* with the *needs of the group* 3.6 Demonstrate *inclusive work practice*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theoretical models and frameworks for working with groups including:
  - ecosystems theory and their influence on people and relationships
  - group work specialisations and the role of psycho-educational group work
  - development or modification of existing psycho-educational programs to suit group members needs
  - relevant models for stages of group development
  - different types of group leadership
  - dynamics in groups
- Current best practice in relation to psycho-educational groups including:
  - appropriate boundaries for psycho-educational groups
  - models and tools for facilitating a psycho-educational group
  - appropriate criteria and processes for selection of psycho-education groups
  - appropriate record-keeping processes for the psycho-education group
- Adult learning principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate a psycho-educational group in the community
- Identify and articulate and apply knowledge of theoretical frameworks and models of group work including ecosystems theory to identify connections between learning in a group and wider life experiences and explore these connections with members of the group and the group as a whole
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age,

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REQUIRED SKILLS AND KNOWLEDGE

gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these

- Implement best practice in psycho-education
- Engage in critical reflection and self-evaluation of work practice
- Use clear and appropriate communication
- Respond appropriately to group dynamics
- Effectively manage conflict within the group
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group
- Use strengths-based approaches for the development of growth and learning for group members
- Maintain records appropriate to the group
- Maintain awareness of self, own values, beliefs and experiences which may impact on work practice

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of theoretical frameworks and models for working with groups, specifically in the application of ecosystems theory in the facilitation of a psycho-education group
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with psycho-education groups applying ecosystems theory

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the facilitation of psycho-educational groups using ecosystems theory
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit should be assessed after or in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Ecosystems and the interplay between and within ecosystems may include:	• Ecosystems may include group, family, work, political, cultural, religious, social, physical, gender, economic, organisation environments • Interplay between and within ecosystems will exist whereby the individual members within an ecosystem and members from different ecosystems will interact with each other in a continuing dynamic which will impact on the functioning and effectiveness of the group and achievement of individual and shared goals • Impact of facilitator/leader on ecosystems and the affect of the group on the facilitator/leader

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RANGE STATEMENT

Theoretical frameworks for group work may include:

- Four aspects of a psychosocial approach to group work:
  - intrapersonal processes which:
  - assume that group behaviour is primarily influenced by the internal life of the participants
  - focus on personality characteristics and inner conflicts
  - interpersonal processes which
  - assume that group behaviour is primarily influenced by the group member to group member interactions
  - focus on quality and type of relationships that exist between the participants, communication patterns, and information flow, level of trust/conflict and relating styles between participants
  - group level (group-as-a-whole) processes in which:
  - it is assumed that the whole group social system and how individual participants relate to that system primarily influence group behaviour
  - when an individual acts, he or she is not acting only on his/ her own behalf, but on behalf of the group or parts of the group
  - the participant's behaviours are seen as a vehicle through which the group expresses its life
  - inter-group processes in which:
  - it is assumed that group behaviour is primarily understood through relationships between various groups and sub-groups
  - inter-group relations can be based on sex, race, age, cultural identities, roles and ideological differences
- These frameworks can be used by group leaders to assist them to understand group behaviour

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RANGE STATEMENT

Group may include:

- Groups covered by this unit are psycho-educational groups
  - these are structured designs that help participants develop knowledge and skills for coping adaptively with potential or immediate problems, developmental transitions, or life crises
  - participants in a psycho-educational group are able to apply their newly acquired knowledge and skills to current and future life circumstances beyond their experiences in the group
  - participants in a psycho-educational group have the capacity to learn from each other as well as from the facilitator and the program activities
  - the outcomes of participation in a psycho-educational group may involve changes in beliefs, values and ideas and will often result in changes to behaviour as a result of these
- The focus for other groups may include:
  - task/work group which involves organisation settings for group and team work and where the focus is to complete a task or set of tasks
  - group counselling which is a less structured group and involves specifically working with individuals' issues within the group context
  - group psychotherapy which is a less structured group that focuses on individual experiences where participants have not had their emotional needs met during childhood and have developed some psychopathology

Connections within the group may include:

- The social choices and interactions that group members use to communicate with other group members using non-verbal and verbal expression

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RANGE STATEMENT

Effective facilitation of learning may include:

- Engagement of group members at commencement of the group:
  - recognised by leader and called by name
  - have learned one thing
  - something about the group is attractive to them
  - know what to expect in the next session
- Clear communication:
  - active listening
  - body language
  - I-messages
  - clarifying
  - responding
  - modelling respectful language and behaviour in the group
- Responding to group dynamics:
  - conflict between group members
  - conflict between group members and the group leader
  - boredom and disinterest
- Managing conflict within the group:
  - responding to strong emotional expression in the group
  - cutting off scapegoating and personal attacks
  - clarifying and normalising feelings
  - addressing appropriate underlying issues
- Protecting self whilst leading/ facilitating the group:
  - appropriate self-disclosure
  - clear purpose for self-disclosure
  - supervision and debriefing difficult sessions
- The use of strengths-based approaches for the development of growth and learning:
  - identification of the potential for positive change
  - articulating positive change that has already occurred
  - identifying blocks or challenges for further change to occur
- Managing silent periods within a group situation:
  - identification of silence that allows people to learn

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RANGE STATEMENT

- recognising the value and importance of appropriate silence
- building on new learning once the silence has finished

continued ...

Effective facilitation of learning may include: (*contd*)

- Debriefing group members after an intervention has been used:
  - recognition of feelings and new learning
  - recognition of challenges
  - identification of the further need for more debriefing
- Maintaining appropriate boundaries and safety:
  - confidentiality and mandatory reporting requirements
  - appropriate supervision of the facilitator/s during the life of the group
  - recognition of the type of group facilitated
  - transparent group environment
  - personal disclosure
  - sensitivity to individual readiness
  - appropriate expression of feelings
  - appropriate closure of group sessions or group program
  - referral to other services as necessary
  - appropriate debriefing after the use of interventions

Phases of the group must include:

- Tuning-in phase
- Beginning phase
- Middle phase
- Termination phase

Needs of individuals may include:

- The physical, emotional, intellectual and psychological needs that group members have whilst attending a group

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RANGE STATEMENT

Needs of the group may include:	• The common physical, emotional, intellectual and psychological needs that are shared by the group members whilst attending a group
Inclusive work practice must include:	• The ability to work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these • To work inclusively requires the worker to respond respectfully to the whole person demonstrating cultural competence through sensitively valuing each and every person as a whole unique individual

Unit Sector(s)

Not Applicable

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CHCGROUP509B Manage disclosures and disruptions in groups

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to facilitate or lead a psycho-educational group that involves disclosures made by participants and disruptions to group process as a result of reactions and behaviours from members of the group

Application of the Unit

Application	This unit applies to the management of group dynamics in a relationship education context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for reactions from individual participants	1.1 Predict *possible reactions* individuals may have to *psycho-educational group* content and exercises 1.2 Prepare *alternatives and responses to possible reactions* from individual participants 1.3 Establish *support strategies* for individual participants who may have intense reactions 1.4 Negotiate parameters and purpose with the group 1.5 Demonstrate *inclusive work practice*
2. Respond to disclosures made by individual participants	2.1 Appropriately acknowledge *disclosure* either individually or within the group 2.2 Address group reactions to disclosure 2.3 Maintain effective facilitation of learning through the *phases of the group* 2.4 Assist individuals to engage with activities and exercises in the group. 2.5 Make relevant referrals

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ELEMENT	PERFORMANCE CRITERIA
3. Respond to disruptions to group process from individuals' behaviour	3.1 Confirm group purpose 3.2 Maintain group focus 3.3 Contain *disruptive behaviour* using group activities 3.4 Discuss appropriate participation in the group with individuals as necessary 3.5 Assess ability of individual to remain within the group 3.6 Communicate decisions to change group membership with individuals as necessary 3.7 Communicate decisions to change group activities, group membership or group purpose to the group
4. Use supervision	4.1 Identify relevant sources of *supervision* 4.2 Establish supervision before group begins 4.3 Create opportunities to evaluate and review with a supervisor the group processes and group content 4.4 Share concerns regarding individual participants behaviour and disclosures with supervisor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

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REQUIRED SKILLS AND KNOWLEDGE

- Understanding of the group work specialisations and the role of psycho-educational group work
- Current best practice in relation to psycho-educational groups
- Models and tools for facilitating a psycho-educational group
- Appropriate boundaries for psycho-educational groups
- Adult learning principles
- Stages of group development and theories and models for working with groups
- Range of activities/interventions/strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop or modify existing psycho-educational programs to suite group members needs
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- Implement best practice in psycho-education
- Engage in critical reflection and self-evaluation of work practice including an awareness of self, own values, beliefs and experiences which may impact on work practice
- Facilitate a range of suitable interventions
- Use clear and appropriate communication
- Respond appropriately to group dynamics
- Effectively manage conflict within the group
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group
- Use strengths-based approaches for the development of growth and learning for group members
- Use supervision to support work practice including debriefing and reflective work practice

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills to effectively deal with disclosures and disruptions when facilitating psycho-educational groups
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to manage disclosures and disruptions in psycho-educational groups

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the effective facilitation of psycho-educational groups including managing disclosures and disruptions. as a guide, current international benchmark for psycho-educational group leaders is thirty hours of supervised practice.
  - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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EVIDENCE GUIDE

Related units: This unit is to be assessed after or in conjunction with the following related units of competency:

- CHCFAM407B Work effectively in relationship work
- CHCGROUP403D Plan and conduct group activities
- CHCGROUP408B Facilitate and review a psycho-educational group

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Possible reactions may include:

- Display of strong emotions including, grief, guilt, anger, excitement
- Challenging, confrontational and argumentative behaviour
- Withdrawal, disengagement from group and group processes
- Attempts to dominate group processes
- Attempts to sabotage group, undermine group processes

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RANGE STATEMENT

Psycho-educational group includes:

- Structured designs that help participants develop knowledge and skills for coping adaptively with potential or immediate problems, developmental transitions, or life crises
- Participants in a psycho-educational group are able to apply their newly acquired knowledge and skills to current and future life circumstances beyond their experiences in the group
- Participants within a psycho-educational group have the capacity to learn from each other as well as from the facilitator and the program activities
- The outcomes of participation in a psycho-educational group may involve changes in beliefs, values and ideas and will often result in changes to behaviour as a result of these
- The focus for other groups may include:
  - task/work group which involves organisation settings for group and team work and where the focus is to complete a task or set of tasks
  - group counselling which is a less structured group and involves specifically working with individuals' issues within the group context
  - group psychotherapy which is a less structured group that focuses on individual experiences where participants have not had their emotional needs met during childhood and have developed some psychopathology

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RANGE STATEMENT

Alternatives and responses to possible reactions may include:

- Respectful acknowledgement of differences of beliefs, values, opinions and perspectives and individual's rights to these
- Acknowledgement of respective rights and responsibilities and perceptions of all participants
- Relevant principles and practice of conflict resolution are clarified and confirmed and agreement sought to implement these where required
- Offering alternative exercises and / or activities which can be undertaken without threatening the comfort levels of the group participant
- Sensitive and assertive re-focusing of group from individual to group issues and processes
- Linking individual experiences to group outcomes through use of relevant examples
- Shift from whole group to small group, pair or individual activities to redirect energy, diffuse tensions and ensure opportunities for engagement for all participants
- Debriefing of individual outside of the group which may include referral to other services
- Future exclusion from the group in extreme circumstances where continued participation significantly undermines the group outcomes and the participant's needs are clearly unable to be met

Support strategies may include:

- Encouraging the participant to identify when their own personal boundaries for operating comfortably within the group are in danger of being exceeded
- Establishing avenues for support including buddy system within the group, permission to self-select time out from the group either by physically leaving or by engaging in individual activity for example journal work, emotional regulation strategies, relaxation exercises
- Referral to counselling or other support services

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RANGE STATEMENT

Inclusive work practice must include:

- The ability to work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- To work inclusively requires the worker to respond respectfully to the whole person demonstrating cultural competence through sensitively valuing each and every person as a whole unique individual

Disclosure may include:

- Child sexual assault
- Separation and divorce
- Adoption
- Sexual assault
- Family domestic violence
- Mandatory reporting
- Experience of violence
- Workplace harassment
- Alcohol and other drug use
- Gambling
- Illness

Phases of the group must include:

- Tuning-in phase
- Beginning phase
- Middle phase
- Termination phase

Group work may include:

- Consideration of relevant group work theory, for example:
  - Tuckman
  - Lang
  - Heron
  - Schwartz

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RANGE STATEMENT

Disruptive behaviour may include:

- Angry outburst
- Emotional outburst
- Conflict with other group member
- Conflict with facilitator
- Disagreement with group content
- Disagreement with group purpose
- Disagreement with group activity

Supervision may include:

- Formal and/or informal supervision sessions
- Group supervision
- Telephone supervision
- Peer appraisals (where appropriate levels of experience exist)
- Internal or external supervision
- Journals
- Videotapes of facilitation of groups
- Co-facilitation and reports from these
- Reflecting on practice
- Negotiation of supervision between the supervisor and the supervisee
- Establishment and shared understanding of the roles and responsibilities of the supervision process
- Activities undertaken through the development of an appropriate professional relationship
- Considering the growth of the person, their professional development, gaining of knowledge, skills, attitudes for the further development of their professional practice

Unit Sector(s)

Not Applicable

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CHCGROUP805B Support change in the social systems of group members

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit involves the group leader supporting change in the ecosystem of the group members' lives using the group environment

Application of the Unit

Application	This unit involves the application of group dynamics in a relationship education context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop positive change at the individual and group level	1.1 Establish and reinforce clear *boundaries to maintain group members safety* 1.2 Establish and maintain guidelines for *confidentiality* with group members 1.3 Assist individual group members with goal development 1.4 Identify group themes that are shared in common by most group members
2. *Support change through different group phases*	2.1 Identify and apply *group interventions* to facilitate change 2.2 Manage group dynamics using appropriate *group interventions and processes* 2.3 Apply appropriate *theoretical frameworks* to facilitate group member change

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ELEMENT	PERFORMANCE CRITERIA
3. Validate links between group members changes and the wider ecosystem	3.1 Recognise and respond to *individual needs* of group members 3.2 Maintain a *collective focus* for the group discussion and link to the group members wider life experience 3.3 Articulate *connections* that exist between what group members learn in the group situation and connection to wider *ecosystems*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevance of theoretical frameworks used in group work
- Relevant models for indifferent stages of group development
- Different types of group leadership
- Effective communication strategies
- Working knowledge of appropriate responses to disclosure
- Self awareness and understanding of the impact this may have on the process and effective group counselling leadership

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify relevant models for stages of group development
- Use effective communication in group setting
- Address individual issues while maintaining the focus of the whole group

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REQUIRED SKILLS AND KNOWLEDGE

- Implement group interventions and debriefing processes
- Effectively manage the group
- Develop and maintain a positive group environment
- Link group changes to wider life experiences pf the group members
- Facilitate the referral of individuals whose needs cannot be net within the group

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The person being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over contexts applicable to the workplace
- The candidate will need to demonstrate competence in the following contexts:
  - observe group interactions and link the issues being discussed within the group to an appropriate theoretical framework
  - establish appropriate safety and boundaries within a group context
  - facilitate interventions in response to individual and group needs

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

Method of assessment:

- Observation in the workplace of applied group work processes and small group facilitation (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Boundaries to maintain group members safety may relate to:

- Transparent group environment
- Personal disclosure
- Appropriate expression of feelings
- Use of interventions where sufficient training exists
- Appropriate closure of group sessions or group program
- Appropriate debriefing after the use of interventions
- Appropriate professional behaviour

Group interventions may include:

- Impact of different interventions
- Types of interventions include:
  - use of immediacy in discussions
  - unstructured group discussions
  - structured exercises
  - use of role play and sculpture

Ecosystems may include:

- Ecosystems may include group, family, work, political, cultural, religious, social, physical, economic, organisation environments
- Interplay between and within ecosystems
- Impact of facilitator/leader on ecosystems and the affect of the group on the facilitator/leader

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RANGE STATEMENT

Support change through different group phases may include:	• Change owned and directed by individual group members • Negotiating the timing of individual and group interventions • Individuals identifying positive progress regarding their personal goals • Negotiating choice in the context of group work
Connections may include:	• The social choices and interactions that group members use to communicate with other group members using non-verbal and verbal expression
Individual needs may include:	• The physical, emotional, intellectual and psychological needs that group members have whilst attending a group • Their reason for initially attending a counselling group
Collective focus may include:	• The common physical, emotional, intellectual and psychological needs that are shared by the group members have whilst attending a group. • The shared purpose that guides the group discussion on a routine basis

Confidentiality may include:	• The basic right for privacy of each individual group members.
	• Group members and the issues they discussion should not be discussion out of the group context unless:
	  • for the purpose of professional supervision
	  • due to mandatory notification of child protection matters
	  • the possibility of self-harm or violence to others

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RANGE STATEMENT

Social systems may include:

- The physical and social environment (physical, social, cultural, emotional, psychological, religious factors) that has a significant affect on group members' life
- Identification of how group member interactions in a group situation support or influence the physical and social environment they experience in the rest of their life

Theoretical frameworks for group work may include:

Four aspects of a psychosocial approach to group work:

- Intrapersonal processes - Assumes that group behaviour is primarily influenced by the internal life of the participants. Focuses on personality characteristics and inner conflicts
- Interpersonal processes - Assumes that group behaviour is primarily influenced by the group member to group member interactions. Focus on quality and type of relationships that exist between the participants, communication patterns, information flow, level of trust/ conflict and relating styles between participants
- Group level (group-as-a-whole) processes - Assumes that the whole group social system and how individual participants relate to that system primarily influence group behaviour. When an individual acts, he or she is not acting only on his/ her own behalf, but on behalf of the group or parts of the group. The participant's behaviours are seen as a vehicle through which the group expresses its life
- Intergroup processes - Assumes that group behaviour is primarily understood through the relationships between various groups and sub-groups. Intergroup relations can be based on sex, race, age, cultural identities, roles and ideological differences

Unit Sector(s)

Not Applicable

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CHCGROUP806B Plan group interventions

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to respond to issues that arise in group counselling, using a range of group interventions

Application of the Unit

Application	This unit involves the application of a framework that identifies appropriate interventions and their purpose

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an individual and group-as-a-whole schema for *interpersonal learning* and change	1.1 Identify a range of *group interventions* for use at the *individual level* 1.2 Identify a range of *group interventions* appropriate for use at the *sub group level* 1.3 Identify a range of *group interventions* appropriate for use at the *group-as-a-whole level*
2. Identify transference and counter-transference in group relationships	2.1 Identify transference and *counter transference issues* 2.2 Explore transference and counter transference issues in a supervision context
3. Evaluate the use of a wide variety of group interventions	3.1 Evaluate group intervention approaches on a regular basis within a reflective practice framework 3.2 Explore the appropriate use of interventions and their limitations

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Group interventions used in a range of counselling theories:
  - cognitive/behavioural
  - solution focused
  - systemic approaches
  - mutual aid model
- Group interventions and appropriate applications to a variety of group contexts
- Relevance of theoretical frameworks used in group work
- Relevant models for indifferent stages of group development
- Different types of group leadership
- Effective communication strategies
- Working knowledge of appropriate responses to disclosure
- Self awareness and understanding of the impact this may have on the process and effective group counselling leadership
- Assessment methods for measuring effectiveness of interventions

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify relevant models for stages of group development
- Use effective communication in group setting
- Address individual issues while maintaining the focus of the whole group
- Implement group interventions and debriefing processes
- Effectively manage the group
- Develop and maintain a positive group environment
- Link group changes to wider life experiences pf the group members

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REQUIRED SKILLS AND KNOWLEDGE

- Facilitate the referral of individuals whose needs cannot be net within the group
- Determine the effectiveness of different group interventions
- Anticipate possible barriers in the implementation of different interventions
- Identify the risks associated with the use of different interventions

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over contexts applicable to the workplace
- The candidate will need to demonstrate competence in the following contexts:
  - observe group interactions and link the issues being discussed within the group to an appropriate theoretical framework
  - establish appropriate safety and boundaries within a group context
  - facilitate interventions in response to individual and group needs

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

Method of assessment:

- Observation in the workplace of applied group work processes and small group facilitation (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Group interventions may include:

- Dealing with group flight/fight:
  - stage of group development
  - intrapersonal issues
  - interpersonal issues
  - group-as-a-whole issues
- Responding to conflict:
  - cutting off
  - identifying key issue
  - connecting conflict in group with wider context
- Working in the here-and-now:
  - identifying discussion themes
  - balancing cognitive, affective and action
  - connecting group discussions with individual goals and learning
  - identifying the uniqueness of individual group members
- Modelling of appropriate responses
- Responding to group members who monopolise and dominate may include:
  - cutting off
  - refocusing
  - exploring the broader issues around the monopolising by group member/s
- Removal of group members where appropriate:
  - self-disclosure
  - timing
  - appropriateness
  - purpose
- Structured interventions:
  - use of structured exercises to aid learning

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RANGE STATEMENT

Individual, sub-group level and group-as-a-whole level may include:	• Interventions that focus on change at either an:
	  • individual level (change in an individual occurs when the intervention is focuses on one individual)
	  • sub-group level (change in an individual occurs when the intervention is focuses on a small group of group members)
	  • group-as-a-whole level (change in an individual occurs when the intervention is focuses on working with the whole group of group members)

Transference may include:	*Transference*: Feelings and reactions that are placed on the group leader by the group members *Counter-transference*: Feelings and reactions that are placed on the group members by the group leader: • Interpersonal learning: learning that occurs between group members • Inappropriate/out of context behaviour • Repetitious/reoccurring behaviours • Intense/over the top reactions • Ambivalence and emotional withdrawal • Conflictual interactions
Counter-transference may include:	• Emotional withdrawal • Conflictual interactions • Stress reactions
Interpersonal learning may involve:	• Corrective emotional experiences • Dynamic interaction between members and the group • Group as social microcosm • Individual differences and group learning • Recognition of behavioural patterns

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Unit Sector(s)

Not Applicable

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CHCGROUP807B Implement group interventions

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit implements a range of group interventions in a counselling group environment through a group leadership role

Application of the Unit

Application	This unit involves the application of group interventions in a relationship education context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a *therapeutic alliance for change*	1.1 *Prepare group members* for participation in the group process 1.2 Engage members in the group work process 1.3 Review regularly the therapeutic alliance at an individual and group as a whole level
2. Implement *group interventions*	2.1 Evaluate and monitor regularly group members patterns of improvement 2.2 Implement and *evaluate continuous interventions* 2.3 Mange *key transitions and stages of group development* 2.4 Practise *effective skills for group counselling*

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain a *consistent change process*	3.1 Facilitate the group to develop greater insight into group relationships and use *meaning attribution* 3.2 Facilitate the group to develop connections between group members and their own thoughts, feelings and actions 3.3 Assist group members to develop self awareness and their use of *defences* 3.4 Recognise *common mistakes* in leading counselling groups
4. Maintain a safe group environment while interventions are implemented	4.1 Develop appropriate safety measures between the group and group leader 4.2 Implement a *recognised evaluation process* for group members to measure the effectiveness of group process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Group interventions used in a range of counselling theories:
  - cognitive/behavioural
  - solution focused
  - systemic approaches
  - mutual aid model
- Group interventions and appropriate applications to a variety of group contexts

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REQUIRED SKILLS AND KNOWLEDGE

- Understanding of the relevance of theoretical frameworks used in group work
- Relevant models for indifferent stages of group development
- Different types of group leadership
- Effective communication strategies
- Working knowledge of appropriate responses to disclosure
- Self awareness and understanding of the impact this may have on the process and effective group counselling leadership
- Assessment methods for measuring effectiveness of intervention
- Understanding group and individual defences and how these can be managed

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify relevant models for stages of group development
- Use effective communication in group setting
- Address individual issues while maintaining the focus of the whole group
- Implement group interventions and debriefing processes
- Effectively manage the group
- Develop and maintain a positive group environment
- Link group changes to wider life experiences pf the group members
- Facilitate the referral of individuals whose needs cannot be net within the group
- Determine the effectiveness of different group interventions
- Anticipate possible barriers in the implementation of different interventions
- Identify the risks associated with the use of different interventions
- Manage contingency issues as they arise in group setting

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over contexts applicable to the workplace
- The candidate will need to demonstrate competence in the following contexts:
  - observe group interactions and link the issues being discussed within the group to an appropriate theoretical framework
  - establish appropriate safety and boundaries within a group context
  - facilitate interventions in response to individual and group needs

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

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EVIDENCE GUIDE

Method of assessment:

- Observation in the workplace of applied group work processes and small group facilitation (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment.
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Prepare group members may include:

- Establishment of appropriate norms at the individual and group level:
  - punctuality
  - regular attendance
  - appropriate focus for group discussion (free association)
  - honesty in feedback
  - socialising with members outside of the group
  - eating, drinking and chewing gum and smoking in the group
  - alcohol or other drug use before the group

Therapeutic alliance for change may include:

- Therapeutic alliance:
  - Development of curative factors operating in a group environment (Yalom, 2000)
- Meaning attribution:
  - Application of learning within the group to the wider life context of each group member
- Defenses:
  - Responses that group members adopt when faced with a challenge, including:
    - altruism
    - group cohesiveness
    - interpersonal learning
    - guidance
    - catharsis
    - identification with and modelling of other group members
    - family re enactment
    - self-understanding
    - instillation of hope
    - universality
    - existential factors (new reflections on life)

Evaluate continuous interventions may include:

- The effect the intervention had on the group members and group interaction at cognitive, affective and behavioural levels

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RANGE STATEMENT

Key transitions and stages of group development may include:

- Range of changes that group experience at the following transitions:
  - pre-group
  - group commencement
  - working stage of a group
  - group termination

Group interventions may be cognitive, affective and behaviourally focused and may include:

- Group interventions that primarily focus on change at either of the following levels:
  - cognitive
  - affective (emotional)
  - behavioural

Meaning attribution may include:

- Individual experience and reflection on life
- Immediate family relationships
- Employment context
- Social context
- Extended family and friend relationships
- Sexuality

Defences may include:

- Dependence based: flight
- Counter-dependence based: fight
- Power based: authority issue
- Over personal based: enchantment
- Counter personal: disenchantment

Effective skills for group counselling may include:

- Developing an appropriate group atmosphere
- Leading therapeutic discussions
- Establishing an individual and group learning contract
- Extending the discussion and applying learning

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RANGE STATEMENT

Common mistakes may include:

- Attempting to conduct therapy without a contract
- Spending too much time on one person
- Spending too little time on one person
- Focusing on irrelevant topic
- Letting members rescue each other
- Letting the session become advice giving

Recognised evaluation process may include:

- End of group evaluation
- Pre-post evaluation
- Follow up evaluation

Unit Sector(s)

Not Applicable

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CHCHC311C Work effectively in home and community care

Modification History

Not applicable.

Unit Descriptor

Descriptor

This unit describes the introductory knowledge and skills required to work effectively in a home care environment and community settings with clients, family members, staff, visitors, suppliers and others to meet established work requirements

Home care services may include: respite care, personal care, household maintenance, home modifications or maintenance, personal assistance and food services

Community settings include shops, streets, parks, day programs, venues and vehicles

Application of the Unit

Application

This unit applies to work in a home and community care setting

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Operate respectfully within a home care environment	1.1 Identify role and responsibilities and clarify with supervisor
	1.2 Follow organisation's procedures to assure client of bona fide identity before entering the house
	1.3 Use appropriate inter-personal skills to establish a positive relationship with clients
	1.4 Demonstrate respect for the work setting being the client's home and personal space and negotiate how to best implement the work plan to suit them within organisation procedures, for example in relation to managing animals
	1.5 Regularly observe and monitor changes in client behaviour and environment and report concerns immediately in accordance with organisation policy and procedure
	1.6 Complete and submit documentation relating to service delivery and travel in accordance with organisation policy and procedure

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ELEMENT	PERFORMANCE CRITERIA
2. Work ethically	2.1 Locate and read relevant *government and organisation procedures, policies, and awards, standards and legislation* and clarify uncertainties with appropriate personnel 2.2 Refer any breach or non adherence to standard procedures to appropriate personnel 2.3 Maintain confidentiality of any client matter in accordance with *organisation policy* and procedure 2.4 Show respect for rights and responsibilities of client and others in work practices 2.5 Demonstrate current working knowledge and understanding of *employee and employer rights and responsibilities* in all work undertaken 2.6 Recognise individuals and cultural differences and make adjustments as necessary to assist achievement of work requirements 2.7 Demonstrate understanding and compliance with the principles of duty of care, legal responsibilities and organisation goals and objectives in all work undertaken
3. Demonstrate importance of safety, hygiene and infection control in a home care setting and community settings	3.1 Maintain *personal hygiene*, dress standard and work practices according to organisation's manual handling and infection control requirements 3.2 Wear *personal protective equipment* correctly according to organisation requirements 3.3 Safely dispose of infectious and/or hazardous waste material according to waste management policy and procedures 3.4 Observe any changes in the work environment, equipment or client behaviours and report or initiate action within own area of responsibility, to redress any potential workplace hazards 3.5 Remain aware of own personal safety at all times and if at any time a threat is perceived, contact supervisor as per organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
4. Address relevant work issues, requirements and guidelines	4.1 Comply with organisation policy and programs 4.2 Apply broad knowledge of policy and programs such as HACC, DVA and Government community care directions 4.3 Comply with duty of care implementation in home and community settings and worker roles 4.4 Identify and address specific duty of care issues including: • role of worker • roles of other staff e.g. nurses • role of assessment care management 4.5 Address cultural and religious issues when working in home and community settings 4.6 Acknowledge and address different attitudes towards cleaning, food and personal care such as: • cultural practices • religious requirements • attitudes to gender roles • motivation to retain independence and capacity • differences between client's family members 4.7 Follow organisation policies and procedures relating to: • travel, including safety of vehicles and driving behaviour • appropriate storage of equipment • maintaining client records

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic home fire safety
- Emergency response procedures
- Ethical and legal implications of work
- Own terms and conditions of employment
- Practices to enhance sustainability, including environmental, economic, workforce and social sustainability
- Purpose of accreditation process and quality improvement practice
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant legislation, regulations, standards and policies and how to access them
- Relevant organisation procedures and awards and how to access them
- Role and function of the organisation, and relevance to specific work role
- Security procedures
- The importance and meaning of home and belongings to individuals

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with organisation procedures, policies, awards, standards and legislation relevant to a worker operating under supervision within the community services industry
- Demonstrate basic home fire safety and emergency response procedures
- Demonstrate knowledge of ramifications of infection control breaches
- Demonstrate knowledge of the ramifications of breaches of confidentiality, policies and legislation
- Identify and report workplace hazards and poisons as applied to broad work health and

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REQUIRED SKILLS AND KNOWLEDGE

safety (WHS) area

- Identify diverse attitudes and beliefs of clients and respond appropriately
- Identify own responsibilities within the workplace
- Observation and reporting

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills including:
  - functional literacy skills needed for written and oral information about workplace requirements
  - communication skills to seek clarification of tasks and to interpret and follow instructions
  - observation of client's well being and interaction with their environment and any changes in this
  - problem solving skills to constructively achieve planned outcomes
- Follow correct hygiene/infection control procedures
- Recognise opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- To establish consistency assessment should be conducted on more than one occasion to cover a variety of circumstances
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to all relevant resources commonly provided in the health service setting, including:
  - relevant policies and procedures manuals, legislation and standards
  - organisation's mission statement, strategic and business plan
  - other documentation relevant to the work context such as:
  - organisation charts
  - instructions for the use of equipment
  - specific instructions for staff
  - emergency response procedures
  - security procedures
  - relevant human resource management policies and procedures
  - quality improvement policies
  - customer service standards and policy
  - waste management policies and procedures

Method of assessment:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Type of work role should consider:	• Accreditation standards • Individual awards and benchmarks • Legislation relevant to work area • Level of responsibility • Organisation guidelines
Organisation policy on confidentiality may relate to:	• Access to records • Carriage and storage of records • Collection and use of client's personal and health information • Destruction of records • Release of information
Government and organisation procedures, policies, awards, standards and legislation may include:	• Carer and respite programs • Disability Services Program standards and policies • Health records legislation • Home and Community Care National Service Standards • National Program Guidelines for the Home and Community Care Program • WHS industry guides • Packaged Care Guidelines • Privacy legislation • Quality management policy and practice • Relevant health regulations and guidelines • State and Territory community care program policies • Veterans Home Care Program standards and policies

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RANGE STATEMENT

Employee rights and responsibilities may relate to:	• Adherence to WHS procedures • Attendance requirements • Confidentiality and privacy of organisation, patient and colleague information • Duty of care responsibilities • Leave entitlements • Obeying lawful orders • Protection from discrimination and sexual harassment in the workplace • The right to union representation
Employer rights and responsibilities may relate to:	• Enterprise workplace agreements • Legislative requirements for employee dismissal i.e. Workplace Relations Act • Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation) • Relevant State and Territory employment legislation i.e. wage rates, employment conditions
Personal hygiene may include:	• Clean uniforms worn correctly • Standard and additional precautions • Washing hands according to specified standards
Personal protective equipment (*PPE*) *may include*:	• Enclosed footwear • Gloves • Plastic aprons

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RANGE STATEMENT

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Quality activities may include:

- Assessing/observing/measuring environmental factors
- Checking equipment
- Monitoring tasks
- Observing changes in client's well being and environment
- Reporting and implementing suggested improvements
- Responding to surveys and questionnaires
- Seeking and utilising client feedback

Designated knowledge/skill development may include:

- Communication, conflict resolution
- Cultural awareness
- Customer service
- Discrimination, harassment and bullying in the workplace
- Emergency procedures
- Formal and informal resolution of grievances
- Hazard control
- Infection control
- Observation
- WHS
- Others
- Quality improvement policy and practice
- Security procedures
- Waste management

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Unit Sector(s)

Not Applicable

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CHCHC401C Coordinate and monitor home-based support

Modification History

Version 3	Version 4	Comments
CHCHC401B Coordinate and monitor home based support	CHCHC401C Coordinate and monitor home based support	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to coordinate and monitor the delivery of home-based support services in a community services context

Application of the Unit

Application

This unit applies to work in a home and community care context

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain appropriate relationships with client and carer	1.1 Introduce oneself appropriately
	1.2 Demonstrate courtesy towards the client and carer
	1.3 Conduct interpersonal exchanges in a manner that develops and maintains trust
	1.4 Maintain confidentiality and privacy of the client within organisation policy and protocols
	1.5 Conduct interpersonal exchanges in a manner that respects cultural sensitivities and needs
	1.6 Support the interests, rights and decision-making of the client in all dealings
	1.7 Ensure client has *information* and understands rights, responsibilities, service guidelines and costs

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ELEMENT	PERFORMANCE CRITERIA
2. Determine client needs	2.1 Clarify client goals, capacities and service needs according to original assessment and care plan 2.2 Relate determination of needs to context of assessment and need for home-based support services 2.3 Gather client information over a *period of time consistent with client requirements* 2.4 Determine client needs using *strategies appropriate for the client and circumstances* 2.5 Determine client needs according to *government and organisation procedures, policies, standards and legislation* 2.6 Identify *indicators* that additional information might be required in some areas 2.7 Identify client's language, cultural or religious practices which support staff would need to adhere to or which may require change in work practices 2.8 Complete documentation according to organisation procedures
3. Determine safety requirements for support	3.1 Identify *hazards* that would be associated with providing support 3.2 Complete a risk minimisation plan 3.3 Support client to address risk, where the risk cannot be managed within organisation's legitimate role 3.4 Complete documentation according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
4. Provide appropriate support staff	4.1 Identify support staff with *best match to client's requirements* 4.2 Provide support staff with *necessary details* to support client 4.3 Provide support staff with details to work safely in the client's home 4.4 Determine that the support staff is familiar with the organisation policies and procedures, duty of care and other legislative requirements 4.5 Determine that the support staff is familiar with the boundaries of their role 4.6 Determine that support staff is familiar with record-keeping requirements 4.7 Identify staff skill concerns and report *need for training* and other support
5. Monitor support services	5.1 Check client functioning and progress from a range of information 5.2 Identify indicators that issues and concerns may be present 5.3 Address any concerns with the support worker, and if necessary the client 5.4 Identify strategies to address concerns and issues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Appropriate role and responsibility boundaries for people working in the community
- Basic home fire safety
- Emergency response procedures
- Ethical and legal implications of work
- Work health and safety (WHS) risk assessment in the home environment
- Purpose of accreditation process and quality improvement practice
- Rationale underpinning practices to enhance sustainability, including environmental, economic, workforce and social sustainability
- Relevant legislation including that relating to workhealth and safety (WHS)
- Relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Role and function of the organisation, and relevance to specific work role
- Security procedures
- Strategies to determine needs of older people and people with disabilities in a home environment
- Terms and conditions of employment
- The importance and meaning of home and belongings to individuals
- Understanding the nature and significance of working in the client's home and in community venues

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with organisation procedures, policies, awards, standards and legislation relevant to a worker operating under supervision within the community care sector
- Demonstrate knowledge of the ramifications of breaches of confidentiality, policies,

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REQUIRED SKILLS AND KNOWLEDGE

legislation and infection control

- Identify and report workplace hazards and poisons as applied to broad WHS area
- Identify and respond to staff skill requirements
- Identify own responsibilities within the workplace
- Match client support needs with support worker characteristics
- Monitor basic home fire safety and emergency response procedures
- Monitor service provision on site, off site and on call
- Observation and reporting

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills including:
  - communication skills to seek clarification of tasks and to interpret and follow instructions
  - functional literacy skills needed for written and oral information about workplace requirements
  - problem solving skills to constructively achieve planned outcomes
- Follow correct hygiene/infection control procedures
- Take into account, use and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- To establish consistency assessment should be conducted on more than one occasion to cover a variety of circumstances
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to all relevant resources commonly provided in the health service setting, including:
  - relevant policies and procedures manuals, legislation and standards
  - organisation's mission statement, strategic and business plan
  - other documentation relevant to the work context such as:
  - organisation charts
  - instructions for the use of equipment
  - specific instructions for staff
  - emergency response procedures
  - security procedures
  - relevant human resource management policies and procedures
  - quality improvement policies
  - customer service standards and policy
  - waste management policies and procedures

Method of assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:

- Feedback from carer
- Feedback from client
- Home visit
- Support worker case notes
- Verbal feedback from support worker

Period of time consistent with client requirements includes:

- Time required to establish professional comfort
- Time required to share information that evokes identification of needs

Strategies appropriate for the client and circumstances may include:

- Checklists
- Conversation
- Formal assessment
- Informal assessment
- Stories

Government and organisation procedures, policies, standards and legislation may include:

- Carer and respite programs
- Disability Services Program standards and policies
- Health records legislation
- Home and Community Care National Service Standards
- National Program Guidelines for the Home and Community Care Program
- WHS industry guides
- Packaged Care Guidelines
- Privacy legislation
- Quality management policy and practice
- Relevant health regulations and guidelines
- State and territory community care program policies
- Veterans Home Care Program standards and policies

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RANGE STATEMENT

Indicators may include:

- Carer discomfort
- Client discomfort
- Condition of home and community venues

Hazards may include:

- Client behaviours
- Electrical outlets and appliances
- Flooring
- Furniture
- Pathways
- Pets
- Rugs
- Stairs

Best match to client's requirements includes:

- Gender
- Personality
- Time availability consistent with client requirements
- Values base

Necessary details may include:

- Carer issues
- Client idiosyncrasies
- Client preferences
- Client sensitivities
- Conflict between client and carer
- Specifics of support activities

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RANGE STATEMENT

Need for training may include, but is not limited to:

- Cardiopulmonary resuscitation (CPR) emergency response and notification protocols
- Communication and conflict resolution
- Cultural awareness
- Customer service
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Infection control
- Manual handling
- WHS
- Quality improvement policy and practice
- Security procedures
- Waste management

Basic home fire safety includes:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Unit Sector(s)

Not Applicable

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CHCIC201B Communicate with children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for worker to communicate with children

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate positively with children	1.1 Use routines to welcome and farewell children
	1.2 Listen attentively and responsively
	1.3 Explore the child's interests and concerns through conversation
	1.4 Model positive and respectful *communication* style
	1.5 *Be accessible for the child* to initiate contact
	1.6 Respond to non-verbal cues
	1.7 Acknowledge and accept children's feelings
	1.8 Modify interactions in response to child's mood
	1.9 Promote enjoyment and fun
2. Apply *limits and guidelines* for behaviour within *service policies*	2.1 Model appropriate behaviour to the child
	2.2 Redirect children to more positive behaviours as necessary
	2.3 Clearly communicate to children guidelines and limits for their behaviour
	2.4 Respond to children's behaviour according to service policy and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Importance of modelling
- Importance of listening
- The range of children's feelings and reactions to key events in their lives
- The importance of consistent communication of guidelines for children's behaviour
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate verbally and non-verbally and set and apply appropriate limits, taking into account child's age, development, culture and needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills including:
  - interpersonal relationship
  - active listening
  - use and respond to non-verbal communication and cues of children

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Be accessible for the child may include:

- Proximity to child
- Making eye contact
- Working at child's level

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RANGE STATEMENT

Communication with children will vary according to the age of the child *Some examples are*:	*For babies and infants* • Worker responds to non-verbal cues and decides whether a response is required • Initiation or reflection of babbling and cooing • Responds to crying in ways that meets the babies/infants need *For toddlers* • Responds to verbal and non-verbal communication of the toddler • Spend sufficient time to respond to child's comments *For 3 to 5 year olds* • Conversations during routines and experiences *For 6 to 12 year olds* • Interactions are more reciprocal • Communication focuses on events that are important • Interactions are often informal in nature
The application of guidelines and limits will vary according to the age of the child *Some examples are*:	*For babies and infants* • Saying no • Remove child from problem/trouble • Distract to another activity *For toddlers*: • Patiently respond, provide a consistent message *For 3 to 5 year olds*: • Communicate the guidelines of the service clearly *For 6 to 12 year olds* • Will involve discussions with children e.g. About the reason the guideline is required
Service policies on response to behaviour may include:	• Accurate documentation of incident • Report incidents to colleagues, more senior workers or appropriate authority

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RANGE STATEMENT

Limits and guidelines may cover:

- Out of bounds areas
- Expectations about behaviour with other children/adults
- Procedures for health and safety

Unit Sector(s)

Not Applicable

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CHCIC301E Interact effectively with children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts Workers may be under direct supervision or working autonomously

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Communicate positively with children* on an ongoing basis	1.1 Use language style that is appropriate for child's age, developmental stage and culture 1.2 Use *key words of meaning* to a child 1.3 Ensure *non-verbal communication* is appropriate and relevant 1.4 Ensure interactions are frequent, caring and respectful 1.5 Use non-gender-specific and non-stereotypical language
2. Promote *positive behaviour*	2.1 Communicate to child, *positive and realistic expectations* of their behaviour 2.2 Regularly identify and explain to children examples of positive behaviour 2.3 Use clear communication that suggests positive options to encourage a child's cooperation 2.4 Draw child's attention to positive aspects of the child's behaviour 2.5 *Apply limits to behaviour* within *service policies*

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ELEMENT	PERFORMANCE CRITERIA
3. Collaborate with children about their interests	3.1 *Consult children* using a range of communication forms 3.2 Interact and collaborate with all children in the service on a regular basis 3.3 *Encourage children to consider new ideas and interests* that haven't previously been catered for in the service 3.4 Allow sufficient time for children to express their ideas in a variety of contexts 3.5 Positively acknowledge and act upon suggestions whenever possible
4. Respect similarities and differences and encourage children to respect these differences	4.1 Identify and talk about children's likes and dislikes 4.2 Talk about differences as resources, not as inferior or a problem 4.3 Respond positively and with respect to different communication styles used by children
5. Support children in learning about the decision-making process	5.1 Assist children to share their ideas, discuss limitations and solve problems 5.2 Clearly describe to children limitation of *resources* 5.3 Discuss *safety factors and legal requirements* that may constrain options 5.4 Assist children to plan implementation of ideas/ suggestions 5.5 Acknowledge suggestions that cannot be used and explore alternatives with the children

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of behaviour management strategies to respond to difficult behaviours e.g. Natural consequences, logical consequences, modifying/changing programs, reinforcing positive behaviour, extinguishing unacceptable behaviours
- Acceptable and unacceptable behaviours - review of own stance and reflection on own values
- Antecedents of behaviour - learned habits, context influences, social influences
- Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others
- Cross cultural issues in delivery of services
- Culturally appropriate communication methods, styles, words
- Culturally based expectations about communication
- Developmental and emotional reasons for inappropriate behaviour
- Different cultural practices and expectations about children's behaviour and about responses to children's behaviour
- Different family practices, expectations and styles of discipline and norms about behaviour in different cultures and social groups
- How children learn
- Identification of environmental factors that can affect a child's behaviour
- Importance of:
  - consistent communication of guidelines for children's behaviour
  - developing child's self-esteem, respect for child
  - listening
  - modelling
- Needs of children with a developmental disability and relevant strategies to use
- Organisation standards, policies and procedures
- Positive behaviour guidance strategies

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REQUIRED SKILLS AND KNOWLEDGE

- Relevant health and safety policies and requirements
- Rights of children
- Stage of child development and age appropriate expectations of children's behaviour
- The importance children's input and ideas
- The range of children's feelings and reactions to key events in their lives

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess and respond appropriately to challenging behaviours
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account child's age, development, culture and needs
- Communicate with children whilst valuing individuality and differences
- Involve children in decision-making and planning giving due regard to their age, development and abilities
- Take into account child's age, activities, development, culture and needs when communicating with children

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills including:
  - interpersonal relationship
  - active listening
  - non-verbal communication and cues of children
  - communication skills of questioning, informing, listening, discussing
  - identifying the capabilities of individual children
  - collaboration
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Accessibility to children may include:

- Proximity to child
- Making eye contact
- Working at child's level

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RANGE STATEMENT

Communicate positively with children will vary according to the age of the child - for babies and infants

Some examples are:

- Worker responds to non-verbal cues and decides whether a response is required
- Initiation or reflection of babbling and cooing
- Responds to crying in ways that meets the babies/infants need

For toddlers

- Responds to verbal and non-verbal communication of the toddler
- Spend sufficient time to respond to child's comments

For 3 to 5 year olds

- Conversations during routines and experiences

For 6 to 12 year olds

- Interactions are more reciprocal
- Communication focuses on events that are important
- Interactions are often informal in nature

Apply limits to behaviour will vary according to the age of the child:

Some examples are:

- Saying no
- Remove child from problem/trouble
- Distract to another activity

For toddlers:

- Patiently respond, provide a consistent message

For 3 to 5 year olds:

- Communicate the guidelines of the service clearly

For 6 to 12 year olds

- Will involve discussions with children e.g. About the reason the guideline is required

Service policies on response to behaviour may include:

- Accurate documentation of incident
- Report incidents to colleagues and more senior workers

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RANGE STATEMENT

Limits and guidelines may cover:	• Out of bounds areas • Expectations about behaviour with other children/adults • Procedures for health and safety
Key words of meaning may include:	• Phrases and jargon the child uses • Namings used by the family • Language specific to an area of the child's interests e.g. Basketball
Non-verbal communication may include:	• Working at child's level • Proximity to child • Eye contact/no eye contact • Hugs and touch, as appropriate
Appropriateness of non-verbal communication may include:	• Culturally appropriate • Age appropriate • Style of communication e.g. Formal - informal
Worker's communication of care and respect in their interactions may be through:	• Tone of voice • Style of interaction
Styles of interaction may include:	• Noisy or quiet • Rougher or gentler • Verbal or physical
Style of interaction will vary according to:	• Child's age • Developmental stage • Child's needs • Child's abilities • Child's personality

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RANGE STATEMENT

Positive behaviour may be promoted by:

- Verbal comments and attention
- Physical contact e.g. hug
- Providing physical and psychological space
- Opportunities that suit the child's preferences
- Opportunities to redirect energy are created
- Acknowledgment and encouragement

Limits and guidelines may cover:

- Out of bounds areas
- Expectations about behaviour with other children/adults
- Procedures for health and safety

Methods to promote positive behaviour will vary according to the age of the child

Some examples are:

For babies, infants and toddlers:

- Smiles
- Attention
- Distraction

For 3 to 5 year olds:

- Choice of favourite activity
- Praise, encouragement
- Anticipating trouble and redirecting or distracting child

For 6 to 12 year olds:

- Non-verbal communication appropriate to age and peer group
- Talking about feelings
- Modelling

For some developmentally delayed children these may be used in addition:

- Tangible rewards
- Charts

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RANGE STATEMENT

Positive and realistic expectations of children's behaviour will be demonstrated differently according to the age of the child	*For babies and infants*: • Smiling • Clapping verbal and non-verbal approval
Some examples are:	*For toddlers*: • Modelling • Repetition of guidance's for appropriate behaviour e.g. 'we walk inside' • Talking about appropriate behaviour *For 3 to 5 year olds*: • Reasons for guidelines are explained *Or 6 to 12 years old*: • Children will be involved in the establishing of guidelines
Guidelines are communicated to:	• Children, especially those new to the service • Parents • Potential users of the service • Relief or other staff

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RANGE STATEMENT

The application of guidelines and limits will vary according to the age of the child:	*For babies and infants*: • Saying 'no' is reserved for situations where safety is a concern • Remove child from problem/trouble • Distract to another activity *For toddlers*: • Patiently respond, provide a consistent message • Acknowledge feelings • Provide appropriate activities to release feelings • Reason for limit is explained in simple terms to child *For 3 to 5 year olds*: • Provide a consistent message • Acknowledge feelings • Provide appropriate activities to release feelings *For 6 to 12 year olds*: • Children are involved in the establishment of guidelines • Written guidelines can be given to children • Periodically reviewing guidelines
Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:	• Family crisis • Family stress and problems • Major changes in the child's profile
Other circumstances which may influence the workers response include:	• Location of incident • Risk to child or others • Other potential or actual consequences
Serious incidents may be reported according to the service's guidelines to:	• Parent/s of the child • Parent/s of other children affected • Co workers • Management/supervisor

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RANGE STATEMENT

Service policy and procedures on response to serious incidents or behaviour may include:	• Accurate documentation • Report incidents to colleagues and more senior workers
Consult children may relate to all their interests including:	• Food • Discipline policies • Activities • Programming • Behaviour • Parents • Staff
Communication that may be used to consult and collaborate with children include:	• Verbal and written and non-verbal • In a group or individual discussions • On regular basis and spontaneous • Surveys/ evaluations • Requests, chatting • Discussions, meetings • Suggestion boxes • Anecdotal • Listening to informal conversations
Encourage children to consider new ideas and interests may include:	• Encouraging children to consult with each other • New and stimulating material is presented to children • Children's ideas are shared with others in a group situation
Resources that are limited may include:	• Physical environment • Equipment • Time available • Staff numbers • Budget • Space

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RANGE STATEMENT

Safety factors and legal requirements may include:

- Staff ratios
- Behavioural or medical problems
- Duty of care responsibilities
- 'Sunsafe' policy
- Staff ratio for excursions
- High risk activities
- Weather
- Location of activity

Unit Sector(s)

Not Applicable

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CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to support participation of Aboriginal and/or Torres Strait Islander children and families in children's services

This support includes contributing to other children's understanding and acceptance of Aboriginal and/or Torres Strait Islander culture and history and removal of potential barriers to their participation in children's services

Application of the Unit

Application

This unit is intended for children services workers to encourage and promote understanding and acceptance of inclusion of Aboriginal and/or Torres Strait Islander people in environments where they may or may not work directly with Aboriginal and/or Torres Strait Islander children and families

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify influence of own cultural identity on interactions with Aboriginal and/or Torres Strait Islander people and communities	1.1 Identify *significant events* in own family history which may influence own current beliefs and values 1.2 Identify *aspects of the environment* which influence own *cultural identity* 1.3 Examine aspects of family history and personal cultural identity for impact on personal values and potential impact on interactions with Aboriginal and/or Torres Strait Islander children and families
2. Apply understanding of impacts of colonisation on Aboriginal and/or Torres Strait Islander people and communities	2.1 Identify and analyse *Aboriginal and/or Torres Strait Islander historical issues* of current workplace at local, regional and state levels 2.2 Identify contemporary impacts of historical issues on Aboriginal and/or Torres Strait Islander people 2.3 Research the *diversity* of Aboriginal and/or Torres Strait Islander populations in community and children's services organisation

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ELEMENT	PERFORMANCE CRITERIA
3. Support the cultural identity of Aboriginal and/or Torres Strait Islander children and families	3.1 Identify and consult with appropriate persons to obtain knowledge of local Aboriginal and/or Torres Strait Islander groups 3.2 Obtain knowledge about the cultural identity of any Aboriginal and/or Torres Strait Islander children and families currently involved in or receiving services from the children's services organisation 3.3 Process *information* in a culturally sensitive way including identification of how and with whom information can be shared 3.4 Provide opportunities for Aboriginal and/or Torres Strait Islander children and families to share context and cultural knowledge 3.5 Provide opportunities for children and families to enhance their experience of *cultural diversity* 3.6 Demonstrate respect for Aboriginal and/or Torres Strait Islander *languages* in the workplace context
4. Create environments to support children's cross-cultural understanding and relationships	4.1 Plan and implement experiences that foster positive attitudes to inclusiveness and cultural diversity 4.2 Encourage all children to be aware of and to respect Aboriginal and/or Torres Strait Islander culture and history 4.3 Promote establishment of constructive relationships with Aboriginal and/or Torres Strait Islander children and their families based on mutual respect, trust and celebration of diversity 4.4 Role model open, inclusive, equitable and ethical communication and interactions with all children and families 4.5 Promote the need to support involvement of Aboriginal and/or Torres Strait Islander families and communities in all aspects of children's participation in the organisation 4.6 Observe children's interactions and participation to identify the need for additional cultural support and cross-cultural understanding

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ELEMENT	PERFORMANCE CRITERIA
5. Support the implementation of experiences that are inclusive and recognise and celebrate difference	5.1 Gather information about children and their families to guide implementation of learning experiences to meet children's cultural needs and cross-cultural understanding 5.2 Review experiences and *resources* to ensure they accurately represent different cultures and are not discriminatory 5.3 In consultation with supervisor, plan and implement experiences that build on diverse backgrounds of students and their families 5.4 In consultation with supervisor, plan and implement experiences that focus on events, customs, belief that are relevant to Aboriginal and/or Torres Strait Islander communities
6. Support children in developing personal identity, self-esteem and positive self image	6.1 Support experiences and environments where relationships between children, workers and other adults can be established 6.2 Communicate and interact with children to build their confidence, self-esteem, self image and self efficacy 6.3 Implement group activities in consultation with the supervisor to allow children to use collaborative processes to solve problems 6.4 Engage with Aboriginal and/or Torres Strait Islander peers, mentors or other staff to support individual children where appropriate 6.5 Follow community *protocols* when engaging with *community members*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Impact of colonisation on Aboriginal and/or Torres Strait Islander people
- Equity and diversity principles
- Difference between cultural groups
- Organisation policies and initiatives designed to support participation for Aboriginal and/or Torres Strait Islander children and families
- Anti-discrimination and stereotyping
- Information sources for local Aboriginal and/or Torres Strait Islander people, where appropriate
- Local protocols for interacting with Aboriginal and/or Torres Strait Islander community, where appropriate

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interact in culturally appropriate ways with Aboriginal and/or Torres Strait Islander people
- Use a range of inclusive strategies that encourage engagement of Aboriginal and/or Torres Strait Islander people and celebrate diversity
- Use a range of strategies, in consultation with the supervisor, that encourage all children to develop cross-cultural understanding and respect and that support and build self-esteem of Aboriginal and Torres Strait Islander children and their families

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Use observation skills to be able to identify any additional approaches that may be provided to support participation
- Communicate effectively to liaise between differing cultural contexts
- Use a range of communication styles to suit differing audiences and purposes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Access to:
  - organisation's policies, procedures and definition of workplace diversity
  - current Aboriginal and/or Torres Strait Islander children's profile and information, where appropriate
  - current information on organisation's diversity
  - current information on the diversity of immediate community

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Significant events may include:

- Schooling experience
- Divorce
- Family composition
- Migration
- Health
- Financial factors
- Housing arrangements
- Death of a family member
- Attendance, high mobility between child care centres and long absences in between

Aspects of the environment may include:

- Weather
- Political circumstances
- Government policy
- Religious freedom
- Education opportunity
- Freedom of speech
- Dominant/minority groups
- Equal rights
- Media
- Songs
- Ceremony

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RANGE STATEMENT

Cultural identity refers to the relationship with:

- Place
- People
- Environment
- Belief system
- History
- Tradition
- Society

Aboriginal and/or Torres Strait Islander historical issues may include:

- Stolen generation
- Invasion and colonisation
- Healthcare
- Education
- White Australia Policy

Diversity may include:

- Population
- Language
- Law
- Ceremonies
- Literacy
- Employment
- Living conditions
- Lifestyles
- Customs
- Beliefs

Information may include:

- Languages spoken
- Attendance records
- Health status
- Learning performance
- Family situations
- Name of traditional custodians of the land
- Names of elders and local families

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RANGE STATEMENT

Cultural diversity refers to:	• The range of knowledge, skills and experiences brought to a situation by all members of a group • The range of perspectives, responses and ideas possible within a diverse group
Languages may include:	• Aboriginal languages and dialects • Torres Strait Islander languages and dialects • Torres Strait Creoles, Yumpla tok • Aboriginal English • Kriol and other Australian creoles
Approaches to student support outside of the childcare environment may include:	• Aboriginal Community Controlled Health Organisations • Cultural groups • Sporting groups • Parent support groups
Community resources may include:	• Elders • Tradition • Oral histories • Artefacts • Music and dance • Paintings and artwork • Land and 'country' • Places • Strictures • Community members • Organisations

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RANGE STATEMENT

Culturally appropriate refers to:

- Local context
- Social norms of the cultural group
- In the context of 'Country'
- Kinship structures
- Verbal and on verbal communications protocols
- Gender specific issues
- Language
- Use of information
- Beliefs systems

Protocols may include:

- Talking to the right people
- Land ownership
- Family/kinship/clan/group

Community members may include:

- Elders
- Family and relatives
- Organisations
- Others in the community

Unit Sector(s)

Not Applicable

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CHCIC303B Work within a regulatory framework specific to children's services

Modification History

Version 3	Version 4	Comments
CHCIC303A Work within a regulatory framework specific to children’s services	CHCIC303B Work within a regulatory framework specific to children’s services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to meet the regulatory obligations of practice within the children's services industry

Application of the Unit

Application

This unit applies to a range of children's services work environments and job roles

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify regulatory requirements	1.1 Access current, comprehensive information that includes the full range of *legislation and regulatory requirements* applicable to own job role and children's service workplace
	1.2 Identify ey regulatory requirements with *supervisor*
	1.3 Clarify and confirm understanding of regulatory requirements including standards of practice to ensure consistency of interpretation and application
	1.4 Obtain clarification from supervisor about the integration of regulatory and standards requirements into practice framework for children's services
	1.5 Seek advice from supervisor when regulations and/or legislations appear to conflict with practice within the service

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ELEMENT	PERFORMANCE CRITERIA
2. Comply with regulatory requirements	2.1 Perform work duties in accordance with regulatory and standards requirements for children's services 2.2 Reflect on own performance and seek feedback from others to ensure compliance with children's services regulations and quality assurance standards 2.3 Identify and maintain a process for monitoring changes to regulatory requirements that impact on the job role and children's services workplace
3. Report incidents of non compliance with regulations and industry standards	3.1 Raise *breaches of regulations, standards and legislation* with the supervisor according to organisation processes 3.2 Identify and report to the supervisor *inadequacies in workplace procedures* that may contribute to non compliance of regulations, standards or legislation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Range of legislation, standards and regulations that apply to children service workers and the children services environment
- Organisation policies and procedures for ensuring compliance with regulations, standards and legislation
- Relationship between quality assurance standards and regulations
- Relevant bodies with carriage and enforcement responsibilities for standards, regulations and legislation
- Variance in regulatory compliance across jurisdictions
- Organisations process for maintaining up to date knowledge of compliance requirements in the children's services industry

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Locate and interpret copies of regulations and quality assurance standards provided by the children's services workplace
- Apply regulations and quality assurance standards for children's services workers into daily duties
- Seek clarification to increase understanding of regulatory requirements and how to apply them in the job role
- Self reflect and monitor own compliance with regulatory requirements
- Communicate with others about complex information such as legislation and related materials for quality assurance standards and regulatory requirements
- Use technology to access information on legislation, standards and regulations related to children's services

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use literacy skills to read and interpret complex information
- Follow processes and guidelines as required to implement regulatory requirements in the workplace
- Assess situations of non compliance and identify implications and consequences of non compliance for the children, organisation, worker and others

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Legislation and regulatory requirements may include:

- Child Care Quality Assurance Standards
- Legislation and regulations:
  - work health and safety (WHS)
  - duty of care
  - child protection and relevant mandatory reporting requirements
  - privacy
  - anti-discrimination
- Regulations relating to:
  - administration of medications
  - safe physical environments
  - communications
  - emergency procedures
  - staff and child ratios
  - food and hygiene handling and preparation
  - transportation
  - inclusiveness and diversity
  - police and criminal history checks
  - staff qualifications
  - group sizes
  - safe sleeping
  - infection control

Supervisor may include:

- Group leader
- Coordinator
- Team Leader
- Director
- Management body

Breaches of regulations, standards and legislation may include:

- Intentional breaches by staff, supervisor, parent/ carer
- Negligence
- Unintentional breaches by staff, supervisor, parent/carer

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RANGE STATEMENT

Inadequacies in workplace procedures may include:	• Invalid policies and procedures due to changes in regulations, work environment or legislation • Unrealistic procedures which hinder the capacity to comply with legislation • Inadequate resources available • Timeframes for completion of tasks • Lack of training to support understanding and compliance with procedure

Unit Sector(s)

Not Applicable

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CHCIC501B Manage children's services workplace practice to address regulations and quality assurance

Modification History

Version 3	Version 4	Comments
CHCIC501A Manage children’s services workplace practice to address regulations and quality assurance	CHCIC501B Manage children’s services workplace practice to address regulations and quality assurance	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to facilitate the evaluation of an organisation involved in delivery of children's services through a quality assurance process and to manage regulatory compliance

Application of the Unit

Application

This unit applies to workers in children's services workplaces

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate an organisation self evaluation process	1.1 Conduct focus groups, questionnaires and/or interviews with clients to receive feedback 1.2 Conduct focus groups, questionnaires and/or interviews are with other *stakeholders* to receive feedback 1.3 Conduct record audits 1.4 Complete self evaluation report for the organisation in which practice is reviewed against nominated *standards and regulations* 1.5 Complete appropriate *documentation*
2. Facilitate the development of a quality improvement plan	2.1 Assess the organisation's performance against the standards and identify gaps and opportunities for improvement 2.2 Develop strategies to address identified gaps and implement improvements 2.3 Where appropriate, consult relevant stakeholders in developing a quality improvement plan

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ELEMENT	PERFORMANCE CRITERIA
3. Implement a quality improvement plan	3.1 Develop quality improvement workplan, including performance criteria and timeframes to evaluate progress 3.2 Regularly monitor the quality improvement workplan 3.3 Prepare regular reports against the workplan and present to relevant parties 3.4 Revise workplan according to relevant feedback
4. Coordinate the organisation for an external evaluation	4.1 Inform and involve relevant stakeholders about the external evaluation process 4.2 Schedule interviews with staff and management where appropriate 4.3 Prepare all documentation for examination 4.4 Identify strategies to ensure continuous improvement mechanisms and integrate into work systems
5. Interpret and evaluate regulations and quality assurance standards relating to children's services	5.1 Maintain current knowledge of regulations and quality assurance standards for the children's services industry 5.2 Interpret and meet regulatory requirements in a timely manner and within the limits of own job role and expertise. 5.3 Seek advice from a higher authority if interpretation in not clear or possible 5.4 Analyse compliance outcomes and report on suggested strategies for increasing compliance 5.5 Report on compliance issues in line with regulations, standards, legislation and organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
6. Manage legislative and regulatory compliance in children's services organisation	6.1 Demonstrate conduct to show commitment to compliance with children's services regulations and relevant quality assurance standards 6.2 Provide opportunities and encourage staff to discuss, clarify and meet regulatory requirements 6.3 Confirm staff understanding of regulatory and standards obligations and determine needs for professional development 6.4 Undertake risk assessment for non compliance with regulations and quality assurance standards for the children's service industry 6.5 Develop strategies to address risk according to organisation policy 6.6 Create learning opportunities for all staff from situations of compliance and non compliance without compromising confidentiality or privacy

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislation, standards and regulations relevant to the children's services industry
- Knowledge of process for engaging stakeholders in the planning and consultation stages of quality assurance
- Knowledge of systems to support the quality assurance process - including government and non government consultants, resources and personnel
- Best practice principles and emerging trends in service delivery area
- Quality assurance standards and practices
- Systemic approaches to developing work plans including the development of objectives and performance criteria
- Compliance requirements for regulations within the children's service industry
- Currency of knowledge about regulations, quality assurance standards and legislation
- Systems to monitor and ensure compliance with regulatory requirements by all staff as required

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of quality assurance processes
- Locate and interpret regulations, quality assurance standards and complex legislation
- Disseminate information about compliance requirements in a manner that is comprehensible accurate for staff to implement strategies to meet compliance requirements
- Analyse information about compliance and non compliance and report on this to relevant people
- Coordinate a self assessment process at an organisation level
- Maintain knowledge of best practice

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - goal setting
  - communication
  - ability to develop policy
  - evaluation and review
  - consultation
  - report writing

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a relevant workplace or appropriately simulated environment where assessment may take place

Method of assessment may include:

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning
- Documentation/written reports

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Standards and regulations may include but are not limited to:

- Child care regulations
- Care Quality Assurance Standards
- Legislation:
  - work health and safety (WHS)
  - child protection and mandatory reporting
  - privacy
  - equal employment opportunity

Documentation may include but is not limited to:

- Policies and procedures
- Records
- Continuous improvement plans
- Procedural forms, checklists, etc
- Self study report
- Policies and procedures

Stakeholders may include but are not limited to:

- Staff
- Families and children
- Government departments
- Management
- Other service providers
- Local community
- Funding bodies
- National Childcare Accreditation Council
- Management body

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Unit Sector(s)

Not Applicable

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CHCIC510A Establish and implement plans for developing cooperative behaviour

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to establish, monitor and implement both individual and group plans for behaviour modification

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and review behaviour causing concern	1.1 Gather information from all those involved with the child
	1.2 Review behaviour in a range of situations and contexts, recognising gender impacts on behaviour
	1.3 Observe and analyse behaviour to identify triggers, or consequences which are maintaining the behaviour
	1.4 Review program routines and timetabling for possible influence on behaviour
	1.5 Facilitate interpretation of child's behaviour among others involved with the child
	1.6 Seek advice as required
	1.7 Report *incidents causing concern* to parent/s, colleagues or others as appropriate
	1.8 Discuss options for response with parent/s
	1.9 Discuss needs and concerns of other children affected by the incident

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ELEMENT	PERFORMANCE CRITERIA
2. Establish and apply *limits and guidelines* for behaviour	2.1 Establish guidelines that are consistent with the abilities of the children 2.2 Establish guidelines relevant to the culture and background of the children and policies of the centre 2.3 Develop guidelines in conjunction with children according to their ability to do so 2.4 Decide how to respond and implement clearly and assertively
3. Develop a plan to guide a particular child's behaviour	3.1 Identify longer term and short term objectives in the plan 3.2 Clearly identify more acceptable alternative behaviours in the plan 3.3 Develop plan in accordance with philosophy and policies of the service 3.4 Develop goals of the plan consistent with child's abilities, age and developmental stage 3.5 Ensure plan is realistic according to *resources* available 3.6 Set plan in consultation with staff/ parents and others who are caring for the child 3.7 Ensure plan considers relevant cultural norms, and processes for responding to behaviour 3.8 Identify resource and referral bodies and seek advice as necessary

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ELEMENT	PERFORMANCE CRITERIA
4. Implement and monitor behaviour plan	4.1 Inform child of specific *expectations* for behaviour in ways appropriate to their level of understanding 4.2 Inform all workers involved in implementing the plan of its rationale, limits and strategies 4.3 Inform all involved of strategies so all are reinforcing the plan 4.4 Minimise as far as possible, factors that may lead to or maintain inappropriate behaviour 4.5 Support workers to implement the plan effectively and consistently

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Stage of development/age appropriate expectations of children's behaviour
- Theory of circle of security in behaviour support
- Acceptable and unacceptable behaviours - review of own stance and reflection on own values
- Culturally based expectations about children's behaviour
- Culturally based expectations about responses to children's behaviour
- Developmental and emotional reasons for inappropriate behaviour
- Different family styles of discipline and norms about behaviour in different cultures and social groups
- Rights of children
- Relationship based strategies to help children learn about cooperative behaviour
- Antecedents of behaviour - learned habits, context influences, social influences
- Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others
- Organisation standards, policies and procedures
- Stages of child development
- How children learn
- The importance children's input and ideas
- Health and safety policies and requirements
- Culturally based expectations about communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Form positive relationships with children, respect of parental expectations and their

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REQUIRED SKILLS AND KNOWLEDGE

cultural values and to act within the organisation's behaviour response policy

- Interact with children, giving due regard to child's age, development, culture, and needs
- Involve children in decision-making and planning, giving due regard to the children's age, development and abilities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate respect for children's individual differences and choices (e.g. not to participate)
- Use stress management strategies to calm down before responding to incidents of difficult behaviour
- Demonstrate application of skills including:
  - using non-verbal communication that reinforces verbal communication
  - communication skills of questioning, informing, listening, discussing
  - identifying the capabilities of individual children
  - collaboration
  - active listening
  - interpersonal relationship

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions, over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Positive behaviour may be promoted by:

- Verbal comments and attention
- Physical contact e.g. hug
- Providing physical and psychological space
- Opportunities that suit the child's preferences
- Opportunities to 'let off steam' are created
- Acknowledgment and encouragement

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RANGE STATEMENT

Limits and guidelines may cover:

- Out of bounds areas
- Expectations about behaviour with other children/adults
- Procedures for health and safety

Methods to promote positive behaviour will vary according to the age of the child

Some examples are:

For babies, infants and toddlers:

- Smiles
- Attention
- Distraction

For 3 to 5 year olds:

- Choice of favourite activity
- Praise, encouragement
- Anticipating trouble and redirecting or distracting child

For 6 to 12 year olds:

- Non-verbal communication appropriate to age and peer group
- Talking about feelings
- Modelling

For some developmentally delayed children these may be used in addition:

- Tangible rewards
- Charts

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RANGE STATEMENT

Expectations of children's behaviour will be demonstrated differently according to the age of the child

Some examples are:

For babies and infants

- Smiling
- Clapping verbal and non-verbal approval

For toddlers:

- Modelling
- Repetition of guidance's for appropriate behaviour e.g. 'we walk inside'
- Talking about appropriate behaviour

For 3 to 5 year olds:

- Reasons for guidelines are explained

For 6 to 12 years old:

- Children will be involved in the establishing of guidelines

Guidelines are communicated to:

- Children, especially those new to the service
- Parents
- Potential users of the service
- Relief or other staff

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RANGE STATEMENT

The application of guidelines and limits will vary according to the age of the child:

For babies and infants:

- Saying 'no' and using the child's name e.g. 'James, no' with use of appropriate facial expressions and tone of voice
- Remove child from problem/trouble
- Distract to another activity

For toddlers:

- Patiently respond, provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings
- Reason for limit is explained in simple terms to child

For 3 to 5 year olds:

- Provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings

For 6 to 12 year olds:

- Children are involved in the establishment of guidelines
- Written guidelines can be given to children
- Periodically reviewing guidelines

Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:

- Family crisis
- Family stress and problems
- Major changes in the child's profile

Other circumstances which may influence the workers response include:

- Location of incident
- Risk to child or others
- Other potential or actual consequences

Incidents causing concern may be reported according to the service's guidelines to:

- Parent/s of the child
- Parent/s of other children affected
- Co workers
- Management/supervisor

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RANGE STATEMENT

Service policy and procedures on response to serious incidents or behaviour may include:	• Accurate documentation • Report incidents to colleagues and more senior workers
Communication that may be used to consult and collaborate with children include:	• Verbal and written and non-verbal • In a group or individual discussions • On regular basis and spontaneous • Surveys/ evaluations • Requests, chatting • Discussions, meetings • Suggestion boxes • Anecdotal • Listening to informal conversations
Ways in which children are encouraged to consider new ideas and interests may be through:	• Encouraging children to consult with each other • New and stimulating material is presented to children • Children's ideas are shared with others in a group situation
Resources that are limited may include:	• Physical environment • Equipment • Time available • Staff numbers • Budget • Space
Safety and legal requirements may include:	• Staff ratios • Behavioural or medical problems • Duty of care responsibilities • 'Sunsafe' policy • Staff ratio for excursions • High risk activities • Weather • Location of activity

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RANGE STATEMENT

Children can be consulted about all their interests including:

- Food
- Discipline policies
- Activities
- Programming
- Behaviour
- Parents
- Staff

Unit Sector(s)

Not Applicable

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CHCIC511A Implement and promote inclusive policies and practices in children's services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for workers to implement and promote inclusive policies and practices in children's services work

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the development of inclusive policies	1.1 Conduct discussion on contemporary literature in regard to inclusive policies and practices 1.2 Review service philosophy, policies and procedures to incorporate inclusive policies and practices
2. Demonstrate inclusive practices	2.1 Ensure *language used* does not convey bias 2.2 Discuss potential negative impacts of comments that are unfair or biased 2.3 Ensure own interactions respond to all children in the service 2.4 Explore options for children to participate in their community 2.5 Where appropriate, if children appear to have *experienced exclusion*, sensitively seek to obtain information about the nature of those experiences 2.6 Provide positive experiences to support children who may have experienced exclusion

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ELEMENT	PERFORMANCE CRITERIA
3. Support the development of inclusive practices in the service	3.1 Plan and implement programs that reflect inclusive principles and value *diversity* 3.2 Develop and implement anti-bias philosophy, policies and procedures 3.3 Construct the *environment to convey images of diversity* among children and families 3.4 Use information about the range of different abilities, cultural values, beliefs and child rearing practices to guide child care practices 3.5 *Provide information to others* about inclusive principles 3.6 Regularly identify, evaluate and develop inclusive practices 3.7 Identify any current practices which allow bias and develop strategies to address bias
4. Support the development of inclusive resources	4.1 Review current resources and modify or discard if inconsistent with inclusive principles 4.2 Ensure characters portrayed in selected material are realistic and non stereotypical 4.3 Ensure selected resource materials do not distort or omit key areas of information about people
5. Promote respect for diversity among children	5.1 Talk about differences as a positive resource 5.2 Challenge or restate communications that promote superiority or prejudice to encourage the child's learning about diversity 5.3 Provide *opportunities for children to develop understanding of different experiences and perspectives*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Cultural practices, beliefs and expectations and impact on child care delivery
- Emerging issues and inclusive practices related to cultural diversity and worker cultural competence
- Demonstrated understanding of diverse family and social structures and experiences that impact on practices required to ensure inclusiveness in the workplace:
- Organisation standards, policies and procedures
- Services providing support to families from diverse cultural backgrounds including:
  - services for migrant and refugee status
  - relevant Aboriginal and/or Torres Strait Islander programs and services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate acceptance and respect for children and families irrespective of their socioeconomic status, culture, gender, colour of skin, race, ability, family type, belief system or lifestyle
- Demonstrate challenge of own biases/stereotyped expectations of children and families and reflection on practice and specific ways of interacting with a child who has a different experience, etc

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply interpersonal skills with a range of groups

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REQUIRED SKILLS AND KNOWLEDGE

- Develop appropriate educational activities
- Use effective language, literacy and numeracy skills as required for the work role, including those required to develop, implement, review and promote programs, resources and activities to support inclusion

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, a range of conditions, over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit is to be assessed in conjunction with related unit:

- CHCPR510A Design, implement and evaluate programs and care routines for children

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Language used avoids any reference that is:

- Racist
- Sexist
- Discriminatory
- Stereotyping
- Cause for distress or offence in particular cultural contexts

Provide information to others may include:

- Workers
- Parents
- Families
- Children
- Communities

Experienced exclusion may include but are not limited to:

- Exclusion from education
- Peer exclusion
- Community exclusion
- Migration or refugee experiences
- Racism

Diversity among children may include:

- Cultural and ethnic
- Linguistic
- Gender
- Socioeconomic
- Family lifestyle
- Abilities, disabilities and health status
- Personality
- Appearance
- Interests
- Experiences of torture and trauma
- Experiences of dislocation and re settlement

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RANGE STATEMENT

Environment to convey images of diversity may include:	• Resources from different cultures • Physical adaptations to the environment e.g. ramps • Working consistently in a culturally safe manner • Opportunities to explore, experiences and promote diversity of ability, culture, spirit and experience
Opportunities for children to develop understanding of different experiences and perspectives may include:	• Puppets • Stories • Role playing, simulations • Discussion

Unit Sector(s)

Not Applicable

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CHCIC512A Plan and implement inclusion of children with additional needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for workers who provide care for a range of children to identify children with additional needs and work with relevant others to plan and implement inclusion strategies that meet identified needs

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify *children with additional needs*	1.1 *Investigate child's behaviour and expressed emotions* to identify an additional need
	1.2 Observe the particular child, identify and document needs for additional care and use to develop a plan of inclusion
	1.3 Discuss *concerns* with others to develop a clear understanding of a particular child's needs and use this information to plan
	1.4 Identify the cultural and language background and migration experiences of the child

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ELEMENT	PERFORMANCE CRITERIA
2. Develop a plan for inclusion	2.1 When developing a plan of inclusion, consider child's abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements 2.2 Develop *plan in consultation* with all those working with the child 2.3 Identify parents' goals/expectations for their child and use when developing a plan of inclusion 2.4 Seek parents' experience and practices as a resource 2.5 *Adapt service* to meet child's needs within resource limitations 2.6 If a child cannot be included immediately, communicate the reasons clearly 2.7 Decide on a time to review the plan 2.8 Seek additional resources as necessary
3. Implement strategies to meet the child's additional needs	3.1 Support child's entry in the service 3.2 Adjust level of support over time according to the child's needs 3.3 Encourage others to adopt inclusive attitudes and practices 3.4 Provide support to others to implement strategies 3.5 Develop specific program initiatives to meet a child's needs 3.6 Investigate and trial strategies that may address difficulties 3.7 Implement strategies designed by a specialist according to directions 3.8 Respond to the daily needs of children with additional needs, seeking assistance as required

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ELEMENT	PERFORMANCE CRITERIA
4. Consult with others about ongoing issues that arise	4.1 Share information about progress amongst all concerned 4.2 Identify and discuss issues of concern 4.3 Establish and maintain information exchange with parents or appropriate family/community members about the child's needs and care strategies 4.4 Seek and gain parental permission prior to consulting with others regarding the child 4.5 Ensure communication occurs within a culturally and linguistically responsive framework
5. Monitor and review strategies	5.1 Closely monitor new strategies and any unexpected side effects in accordance with workplace practices 5.2 Adapt to changes in the child's participation at the time 5.3 Confront and resolve interruptions to the strategy being implemented

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Developmental milestones
- Disability Discrimination Act
- Historical context of disability
- Impact on families with a child with a disability
- Principles of inclusive practice and policies
- Cultural beliefs and expectations regarding abilities, disabilities, gender, roles etc.
- Relevant codes of ethics
- Individualised, child centred programming
- Team work
- Negotiation skills
- Organisation standards, policies and procedures
- Racial Discrimination Act 1975
- Universal Declaration on the Rights of The Child
- Impact of settlement for newly arrived CALD families
- Cultural contexts and views of care and education

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess for and meet additional needs in consultation with the child where appropriate and others

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills including:
  - Team work
  - Negotiation skills
  - Interpersonal
  - Planning
  - Cross cultural communication skills
  - Literacy skills needed to develop a plan for inclusion

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Related units: This unit is recommended (but not required) to be assessed in conjunction with related units:

- CHCFC504A Support emotional and psychological development in early childhood
  or
- CHCFC514A Support emotional and psychological development in middle childhood

and

- CHCRF511A Work in partnership with families to care for the child
- CHCIC510A Establish and implement plans for developing cooperative behaviour

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Children with additional needs may include needs due to:

- Language difficulties
- Physical, sensory or developmental disability
- Health problems
- Behavioural or psychological disorders
- Family circumstances and needs
- A child recently arrived in Australia from a very different culture
- Children who have experienced torture and/or trauma
- Children who have suffered dislocation
- A child whose culture is different from the culture of the centre
- Child at risk of harm or illness
- Unknown diagnosis
- Known diagnosis
- Cultural/religious practices
- Communication difficulties
- Giftedness

Communication difficulties of a child may be due to:

- Trauma, violence and crises
- Disabilities e.g. Hearing, visual, speaking
- Health problems and disorders
- Learning problems
- Deprivation of sensory stimulation
- Children learning English as a second language

Investigate child's behaviour and expressed emotions includes:

- Level and type of social interaction with adults and other children
- Anxieties and aggression
- Withdrawn/silent children

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RANGE STATEMENT

Concerns about a child may be discussed with:

- The child
- Parent/s, families, community members when culturally appropriate
- Field workers/ resource workers/early intervention service staff/medical staff
- Supervisor/coordinator/director
- School staff
- Other care providers

Plan in consultation may include:

- Parents
- Family members/community members (where culturally appropriate)
- Care givers
- Referral agencies
- Staff
- Child
- Resources available
- Staffing levels
- Skills of current staff
- Transport vehicles
- Access to venue
- Financial considerations of parents
- Languages spoken by workers

Adapt service may involve developing the capacity of the service and include:

- Gaining additional funds
- Sups workers or resource workers
- Changes to routines
- Special equipment
- Training in relevant care practices
- Alterations to venue
- Bicultural support workers
- Inclusion support facilitators
- Provision of linguistically appropriate information

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RANGE STATEMENT

The plan may be discussed with others at:	• A staff meeting • Conference of workers, parents, staff of other services (where culturally appropriate) • One to one consultation • Referral from a service/agency • Enrolment with no referral

Unit Sector(s)

Not Applicable

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CHCIC620C Manage complex behavioural situations

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for worker to manage complex behavioural situations

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify *situations requiring intervention*	1.1 Respond to request for assistance with recognition of person's feelings and confidence 1.2 Clarify the issue of difficulty through listening and questioning 1.3 Identify the impact of the problem on people involved and decide about urgency of action

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ELEMENT	PERFORMANCE CRITERIA
2. *Assess the situation* within its context	2.1 Identify the immediate and long term consequences of the situation remaining 2.2 Gather information from all relevant sources 2.3 Consider and review a range of explanations for the situation 2.4 Identify *factors* maintaining the current situation 2.5 Clearly identify the major issue of concern 2.6 Identify the frequency of the problem occurring 2.7 Identify the impact of wider context factors 2.8 Identify interaction patterns through observation and investigation 2.9 Decide whether action is required 2.10 Assess the likely intent of the child
3. Develop strategies	3.1 Develop strategies with the children whenever possible 3.2 Develop clear goals in relation to children's needs and development 3.3 Design achievable strategies within available *resources* 3.4 Design strategies that open up possibilities for the children's interaction with others 3.5 Ask workers to contribute ideas towards strategy development
4. Support the implementation of strategies by workers	4.1 Ensure strategies are implemented in as unobtrusive way as possible 4.2 Identify and provide resources required to implement strategy 4.3 Regularly review strategies with all involved

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of child development, and needs of children of the age group
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Deal with difficult workplace situations through supporting workers to implement appropriate strategies

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse an issue between children from social, psychological and cultural perspectives
- Demonstrate application of skills including:
  - identification of interaction patterns
  - problem solving
  - high level observation skills
  - analysis of a problem issue in its context
  - consulting children
  - gathering information
  - consulting resource staff and others

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Situations requiring intervention may include:

- Risk taking behaviour
- Behaviour that risks the safety of others
- Habitual patterns of behaviour
- Dynamics of a group of children
- Noise levels
- Settling a child into service
- Cross cultural interactions and biases
- Ethical issues within children's interactions
- A severely withdrawn or isolated child
- Aggressive or violent interaction between children
- A pattern of bullying, teasing
- Attitudes of parents to differences among children

Assess the situation may require information gathered by:

- Talking to child
- Observation of child
- Observation of child's interactions with a range of other people
- Asking other workers involved with child e.g. Staff, school
- Consulting resource staff or others with relevant expertise
- Consulting parents and other family members
- Talking to other children in the service

Factors that should be identified may include:

- Mix of children in the service
- Other children's actions
- Family circumstances
- Program
- Events of the day
- Environment of the service
- 'Mood' within the group of children

Resources required to implement strategy may include:

- People
- Ideas
- Equipment

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Unit Sector(s)

Not Applicable

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CHCICS301B Provide support to meet personal care needs

Modification History

Version 3	Version 4	Comments
CHCICS301A Provide support to meet personal care needs	CHCICS301B Provide support to meet personal care needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers within their designated role and responsibilities to support or assist a client with their personal care needs within the framework of an individualised care support plan

Application of the Unit

Application

This unit is appropriate for application in a residential, home care or community care environment with clients who require support to address their personal needs and whose specific support requirements have been assessed and documented in an *individualised care support plan*

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of client's *personal support requirements*	1.1 Review *personal care support plan* with client to confirm support requirements to address personal care needs
	1.2 Confirm *personal support* requirements within scope of knowledge, skills and/or job role and seek appropriate support/inputs for those outside scope
	1.3 Consider the *potential impact* that provision of personal care support may have on the client and confirm with supervisor
	1.4 Consider specific cultural needs of the client relevant to personal support
	1.5 Consider risks associated with the provision of support and confirm with supervisor
	1.6 Identify *equipment, processes and aids* for providing assistance and promoting independence
	1.7 Identify aspects of processes and aids outside skills and knowledge and/or job role and seek appropriate support

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ELEMENT	PERFORMANCE CRITERIA
2. Provide support within the context of maximum client participation	2.1 Confirm procedures with the client 2.2 Consider and confirm the client's level of participation in meeting their personal care needs 2.3 Confirm the client's preferences 2.4 Provide the client with information to assist them in meeting their own personal care needs
3. Address personal support requirements	3.1 Prepare and use necessary processes, equipment, aids and appliances in an appropriate and safe manner 3.2 Provide support or assistance according to the personal care plan and organisation policies, protocols and procedures 3.3 Provide support or assistance in the context of identified risks 3.4 Assist client, as required, with: • showering • bed bathing • shaving • dressing, undressing and grooming • toileting and the use of continence aids • eating and drinking using appropriate feeding techniques • oral hygiene • mobility and transfer including in and out of vehicles and falls recovery techniques 3.5 Provide support or assistance with *technical care* activities according to the personal care plan and organisation policies, protocols and procedures 3.6 Clarify difficulties in providing support to meet client needs with client and a supervisor and address within organisation protocols 3.7 Maintain confidentiality, privacy and dignity of the client with organisation policy and protocols 3.8 Perform work to the standard required by the organisation

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ELEMENT	PERFORMANCE CRITERIA
4. Recognise and report changes in client health and/or personal support requirements	4.1 Identify variations in personal care support requirements and *report* to supervisor 4.2 Work with person and supervisor to identify required changes to processes and aids 4.3 Identify variations and concerns about client's health 4.3 Report variations and concerns about client's health to the supervisor
5. Complete reporting and documentation	5.1 Comply with the organisation's *reporting requirements*, including reporting observations to supervisor 5.2 Complete documentation according to organisation policy and protocols 5.3 Maintain documentation in a manner consistent with reporting requirements 5.4 File documentation according to organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Understanding of own work role and responsibilities
- Processes and strategies to support people with personal care needs
- Basics of body hygiene and grooming
- Basics of oral hygiene
- Knowledge to interpret a personal care support plan, including terminology, basic understanding/knowledge of human body systems, goals, objectives, actions
- Personal safety and security risks associated with provision of personal care support
- Strategies to minimise personal safety and security risks associated with provision of personal care support
- Role of carers
- Common equipment and aids utilised in provision of personal care support
- Principles and practices of confidentiality and privacy
- Principles and practices in undertaking technical skills associated with supporting/ assisting people to meet personal care needs
- Significance of service setting including specific contexts of supporting personal care needs in a residential care setting and in a client's private home
- Work health and safety (WHS) issues and procedures, (including those related to manual handling and infection control)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Liaise and report appropriately to supervisor and/or health professionals
- Make informed observations and report appropriately

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REQUIRED SKILLS AND KNOWLEDGE

- Adhere to own work role and responsibilities
- Obtain relevant information from a personal care support plan
- Provide physical and psychosocial support to the person when assisting with personal care needs
- Provide personal care support within the individual personal care context
- Respond to a client's personal preferences wherever appropriate
- Provide general hygiene and grooming including physical ability to:
  - perform personal care tasks
  - provide oral hygiene
  - perform client lifting and use moving methods
  - use aids and equipment
- Support a person's direction and participation in provision of personal care support
- Use processes, aids and equipment appropriately in provision of personal care support
- Communicate effectively with people requiring personal care support
- Identify variations to personal care support requirements
- Identify and respond to risks associated with providing personal care support
- Demonstrate safe and effective use of workplace technology in line with work health and safety (WHS) guidelines

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement

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REQUIRED SKILLS AND KNOWLEDGE

- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings • This unit must be assessed in a work context and under the normal range of workplace conditions • Where, for reasons of safety, space, or access to equipment and resources, some assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - WHS industry guides
  - health care checklists, health management plans, personal healthcare diaries
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

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EVIDENCE GUIDE

Related units:	This unit must be assessed in relation to the specific context in which it will (or may) be applied In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with: • CHCAC318A Work effectively with older people ***OR*** In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with: • CHCDIS301A Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Personal support context may include:	• People living in a residential care environment • People living in the community • Students in schools • Involvement of carer
Individualised care support plan may include:	• A stand alone personal care plan • Personal care aspects embedded in a wider individualised plan

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RANGE STATEMENT

Personal support requirements may include:

- Assisting with personal hygiene
  - assisting with eating and drinking and use feeding techniques
  - assisting with oral hygiene and health care
  - assisting with toileting and use of continence aids
  - bed bathing
  - dressing and grooming including assisting with pressure stocking
  - shaving
  - showering
  - elimination
- Hydration and nutrition including dysphagia
- Maintenance of skin integrity and pressure area prevention
- Mobility and transfer including in and out of vehicles and falls recovery techniques
- Monitoring medication as appropriate to work role
- Nail care
- Pain, rest and sleep
- Respiration
- Technical care activities according to the personal care support plan and organisation policies, protocols and procedures

Simple technical skills may include:

- Simple dressing
- Catheter care (not including insertion or removal of tubes)
- Application of prostheses
- Application of anti-thrombotic stockings
- Assistance with breathing tubes (under direct supervision of a health professional)
- Simple eye care

Potential impact may include:

- Embarrassment
- Fear
- Disempowerment
- Humiliation
- Discomfort

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RANGE STATEMENT

Equipment, processes and aids may include:

- Wheelchairs and other transport devices
- Mobility aids
- Lifting and transferring aids
- Beds
- Breathing devices
- Scales
- Continence aids
- Personal audio-visual aids
- Modified feeding aids

Situations of risk or potential risk, may include:

- Evidence of self-neglect
- Behaviours of concern
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning
- Sudden or unexpected change in health status include sensory loss
- Home environmental hazards
  - slippery or uneven floor surfaces
  - physical obstructions (e.g. furniture and equipment)
  - poor home maintenance
  - poor or inappropriate lighting
  - inadequate heating and cooling devices
  - inadequate security
- Social rights infringements

Report may include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - hazard and incident reports
  - care plans

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Unit Sector(s)

Not Applicable

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CHCICS302B Participate in the implementation of individualised plans

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS302A Participate in the implementation of individualised plans	CHCICS302B Participate in the implementation of individualised plans	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology ‘challenging/difficult behaviour’ to ‘behaviours of concern’. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide support for people to sustain quality of life according to individualised plans

Application of the Unit

Application

This unit is appropriate for application in a residential, home care or community care environment with clients who require support to address their personal needs and whose specific support requirements have been assessed and documented in an individualised care support plan

In some settings, aspects of the plan may be assessed and delegated by a health professional and, in these cases, participation in these tasks must be within the limits established by the health professional

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan work activities according to an *individualised plan*	1.1 Apply understanding of organisation's policies, protocols and procedures in relation to the individualised planning process
	1.2 Confirm *individualised plan* details with the client
	1.3 Work with client to identify actions and activities that support the individualised plan
	1.4 Prepare for *support* activities according to client's individualised plan, preferences and organisation policies, protocols and procedures
	1.5 Prepare for support activities that promote the client's participation and independence
	1.6 Clarify own role in implementing individualised plan and seek appropriate support for any aspects outside scope of own knowledge/skills or job role

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ELEMENT	PERFORMANCE CRITERIA
2. Establish and maintain appropriate relationships with client (and carer)	2.1 Introduce oneself appropriately and maintain courtesy to the client, and carer where appropriate 2.2 Conduct exchanges with the client in a manner that develops and maintains trust 2.3 Maintain confidentiality and privacy of the client within organisation policy and protocols 2.4 Conduct exchanges with the client in a manner that respects cultural sensitivities and needs 2.5 Support the interests, rights and decision-making of the client in all dealings
3. Provide and monitor support according to the individualised plan	3.1 Provide *support* according to the individualised plan, the client's preferences and organisation policies, protocols and procedures 3.2 Provide support in a manner that contributes to the client's skill development and/or maintenance 3.3 Provide support according to duty of care requirements 3.4 *Monitor support activities* to determine capacity for the client's participation 3.5 Monitor support activities to determine contribution to the client's independence 3.6 Monitor support activities to determine contribution to the client's emotional well being 3.7 Monitor support activities to determine relevance to the client's individualised plan 3.8 Monitor aspects of the individualised plan that might need review and *report* to supervisor

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ELEMENT	PERFORMANCE CRITERIA
4. Contribute to ongoing relevance of the individualised plan	4.1 Participate in discussion with the client and supervisor to identify areas of the individualised plan that require review 4.2 Participate in discussion with the client and supervisor in a manner that acknowledges the client as their own experts 4.3 Participate in discussion with the client and supervisor in a manner that supports client self determination
5. Respond to situations of risk to the client within work role and responsibilities	5.1 Provide assistance to maintain a safe and healthy environment 5.2 Identify situations of risk, or potential risk, to the client and report to a supervisor 5.3 Respond to *situations of risk, or potential risk* appropriately and communicate to a supervisor 5.4 Implement strategies to minimise risk and communicate to a supervisor and colleagues 5.5 Report *uncharacteristic or behaviours of concern* to a supervisor
6. Complete documentation and reporting	6.1 Comply with the organisation's reporting requirements 6.2 Complete documentation according to organisation policy and protocols 6.3 Maintain documentation in a manner consistent with reporting requirements 6.4 File documentation in accordance with organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Role and responsibilities of self and others in the organisation
- The importance and meaning of home and belongings to individuals
- Rationale and processes underpinning individualised planning to support client's strengths, interests, health and emotional well being and self determination
- Basic principles of person-centred practice, strengths-based practice and active support
- Duty of care requirements when supporting an individualised plan
- Contemporary social aspects relating to ageing and disability
- Factors contributing to a client's ability to participate in the community
- Role of carers
- Safety and security risks associated with ageing and with disability
- Strategies for minimising risk
- Principles and practices for establishing and maintaining appropriate relationships with people required to support an individualised plan
- Knowledge of and interaction with client assessment process and assessors
- Resources that will support the individualised plan
- Processes and practices that support skill development and/or maintenance
- Documentation and reporting requirements and procedures
- Principles and practices of confidentiality and privacy

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Match a client's support requirements with support procedures
- Monitor the effectiveness of support procedures
- Understand and follow individualised plan
- Respond to client's preferences
- Apply physical and psychosocial aspects of the client in supporting their individualised plan

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REQUIRED SKILLS AND KNOWLEDGE

- Identify and respond to risks associated with supporting the individualised plan
- Liaise and report appropriately to supervisor and/or other health professionals
- Adhere to own work role and responsibilities
- Demonstrate safe and effective use of workplace technology, including information technology, in line with work health and safety (WHS) guidelines
- Make informed observations and report appropriately

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Individualised plan may include:

- Formally developed and documented plans
- Less formal, 'ad hoc' planning process

Individualised plan may address the requirements of:

- Children
- Infants
- Older people
- People with a disability
- Young people'

and may be implemented in:

- A range of community services settings
- Client's home
- Residential settings

Appropriate communication and relationship building processes may include:

- Courtesy
- Empathy
- Non-judgemental support
- Observing and listening
- Respect of individual differences

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RANGE STATEMENT

Support may refer to:

- Accommodation support
- Community access
- Employment support
- Lifestyle support
- Personal care
- Social support
- Support involving simple technical skills, such as:
- active assistive exercises
- application of anti-thrombotic stockings
- application of prostheses
- assistance with breathing tubes (under direct supervision of a health professional)
- catheter care (not including insertion or removal of tubes)
- deep breathing/coughing exercises
- simple dressing
- simple eye care

and may also include:

- Cleaning services
- Garden maintenance services
- Home maintenance services
- Home modification services
- Laundry services
- Meal preparation and/or delivery services
- Shopping services
- Transport services

Monitor support activities may include:

- Feedback from person, family, carers and other interested people
- Observations
- Requests

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RANGE STATEMENT

Report may be, and include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - hazard and incident reports
  - care plans

Situations of risk or potential risk, may include:

- Environmental hazards
- slippery or uneven floor surfaces
- physical obstructions (e.g. furniture and equipment)
- poor home maintenance
- poor or inappropriate lighting
- inadequate heating and cooling devices
- inadequate security
- Evidence of abuse
- Evidence of self-harm
- Evidence of self-neglect
- Impaired cognitive functioning
- Impaired judgement and problem solving abilities
- Social rights infringements
- Sudden or unexpected change in health status include sensory loss
- Uncharacteristic or behaviours of concern

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RANGE STATEMENT

Uncharacteristic or inappropriate behaviours of concern that may require reporting and support may include:	• Aggression (physical and/or verbal) • Agitation • Confusion • Depression • DisinhibitionDisorientation • Eating problems • Emotional distress • Impulsivity • Perseveration • Self mutilation • Sleeplessness • Substance abuse • Withdrawal

Unit Sector(s)

Not Applicable

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CHCICS303A Support individual health and emotional well being

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS303A Support individual health and emotional well being	CHCICS303A Support individual health and emotional well being	Unit updated in V4. Formatting and grammatical corrections. No change to competency outcome (no change to version identifier).

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to support a client's health and emotional wellbeing

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied according to an established individualised plan and with regard for the value and importance of people's health and wellbeing

This unit of competency covers possible indicators of abuse and neglect and a requirement to report to a supervisor

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

5) Support the *client* to engage with a relevant social *network* and the wider community	1.1 Confirm the client's social and recreational preferences 1.2 Identify a client's social network (where possible) 1.3 Encourage and facilitate the client to attend social and recreational activities and wherever possible, involving their social network 1.4 Encourage and facilitate the client to attend social and recreational activities that promote the development of social networks 1.5 Recognise the need to modify or adapt social and recreational activities to meet specific needs of the client and *report* to *appropriate person* 1.6 Provide the client with information about *community networks* and activities available to them
6) Support the client's health	2.1 Demonstrate basic understanding of the impact the client's circumstances may have on their health 2.2 Identify processes, actions and circumstances that support the client's good health 2.3 Provide support in a manner that promotes the client's good health 2.4 Confirm aspects of supporting a client's health within scope of knowledge, skills and/or job role and seek appropriate support for those outside scope 2.5 Identify *variations in a client's physical condition* and report to supervisor 2.6 Recognise indications that client's experience of pain is affecting their wellbeing and report according to organisation policy and protocol
7) Support the person's emotional and psychological wellbeing	3.1 Demonstrate basic understanding of the impact of client's circumstances may have on *emotional and psychological* wellbeing 3.2 Identify processes, actions and circumstances that support the client's self-esteem and confidence 3.3 Provide support in a manner that promotes the client's self-esteem and confidence 3.4 Identify aspects of supporting a client's emotional

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	wellbeing outside scope of knowledge, skills and/or job role and seek appropriate support 3.5 Identify variations to a client's emotional wellbeing and report to supervisor 3.6 Recognise and report possible indicators of client abuse and/or neglect and report according to organisation policy and protocol
8) Recognise and accommodate a client's *cultural* and spiritual preferences	4.1 Demonstrate acceptance of a client's cultural and *spiritual preferences* 4.2 Ensure work practices accommodate a client's modesty and privacy according to cultural requirements 4.3 Demonstrate cultural sensitivity in communication practices 4.4 Facilitate the client's participation in cultural and spiritual practices and celebrations 4.5 Provide the client with information regarding relevant cultural and spiritual networks available in the community
9) Support client to create an *environment* suitable to needs and preferences	5.1 Encourage and assist client to maintain their environment 5.2 Assist client to feel secure and comfortable 5.3 Identify hazards and report to supervisor 5.4 Use appropriate aids to support comfort, safety and wellbeing 5.5 Facilitate established routines, rhythms and customs of client, where possible 5.6 Inform client of support services and encourage them to use services
10) Recognise and accommodate the client's *expressions of identity and sexuality*	6.1 Demonstrate understanding of the impact of the client's circumstances on an individual's expression of identity and sexuality 6.2 Recognise the impact of community values and attitudes regarding sexuality, ageing and disability 6.3 Avoid imposing own values and attitudes regarding sexuality on others

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	6.4 Support the person to express their sexuality 6.5 Respect different spiritual expressions of sexuality 6.6 Acknowledge unmet needs relating to sexuality and identity and refer to an appropriate person
11) Complete documentation	7.1 Comply with the organisation's reporting requirements 7.2 Complete documentation according to organisation policy and protocols 7.3 Maintain documentation in a manner consistent with reporting requirements 7.4 File documentation in accordance with organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Basic understanding of the emotional, psychological, spiritual, cultural and sexual needs of clients
- Concepts of powerlessness and empowerment
- Cultural and individual differences in expressing sexuality
- Definition and explanation of the terms ‘sexuality’ and ‘personal identity’
- Definition and explanation of the terms ‘spirituality’ and ‘cultural’
- Effects of spirituality and culture on care delivery
- Expressions of sexuality
- Expressions of spirituality and culture
- Indicators of possible emotional concerns and issues which may have an impact on general health and wellbeing, such as prolonged sadness, distress, anxiety or depression; lack of engagement; or heightened level of emotional expression
- Indications of possible neglect or abuse, including physical, sexual, psychological or financial abuse and appropriate response in accordance with organisation and/or government guidelines
- Issues surrounding sexuality and sexual expression in residential settings
- Myths and stereotypes surrounding sexuality and sexual expression of aged people and people with disabilities
- Resources and networks that can support the cultural and spiritual needs of people
- Strategies for managing inappropriate sexual behaviour
- Strategies for selecting recreational and leisure activities based on preferences and abilities
- Strategies to facilitate community inclusion
- Strategies to meet the emotional needs of people
- Supporting existing networks and developing new networks and facilitating choice
- Understanding basic requirements for good health, including:
  - diet

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REQUIRED SKILLS AND KNOWLEDGE

- exercise
- hygiene
- lifestyle
- oral health
- Understanding of own work role and responsibilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities
- Adopt a non-judgemental and accepting attitude when supporting the client to meet their emotional and psychosocial needs
- Apply basic problem solving skills to resolve problems within organisation protocols
- Liaise and report to appropriate persons/agencies
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support, including active listening and empathy
- Follow organisation policies and protocols

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however, holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318B Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301C Work effectively with people with a disability

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- Individuals living in residential care environments
- Individuals living in the community
- Older people
- People with disabilities
- Prospective individuals to the service or services
- Veterans/war widows

Environment may include:

- Community centres
- Employment services
- Independent living accommodation
- Person's own dwelling
- Residential aged care facilities

Emotional needs may include:

- A sense of security and contentment
- Acceptance of loss
- Dealing with degenerative issues
- Dealing with pain, grief, bereavement and acceptance of death
- Freedom from anger
- Freedom from anxiety
- Freedom from fear
- Freedom from guilt
- Freedom from loneliness
- Love and affection
- Veterans'/war widows issues

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RANGE STATEMENT

Psychological needs may include:	• A sense of control • Acceptance of disability • Freedom from undue stress • Life stage acceptance • Personal identity • Self-determination • Self-esteem • Sense of belonging • Veteran/war widow related issues
Variations in a client's physical condition may include:	• Aches • Client reporting feeling unwell • Nail status • Oral health anomalies • Pain • Skin tone and colour • Weight gain • Weight loss
Spiritual preferences may include:	• Ceremonial observances • Formal and informal religious observance • Need for privacy and an appropriate environment to reflect and/or participate in spiritual activities
Cultural may refer to:	• Ceremonial and festive observances • Dress and dietary observance • Need for continued interaction with cultural community
Expressions of identity and sexuality may include:	• Access to assistive/protective devices • Love and affection • Need for privacy and discretion • Physical appearance • Touch

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RANGE STATEMENT

Appropriate communication and relationship building processes may include:	• Courtesy • Cross-cultural communication • Empathy • Non-judgemental care • Observing and listening • Respect for individual differences
Network may include:	• Advocates • Carers • Clergy/pastoral care provider • Family members • Friends • Veteran's/war widow organisations
Community network may include:	• Clubs • Community centres • Community welfare groups • Ethno-specific organisations • Sport and recreational groups • Support groups • Veteran's/war widows organisations • Voluntary organisations
Appropriate person may include:	• Clergy/pastoral care provider • Health professionals (e.g. registered nurse, doctor, social worker, diversional therapist and/or psychologist) • National association of loss and grief • Palliative care association • Sex therapist • Special associations providing support services to individuals with specific health problems/disorder • Supervisor • Support group • Veteran's organisations

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RANGE STATEMENT

Report may include:

- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports
- Verbal:
  - telephone
  - face to face

Unit Sector(s)

Not applicable.

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CHCICS304B Work effectively with carers

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to work effectively with members of families or other non-paid support people e.g. friends and carers, to support quality of life for their family member who is aged or has a disability

Application of the Unit

Application	This unit of competence is relevant for workers providing support to older people, people with disabilities, children and young people On completion of this unit of competency, the worker will be able to respond appropriately to clients by working in a manner focused on the needs of the client, carers and significant others

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Acknowledge the carer as part of the care team	1.1 Identify the importance of family roles and relationships in the life of the person with support needs in discussion with the client
	1.2 Confirm with supervisor the role of the *carer* in their family member's life
	1.3 Identify the knowledge and skills of the carer that complement the role of the worker
	1.4 Identify and confirm with supervisor job function boundaries that indicate respect for the carer's role
	1.5 Identify and confirm with supervisor *carer needs* that have an impact on the family member e.g. respite, workforce participation
	1.6 Provide support according to relevant organisation and government policy and *relevant legislation*
	1.7 Work in a manner that respects the confidentiality and privacy of the carer, as well as the person with support needs

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to the inclusion of the carer as part of the care team	2.1 Participate in planning activities with the person with support needs and, to the extent agreed by the client, their carer 2.2 Provide individualised plan support in a manner that respects and includes the carer as part of the care team 2.3 Identify *carer issues* and report to supervisor 2.4 Participate in solution finding in a manner that recognises and supports the strengths of both the person with support needs and their carers 2.5 Work in manner that recognises and supports *carer's relationship* with and knowledge about the person with support needs
3. Support carer to maintain a lifestyle suitable to their needs and preferences	3.1 Identify aspects of a carer's role that has a negative impact on their own needs and preferences and report to supervisor 3.2 Participate in finding a solution that will assist a carer to achieve or maintain a lifestyle suitable to their needs and preferences 3.3 Provide support that assists a carer to achieve positive lifestyle outcomes that reflect their needs and preferences
4. Identify *risk to the care relationship*	4.1 Identify the changing nature of the care relationships over time 4.2 Identify key changes that may include risk of care relationship breakdown 4.3 Confirm with supervisor risks that may warrant re-assessment or review of the individualised plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic family relationships and dynamics
- Basic knowledge of the impact of disability and ageing on family and other natural supports
- Carer support organisations and resources
- Confidentiality and privacy requirements when working with a carer
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant legislation and policy, as identified in the Range Statement
- Relevant organisation policy
- Strengths-based philosophy and practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of basic home fire safety
- Establish and maintain healthy professional/work boundaries
- Identify carer needs
- Liaise and report to supervisor
- Maintain confidentiality
- Participate in strengths-based solution finding

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
  - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Apply basic problem solving skills to resolve problems within organisation protocols
- Recognise, act upon and promote opportunities to enhance sustainability in the work context
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
- Relevant organisation policy, protocols and procedures

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EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit of competency should be assessed after or in conjunction with related unit:

- CHCICS302A Participate in the implementation of individualised plans

AND

In the case of working with older people, the unit should be assessed after or in conjunction with:

- CHCAC318B Work effectively with older people

In the case of working with people with disabilities, the unit should be assessed after or in conjunction with:

- CHCDIS301B Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Carer may include:

- Family members
- Other non paid support person e.g. friend

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RANGE STATEMENT

Carer needs may include:

- Affirmation
- Choice about involvement in specific aspects of care
- Education
- Inclusion
- Information and referral
- Peer support
- Recognition

Relevant legislation may include:

- Anti-discrimination Act 1977 (NSW)- Carers' responsibilities amendment
- Carer Recognition Act 2004 (WA)
- Carer Recognition Policy 2003 (QLD)
- Carers Charter; Carer Recognition Legislation; State Carers Policy (SA)
- Caring for Carers in the ACT - A plan for Action 2004-2007
- Child protection legislation
- Department of Human Services Victoria 'Recognising and Supporting Care Relationships Policy Framework 2006+ Action Plans for Aged care, mental Health and Disability
- NSW Carers statement 1999 (NSW)

Carer issues may include:

- Emotional well being
- Exhaustion
- Financial
- Grief and loss
- Other family relationships
- Physical health and well being/Medical
- Social participation
- Stress
- Workforce participation

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RANGE STATEMENT

Carer's relationship may include:

- Child
- Friend
- Grandparent
- Neighbour
- Other relative
- Parent
- Sibling
- Spouse/partner (including same sex partner)

Risk to the care relationship may include:

- Conflict in relationships with family or service providers
- High intensity care
- High level of carer stress
- Loss of formal or informal supports
- Multiple competing role demands
- Worsening carer health
- Worsening health or behaviour of the person with support needs

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Unit Sector(s)

Not Applicable

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CHCICS305B Provide behaviour support in the context of individualised plans

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS305A Provide behaviour support in the context of individualised plans	CHCICS305B Provide behaviour support in the context of individualised plans	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support and engage people to use positive and adaptive responses in their daily routines

Application of the Unit

Application

The knowledge and skills of this unit of competency are applied within the context of a behaviour support plan or individualised support plan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow daily lifestyle *routines*	1.1 Support people to maintain their routines in accordance with organisation policies and procedures
	1.2 Locate and follow *staff routines* according to organisation policies and procedures
	1.3 Provide a *safe and predictable environment* for people
	1.4 Identify opportunities for skill development and/or maintenance within daily routines
	1.5 Identify and act upon opportunities to engage people in daily activity
	1.6 Identify opportunities for enjoyable experiences within daily routines
	1.7 Identify and report changes in person's needs according to *organisation policies and procedures*
	1.8 Make time requests of person appropriately and within person's capabilities
	1.9 Consider person's individual needs, strengths and preferences when engaging in daily routines and activities
	1.10 Identify problems with engaging clients and seek appropriate assistance
	1.11 Provide an environment conducive to positive and adaptive responses
	1.12 Use reinforcement appropriate to the individual

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to the development of a behaviour support plan	2.1 Observe and record the type, frequency and triggers of *behaviour likely to put the person and/or others at risk of harm*
	2.2 Observe and record environmental context of behaviour likely to put the person and/or others at risk of harm
	2.3 Observe and record person's emotional well being in the context of behaviour likely to put the person and/or others at risk of harm
	2.4 Observe and record person's health status in the context of behaviour likely to put the person and/or others at risk of harm
	2.5 Observe and record person's medication in the context of behaviour likely to put the person and/or others at risk of harm
	2.6 Participate in the development of an individual response plan by providing accurate records of observations
3. Provide support to the person to use positive and adaptive responses	3.1 Follow *strategies* identified in the individual response plan
	3.2 Communicate with positive interactions
	3.3 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses
	3.4 Monitor strategies to determine reduction of risk of harm to the person and others
	3.5 Monitor strategies to determine level of intrusion on person's dignity and self-esteem

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ELEMENT	PERFORMANCE CRITERIA
4. Complete documentation	4.1 Comply with the organisation's *reporting requirements*
	4.2 Complete documentation according to organisation policy and protocols
	4.3 Maintain documentation in a manner consistent with reporting requirements
	4.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Principles and practices which focus on the individual person
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Organisation policies and procedures relating to behaviour management (including restrictions on the use of aversive procedures), work safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Basic knowledge of the causes of, influences on and functions of behaviour
- Evidence-based behavioural intervention
- Strengths-based support
- Principles of effective communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures relating to behaviour management, work safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Identify strategies to remove or avoid the situations leading to aggression or violence, disinhibition, or other behaviours of concern
- Identify strategies to promote appropriate behaviour and engage client in activities (addresses lack of motivation or initiation, withdrawal, non compliance)
- Observe a person's behaviour in an objective, non-judgemental manner
- Collect behavioural information and data relevant to a response plan
- Observe circumstances that have an adverse impact on people

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of knowledge and skills in:
  - crisis management (basic)
  - reporting procedures for incidents and accidents
  - referral procedures for specialist services
  - use of basic self protective strategies (e.g. passive self defence)
  - strategies that avoid behaviour escalation (basic)

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- A diversity of assessment tasks is essential for holistic assessment

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements include access to all relevant resources commonly provided in the service setting, including:
  - relevant organisation policy and procedure manuals, legislation and standards
  - organisation mission statement, strategic and business plan
  - other documentation relevant to the work context such as:
    . individual routines
    . staff routines
    . neuropsychological reports
    . behaviour support plans
    . data collection techniques
    . specific communication tools
    . skills development plans
    . accident and incident forms
    . referral forms
    . lifestyle review package

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EVIDENCE GUIDE

Method of assessment:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may be:

- Individual or groups

Routines may include:

- Written plans that describe an individual's daily activities and strategies for engaging them in their daily activities.

Staff routines may include:

- Written plans that guide the activities of the staff for the individual/s they are providing support to
- They include skills development activities and behaviour support plans

Safe and predictable environment includes:

- Consistent application of routines and procedures

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RANGE STATEMENT

Organisation policies and procedures may include:	• Behaviour management guidelines, work safety and health policies and procedures, emergency procedures
Behaviour likely to put the person and/or others at risk of harm may include those that:	• Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property) • Last for an excessively long time (e.g. either in a single incident or in multiple incidents over time, continued screaming, persistent scratching causing skin irritation) • Isolate the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition, perseveration • Interferes with the person's learning and developing new skills • Reduces their quality of life (e.g. lack of motivation, depression) • Are disruptive or are outside the rules of community living (e.g. yelling or singing loudly in a supported residential service, going into other people's rooms, making constant demands or repeatedly asking questions) • Limits or delays access to the use of ordinary community facilities (e.g. inability to attend day centre due to poor personal hygiene) • That make others feel uncomfortable or distresses the person themselves (e.g. sexually inappropriate behaviour such as groping breasts or masturbating in public)

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RANGE STATEMENT

Strategies to assist in managing behaviour may include:

- Lifestyle enhancement
- Skills development
- Structure and routine
- Teaching functional communication
- Reinforcement schedules
- Increasing engagement
- Teaching relaxation
- Active listening and observation
- Using effective communication
- Compensatory strategies (memory aids such as whiteboard, diary)
- Proximity management
- Interrupt and redirect
- Instructional education/facilitation
- Stimulus change (changing environment)
- Antecedent management
- Consequences (highlight potential difficulties in applying consequences in an attempt to change behaviour for people with ABI who have memory impairment and executive system dysfunction)
- Time out strategies
- Emergency containment strategies
- Behaviour support plans
- Time out strategies
- Team work and consistency
- Positive solution focused approaches
- Seeking expert assistance

Unit Sector(s)

Not Applicable

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CHCICS306B Provide basic foot skin and nail care

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide basic foot skin and foot nail care to clients

Application of the Unit

Application

This unit may apply to work with older people in a range of residential and community service contexts

This level of support does not involve the professional input from a podiatrist

In cases where a client is being supported by a podiatrist the appropriate unit of competency is:

- HLTAH404B Assist with basic foot hygiene

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for basic foot skin and nail care	1.1 Confirm that prior assessment of person's feet by relevant health professional has identified need for basic foot skin and nail care services which are appropriate for worker's role 1.2 Confirm *client* requirements for foot care according to personal needs support plan 1.3 Provide a safe and comfortable setting 1.4 Gather necessary *equipment and materials* 1.5 Implement appropriate infection control guidelines

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ELEMENT	PERFORMANCE CRITERIA
2. Perform basic foot skin and nail care	2.1 Explain foot skin and nail care procedures to the client 2.2 Assist the client to remove and put on shoes, socks and hosiery, where necessary 2.3 Correctly position the client for foot skin and nail care 2.4 Perform nail filing according to personal needs support plan and using appropriate infection control procedures 2.5 Wash and dry feet according to individualised plan, implementing appropriate infection control procedures 2.6 Perform foot skin care according to personal needs support plan and using appropriate infection control procedures 2.7 Identify an *indicators of foot issues requiring* attention outside basic nail and skin care and make *appropriate referral* in a timely manner
3. Clean and store equipment and materials	3.1 Collect, handle, manage and dispose of biological waste material according to organisation/setting guidelines and infection control requirements 3.2 Clean and store equipment according to manufacturers guidelines, setting protocols and infection control requirements
4. Document client information	4.1 Document basic foot, skin and nail care according to organisation requirements 4.2 Document any factors that indicate podiatry attention may be required and communicate according to organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Basic anatomy and physiology of the foot and basic understanding of foot pathology
- Basic pathology of nails
- Basic understanding of structure and functioning of skin and integuments
- Indicators suggestive of the need for podiatry assistance
- Infection control protocols relevant to foot care
- Principles of basic foot hygiene
- Record-keeping requirements
- Relevant organisation policies and procedures
- The function of medicaments, including:
  - emollients
  - astringents
  - moisturisers
  - antiseptics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Wash, clean, dry and monitor feet of clients
- Safely and effectively file non-pathological toenails
- Identify indicators of pathological nail and skin conditions
- Apply medicaments, including:
  - emollients
  - astringents
  - moisturisers

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REQUIRED SKILLS AND KNOWLEDGE

- antiseptics

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply appropriate occupational health and safety (OHS) and infection control requirements
- Effectively make appropriate referral based on organisation procedures and protocols
- Maintain relevant records
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use effective observation skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the particular workplace context

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Equipment and materials may include:

- Files
- Medicaments, including:
  - antiseptics
  - astringents
  - emollients
- moisturisers
- Personal protective equipment such as eyewear, gloves, masks

Indicators of foot issues requiring attention *include*:

- Altered nail status
- Altered skin integrity and status

Client may include:

- Clients at low risk of foot complications (may include older person and person with a disability)

Appropriate referral may include:

- Direct referral to podiatrist
- Informing carer
- Informing supervisor

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Unit Sector(s)

Not Applicable

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CHCICS401B Facilitate support for personal care needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS401A Facilitate support for personal care needs	CHCICS401B Facilitate support for personal care needs	Unit updated in V4. Formatting and grammatical corrections. No change to competency outcome ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers to develop, implement and monitor support of client personal care needs through the framework of a personal care support plan

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required and individuals will take responsibility for their own outputs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine a person's personal care support requirements	1.1 Review referral and other information to gain an indication of the client's personal care support requirements
	1.2 Discuss the purpose of a personal care needs assessment with the *client*
	1.3 *Work with client* (*and carer*) to identify existing skills
	1.4 Work with client (and carer) to determine areas of personal care that require support
	1.5 Determine the level of personal support required by the person
	1.6 Determine the level of support provided by the carer
	1.7 Determine a client's *preferences for personal care support*
	1.8 Gather information about personal need support requirements in a manner that respects personal esteem and dignity
	1.9 Gather information according to organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Develop and implement personal care support plan	2.1 Discuss with client the need to maintain their existing relevant skills, and/or increase skills 2.2 Identify and discuss options with client for personal care support that maintains existing skills, and/or increase other skills 2.3 Check that the client (and carer) understand options 2.4 Discuss the worker role in personal care support, the client's role and the carer's role and check that details are appropriate 2.5 Describe to client (and carer) necessary processes, *equipment and aids* 2.6 Describe health care requirements and associated support activities within organisation policies, protocols and procedures 2.7 Clarify with client difficulties in meeting their needs and address with organisation protocols 2.8 Provide people with information to assist them in meeting their personal needs 2.9 Implement personal care support plan and record and analyse outcomes 2.10 Maintain client confidentiality, privacy and dignity within organisation policy and protocols 2.11 Work with client (and carer) to document plan according to organisation policies, protocols and procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Determine risks associated with providing personal care support	3.1 Conduct *environmental risk* assessment for functions associated with personal care needs 3.2 Conduct *risk assessment specific to client's circumstances* relevant to personal care needs 3.3 Discuss elements of risk with client (and carer) 3.4 Work with client (and carer) to identify strategies to remove or reduce risk 3.5 Develop strategies to remove or reduce risk according to organisation policy and procedures and *legislative requirements* 3.6 Identify *other risks to client* and report accordingly 3.7 Adjust personal care support plan to include strategies to remove or reduce risk

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ELEMENT	PERFORMANCE CRITERIA
4. Provide and monitor personal care support	4.1 Provide information and support for client to monitor their own personal care requirements where appropriate 4.2 Respond to variations in client's circumstances that could affect the personal care needs support requirements 4.3 Work with client (and carer / support worker where appropriate) to make any required adjustments to personal care support 4.4 Where required, assist client with: • showering • bed bathing • shaving • dressing, undressing and grooming • toileting and the use of continence aids • eating and drinking using appropriate feeding techniques • oral hygiene • mobility and transfer including in and out of vehicles and falls recovery techniques 4.5 Provide support or assistance with *technical care activities* according to the personal care support plan and organisation policies, protocols and procedures
5. Complete reporting and documentation	5.1 Comply with the organisation's *reporting* requirements including reporting observations to supervisor 5.2 Complete documentation according to organisation policy and protocols 5.3 Maintain documentation in a manner consistent with reporting requirements 5.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- A range of equipment and aids utilised in the delivery of personal care support
- Basic principles associated with the assessment of personal care support requirements
- Basics of body care and grooming
- Knowledge of planning processes and requirements
- Knowledge to develop an individualised plan for personal care support, including terminology, basic anatomy and physiology, goals, objectives, actions
- Personal safety and security risks associated with providing personal care support
- Principles and practices in undertaking technical skills associated with supporting/assisting people to meet personal needs
- Principles and practices of confidentiality and privacy
- Processes and strategies to support client's personal care needs
- Role of carers
- Significance of service setting including specific context of providing personal care support in residential care setting and specific context of providing personal care in the client's private home
- Strategies to minimise personal safety and security risks associated with personal care support
- Understanding of own work role and responsibilities
- Work health and safety (WHS) and infection control policy, procedures and legislative requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities
- Apply physical and psychosocial aspects of the client in supporting/assisting personal care needs
- Communicate effectively with client requiring support with personal care support

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REQUIRED SKILLS AND KNOWLEDGE

- Develop a personal care support plan as part of a wider individualised plan
- Facilitate a client's direction and participation in personal care activities
- Facilitate involvement of clients (and carers) in the planning and monitoring process
- Follow organisation policies and protocols
- Identify and respond to a client's personal preferences
- Identify and respond to risks associated with providing personal care support
- Identify variations to personal care support requirements
- Liaise and report appropriately to supervisor and/or health professionals
- Provide general hygiene and grooming including physical ability to perform personal care tasks
- Undertake observation and reporting
- Use personal care support processes, aids and equipment appropriately

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols

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REQUIRED SKILLS AND KNOWLEDGE

- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with WHS guidelines
-

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings • This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - WHS industry guides
  - health care checklists, health management plans, personal healthcare diaries
  - equipment and resources normally used in the workplace

Method of assessment may includes:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

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EVIDENCE GUIDE

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work with the client (*and carer*) *may include*:

- Questioning
- Formal assessment tool
- Demonstration
- Provision of personal care

Client may include:

- People living in a residential care environment
- People living in the community
- Students in schools

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RANGE STATEMENT

Preferences for personal care support may include:

- Time of day
- Time of week
- Carer involvement
- Processes
- Procedures
- Products
- Carer preference e.g. male/female

Personal care support may include:

- Personal hygiene
- Oral hygiene
- Showering
- Bed bathing
- Shaving
- Dressing and grooming including assisting with pressure stocking
- Assisting with toileting and use of continence aids
- Assisting with eating and drinking and use of feeding techniques
- Assisting with oral health care
- Mobility and transfer including in and out of vehicles and falls recovery techniques
- Elimination
- Hydration and nutrition including dysphagia
- Respiration
- Skin maintenance
- Monitoring medication as appropriate to work role
- Provide support or assistance with technical care activities according to the personal care needs support plan and organisation policies, protocols and procedures

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RANGE STATEMENT

Technical care activities may include:

- Blood pressure measurement
- Blood glucose level measurement
- Temperature, pulse and respiration (TPR) measurement
- Simple wound care
- Tracheal suctioning
- Gastrostomy feeds
- Catheter care (not including insertion or removal of tubes)
- Application of protheses
- Application of auto-thrombotic stockings
- Assistance with breathing tubes (under direct supervision of a health professional)
- Simple eye care

Equipment and aids may include:

- Wheelchairs and other transport devices
- Mobility aids
- Lifting and transferring aids
- Beds
- Breathing devices
- Scales
- Continence aids
- Personal audio-visual aids
- Modified feeding aids

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RANGE STATEMENT

Environmental risk may include:

- Home environment, including:
  - bathroom
  - toilet
  - kitchen
  - dining area
  - bedroom
- Safety of access issues
- Infection
- Uncontained animals
- Environmental hazards:
  - slippery or uneven floor surfaces
  - physical obstructions (e.g. furniture and equipment)
  - poor home maintenance
  - poor or inappropriate lighting
  - inadequate heating and cooling devices
  - inadequate security

Risk assessment specific to client's circumstances may relate to:

- Weight
- Skin integrity
- Infection
- Evidence of self-neglect
- Behaviours of concern
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning

Other risks to client may include:

- Evidence of self-neglect
- Evidence of abuse
- Social rights infringements

Legislative requirements may include:

- WHS legislation and industry guides
- Duty of care
- Government program standards

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RANGE STATEMENT

Reporting may be, and include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - hazard and incident reports
  - care plans

Unit Sector(s)

Not Applicable

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CHCICS402B Facilitate individualised plans

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS402A Facilitate individualised plans	CHCICS402B Facilitate individualised plans	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop, implement and monitor support requirements for people to sustain quality of life according to individualised plans

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied in the context of involving people in the development and monitoring of the individualised plan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain *appropriate relationship* with the client	1.1 Introduce oneself appropriately
	1.2 Demonstrate courtesy towards the client
	1.3 Conduct interpersonal exchanges in a manner that develops, and maintains trust
	1.4 Maintain confidentiality and privacy of the person within organisation policy and protocols
	1.5 Conduct interpersonal exchanges in a manner that respects cultural sensitivities and needs
	1.6 Support the interests, rights and decision-making of the person in all dealings
2. Provide information about the planning process	2.1 Explain the purpose of the planning process
	2.2 Discuss *different planning options* with the client
	2.3 Work with the client to select most appropriate planning option
3. Facilitate development of the individualised plan	3.1 Work with the client to determine *readiness for the development of an individualised plan*
	3.2 Work with the client to determine *stakeholders* to be included in the planning process
	3.3 Determine the place and time for planning that best meets client needs
	3.4 Organise venue and provide invitations and necessary *background material* to relevant stakeholders
	3.5 Follow process requirements of the planning tool or template
	3.6 Prepare relevant documents prior to the planning session
	3.7 Conduct any required assessments or liaise with the assessor prior to the planning session
	3.8 Conduct planning session in a manner that respects the client's perspective, fosters their strengths and capacities and promotes their participation
	3.9 Manage any conflict or differences with regard for the client's perspective
	3.10 Clearly record the planning activities and summarise and provide details for feedback

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ELEMENT	PERFORMANCE CRITERIA
4. Determine risks associated with supporting the individualised plan	4.1 Conduct *environmental risk* assessment for functions associated with supporting the plan 4.2 Conduct risk assessment specific to *client's circumstances* 4.3 Discuss elements of risk with the client 4.4 Work with the client to identify strategies to remove or reduce risk 4.5 Develop strategies to remove or reduce risk according to organisation policy and procedures and *legislative requirements* 4.6 Identify *other risks to the person* and report accordingly
5. Implement and review individualised plan	5.1 Provide information and support to assist client to *monitor* their plan 5.2 Provide information and support to relevant others to implement the plan 5.3 Respond to reports of variation in client's circumstances that could affect the support requirements 5.4 Work with client and relevant others to make any required adjustments to the individualised plan 5.5 Facilitate discussion with client and supervisor to identify areas of the individualised plan that require review 5.6 Facilitate discussion with the client and supervisor in a manner that acknowledges the client as their own expert 5.7 Facilitate discussion with the client and supervisor in a manner that supports client self determination
6. Complete documentation, including writing or amending an individualised plan	6.1 Comply with the organisation's *reporting* requirements 6.2 Complete documentation according to organisation policy and protocols 6.3 Maintain documentation in a manner consistent with reporting requirements 6.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Role and responsibilities of self and others in the organisation
- Client assessment process
- A range of individualised planning processes that support person's strengths, interests, health and emotional well being and self determination
- Duty of care requirements when supporting an individualised plan
- Contemporary social aspects of ageing and disability
- Factors contributing to a person's ability to participate in the community
- Principles and practices of strengths-based support
- Role of carers
- Safety and security risks associated with ageing and disability
- Strategies for minimising risk
- Principles and practices for establishing and maintaining appropriate relationships with older people and people with disabilities
- Resources that will support the individualised plan
- Processes and practices that support skill development and/or maintenance
- Work health and safety (WHS) and infection control policy, procedures and legislative requirements
- Basic training and assessment principles and practices
- Documentation and reporting requirements and procedures
- Principles and practices of confidentiality and privacy
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required as in the Range Statement

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate involvement of people (and carers) in the planning and monitoring process
- Match a person's support requirements with support procedures
- Monitor the effectiveness of support procedures
- Implement and monitor an individualised plan
- Respond to person's preferences
- Apply physical and psychosocial aspects of the person in supporting their individualised

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plan
- Identify and respond to risks associated with supporting the individualised plan
- Liaise and report appropriately to supervisor and/or other health professionals
- Provide specific training to a worker
- Interact appropriately with the client assessment process and assessor/s
- Make informed observations and report appropriately
- Write and make appropriate amendments to an individualised plan

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Adhere to own work role and responsibilities
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

continued ...

Essential skills (*contd*):

- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with WHS guidelines

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings • This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • equipment and resources normally used in the workplace

Method of assessment may	• Observation in the workplace • Written assignments/projects

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include:

- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate relationship building and communication processes may include:

- Courtesy
- Empathy
- Non-judgemental support
- Observing and listening
- Respect of individual differences

Different planning options may include:

- Informal plans
- Person-centred planning processes, including
  - MAPS
  - PATH
  - Personal Futures Planning
- Organisation planning processes, including:
  - individual program plan
  - care plan
  - treatment plan
  - education plan
  - rehabilitation plan
  - employment plan
  - recreation and access plan

Readiness for development of an individualised plan may include:

- Capacity to make decisions
- Capacity to understand the process
- Capacity to participate
- Involvement of an advocate
- Power imbalances

Stakeholders may include:

- Family members
- Friends
- Neighbours
- Religious leader
- Other staff
- Staff from other services

Background material may include:

- Information on the process
- Requests for information to bring to the meeting

Environmental risk may include:

- Location and nature of activities identified in the individualised plan
- Safety of access issues

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	• Infection
	• Environmental hazards
	  • slippery or uneven floor surfaces
	  • physical obstructions (e.g. furniture and equipment)
	  • poor home maintenance
	  • poor or inappropriate lighting
	  • inadequate heating and cooling devices
	  • inadequate security

Client's circumstances that may require risk assessment include:	• Weight • Skin integrity • Infection • Evidence of self-neglect • Behaviours of concern • Impaired judgement and problem solving abilities • Impaired cognitive functioning
Other risk or potential risk, may include:	• Evidence of self-neglect • Evidence of abuse • Social rights infringements
Monitor may include:	• Feedback from person, family, carers and other interested people • Observations • Requests

Reporting may be, and include:	• Verbal:
	  • telephone
	  • face-to-face
	• Non-verbal (written):
	  • progress reports
	  • case notes
	  • hazard and incident reports
	  • care plans

Situations of risk or potential risk, may include:	• Behaviours of concern • Environmental hazards • slippery or uneven floor surfaces • physical obstructions (e.g. furniture and equipment) • poor home maintenance • poor or inappropriate lighting • inadequate heating and cooling devices • inadequate security • Evidence of abuse • Evidence of self-harm

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	• Evidence of self-neglect • Impaired cognitive functioning • Impaired judgement and problem solving abilities • Social rights infringements • Sudden or unexpected change in health status include sensory loss • Uncharacteristic behaviours •
Uncharacteristic or behaviours of concern that may require reporting and support may include:	• Agitation • Aggression (physical and/or verbal) • Withdrawal • Confusion • Emotional distress • Disinhibition • Perseveration • Self mutilation • Substance abuse • Sleeplessness • Depression • Disorientation • Impulsivity • Eating problems
Specific knowledge may be required of particular groups or issues, such as:	• Alcohol and other drugs abuse • Cultural and linguistic diversity • Specific types of disability • The impact of ageing • Risk of self-harm • Women • Men • Community education • Aboriginal and Torres Strait Islander people • Mental health • Acquired brain injury

Unit Sector(s)

Not Applicable

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CHCICS403A Conduct individual assessment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to conduct an appropriate service specific individual assessment as a basis for providing support within the context of aged care, home and community care or disability services work

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied by a worker conducting an assessment independently or as part of a team within the organisation's policy and procedures

This unit does not provide a basis for a worker to conduct a health assessment which should be managed and conducted by a relevant health professional

The assessment tool will be an established process used according to specified guidelines

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for the assessment	1.1 Identify the *need for assessment* based on organisation policy and procedure
	1.2 Identify appropriate *assessment tools* and/or processes according to organisation policy and procedures
	1.3 Clarify purpose and scope of assessment
	1.4 Identify assessment requirements that are outside job scope and refer to an *appropriate person*
	1.5 Organise appropriate time and place for the assessment with the client being assessed
	1.6 Clarify whether client wants others present at the assessment and if interpreter is needed
	1.7 Obtain consent from the client where required by organisation policy and procedure

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ELEMENT	PERFORMANCE CRITERIA
2. Conduct individual assessment	2.1 Inform client of the purpose and process of the assessment 2.2 Confirm client's understanding of the purpose and process of assessment 2.3 Provide a suitable and comfortable environment for the assessment 2.4 Comply with the guidelines when conducting the assessment 2.5 Conduct assessment in a *fair manner* 2.6 Identify client's level of comfort with the assessment process and continue or suspend the assessment process as necessary 2.7 Record assessment results according to defined guidelines
3. Interpret and report on assessment results within scope of the job role	3.1 Interpret assessment results according to defined guidelines 3.2 Prepare assessment *report* based on guidelines and organisation policy and procedures 3.3 File assessment report based on guidelines and organisation policy and procedures
4. Provide assessment feedback and information	4.1 Provide feedback on outcome of assessment to the client according to organisation policy and procedure 4.2 Provide assessment information to others according to client consent requirements and organisation policy and procedure
5. Reflect on own practice	5.1 Undertake self-evaluation in conjunction with supervisor and/or peers 5.2 Provide and receive open and evaluative feedback to and from co-workers 5.3 Actively seek feedback and accept it non-defensively

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of own work role and responsibilities
- Understanding of validity and reliability requirements for assessment
- Understanding of assessment process requirements
- Basic understanding of different types of assessment, such as:
  - domain based assessment
  - norm based assessment
  - competency based assessment
- Understanding of organisation's assessment tools, mechanisms and processes
- Knowledge of communication skills required to conduct an individual assessment
- Knowledge of organisation policy and procedure associated with individual assessment and with privacy and confidentiality
- Knowledge of reporting requirements of individual assessment
- Knowledge of consent requirements for dissemination of a person's assessment results
- Understanding of the importance of the setting, for example: residential facility, client's own home
- Knowledge of legal, regulatory and policy requirements, including duty of care, privacy and record-keeping

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Collect client information using the organisation's assessment tools
- Follow organisation policies and protocols
- Liaise and report to appropriate persons/agencies
- Adhere to own work role and responsibilities

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REQUIRED SKILLS AND KNOWLEDGE

- Conduct an assessment within defined guidelines
- Report on assessment results

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Apply basic problem solving skills to resolve problems within organisation protocols
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Need for assessment may include:

- Time requirement, including
  - admission/entry
  - annual
  - biannual
- Variation in a persons circumstances and/or condition
- Need for a specific service

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RANGE STATEMENT

Assessment tools may include:

- Domain based assessment
- Norm based assessment
- Competency based assessment

Fair manner may be subject to influences such as:

- A person's comprehension of assessment requirement due to:
  - language difference
  - values difference
  - cultural difference
  - cognitive impairment
  - nature of disability
- Provision of adequate time for the person's response
- Provision of an appropriate environment
- Provision of appropriate communication support / devices

Psychological needs may include:

- Freedom from undue stress
- A sense of control
- Self-esteem
- Self-determination
- Acceptance of disability
- Personal identity
- Sense of belonging
- Life stage acceptance
- Veteran/War widow related issues

Spiritual needs may include:

- Formal and informal religious observance
- Need for privacy and an appropriate environment to reflect and/or participate in spiritual activities
- Ceremonial observances

Cultural needs may include:

- Dress and dietary observance
- Ceremonial and festive observances
- Need for continued interaction with cultural community

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RANGE STATEMENT

Sexuality and identity needs may include:	• Love and affection • Touch • Physical appearance • Need for privacy and discretion • Access to assistive/protective devices
Appropriate communication and relationship building processes may include:	• Courtesy • Empathy • Non-judgemental approach • Observing and listening • Respect for individual differences • Cross-cultural communication
Support networks may include:	• Advocates • Family members • Carers • Friends • Clergy/pastoral care provider • Veteran's/War widow organisations
Community networks may include:	• Ethno-specific organisations • Clubs • Community centres • Support groups • Sport and recreational groups • Community welfare groups • Voluntary organisations • Veteran's/War widows organisations

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RANGE STATEMENT

Appropriate person may include:

- Supervisor
- Health professionals (registered nurse, doctor, social worker, diversional therapist, psychologist)
- Sex therapist
- Clergy/pastoral care provider
- National association of loss and grief
- Palliative care association
- Special associations providing support services to individuals with specific health problems/disorder
- Support group
- Veteran's/war widows organisations

Report may include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

Unit Sector(s)

Not Applicable

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CHCICS404B Plan and provide advanced behaviour support

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS404A Plan and provide advanced behaviour support	CHCICS404B Plan and provide advanced behaviour support	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to understand the influence and purpose of behaviour, assess behaviours of concern, develop multi-element support plans and response plans and utilise appropriate strategies to reduce behaviours of concern

Application of the Unit

Application

The knowledge and skills of this unit of competency are used by workers to develop and implement plans and strategies to reduce behaviours of concern and increase positive adaptive behaviour responses

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate understanding of the influence and purpose of behaviour	1.1 Apply understanding of what influences an individual's behaviour 1.2 Demonstrate awareness of the purpose of an individual's behaviour 1.3 Identify the communicative function of the behaviour 1.4 Identify *pro-active strategies* to support behavioural change 1.5 Develop pro-active *strategies* to support behavioural change and/or to manage behaviours of concern 1.6 Consult with appropriate team members regarding the development of behaviour support plans 1.7 Identify setting events and take appropriate action to adapt/redirect

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ELEMENT	PERFORMANCE CRITERIA
2. Assess behaviours of concern	2.1 Identify specific behavioural stimuli/function for data collection
	2.2 Select most appropriate method of data collection for recording behaviour
	2.3 Collect and summarise data related to individual behaviour
	2.4 Observe and record type, frequency and triggers of behaviour likely to put the person and/or others at risk of harm
	2.5 Observe and record environmental context of behaviour likely to put the person and/or others at risk of harm
	2.6 Observe and record person's emotional well being in the context of behaviour likely to put the person and/or others at risk of harm
	2.7 Observe and record person's health status in the context of behaviour likely to put the person and/or others at risk of harm
	2.8 Observe and record person's medication in the context of behaviour likely to put the person and/or others at risk of harm
	2.9 Appropriately facilitate the involvement of others in the assessment process
	2.10 Facilitate the process of functional and/or cognitive assessment for individuals

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ELEMENT	PERFORMANCE CRITERIA
3. Develop multi-element support plans to meet individual needs	3.1 Analyse data and observations 3.2 Appropriately identify proactive support strategies 3.3 Ensure support plans reflect respect, dignity, rights and personal choices and preferences and goals of the individual 3.4 Where required, ensure plans address impaired social judgement and decision-making capacity and use a directive approach to setting limits/boundaries 3.5 Effectively consult with team and stakeholders 3.6 Develop formalised support plan 3.7 Implement, monitor and record support plan 3.8 Review support plans and modify as required in consultation with appropriate staff
4. Develop an individual response plan	4.1 Use data and other information to develop an individual response plan 4.2 Identify *active* strategies as a part of the response plan 4.3 Identify the least intrusive effective active strategy e.g. redirect the person wherever possible 4.4 Identify *reactive strategies* according to *duty of care, ethical and legal requirements* 4.5 Identify reactive strategies that maintain the dignity of the person 4.6 Identify crisis response plans according to duty of care, ethical and legal requirements 4.7 Include in the plan appropriate support for the person after the episode 4.8 Follow *organisation policies and procedures* related to behaviour support

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ELEMENT	PERFORMANCE CRITERIA
5. Monitor effectiveness of response plan	5.1 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses 5.2 Monitor strategies to determine reduction of risk of harm to the person and others 5.3 Monitor strategies to determine level of intrusion on person's dignity and self-esteem
6. Complete documentation	6.1 Comply with the organisation's *reporting requirements* 6.2 Complete documentation according to organisation policy and protocols 6.3 Maintain documentation in a manner consistent with reporting requirements 6.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Principles and practices which focus on the individual person
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Organisation policies and procedures relating to behaviour management (including restrictions on the use of aversive procedures), occupational health and safety, critical incidents, accident and incident reporting, dignity of risk and duty of care and use of least restrictive alternative
- Evidence-based behavioural intervention
- Strengths-based support
- Principles of effective communication
- Purpose and function of behaviour and what influences behaviour
- Duty of care consideration
- Ethical considerations when dealing with other people's behaviour
- Legal considerations, especially in regard to constraint, imprisonment and abuse
- Principles of behaviour response plans
- Reporting procedures for incidents and accidents
- Referral procedures for specialist services
- Individual rights and equality

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge and application of organisation policies and procedures relating to behaviour management, occupational safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Identify strategies to remove or avoid the situations leading to aggression or violence, disinhibition or other behaviours of concern
- Identify strategies to promote appropriate behaviour and engage client in activities (addresses lack of motivation or initiation, withdrawal, non compliance)
- Observe a person's behaviour in an objective, non-judgemental manner
- Observe circumstances that have an adverse impact on people

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- Demonstrate mastery of techniques such as data collection, generating hypothesis and functional assessment
- Apply advanced crisis management strategies
- Develop an individual response plan
- Develop a crisis response plan
- Monitor the effectiveness of a response plan
- Demonstrate well developed problem solving skills
- Demonstrate application of knowledge and skills in:
  - reinforcement strategies including, sampling, menus, individualisation of schedules and differential reinforcement schedules
  - use of advanced self protective strategies (e.g. passive self defence)
  - strategies that avoid behaviour escalation (advanced)
  - advanced proactive strategies based on functional and cognitive assessment

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements include access to all relevant resources commonly provided in the disability service setting, including:
  - relevant organisation policy and procedure manuals, legislation and standards
  - organisation mission statement, strategic and business plan
  - other documentation relevant to the work context such as:
    . individual routines
    . staff routines
    . neuropsychological reports
    . behaviour support plans
    . data collection techniques
    . specific communication tools
    . skills development plans
    . accident and incident forms

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. referral forms
. lifestyle review package
. functional assessment tools

Method of assessment:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may be:	• Individual or groups
Pro-active strategies may include:	• Ecological manipulations - making changes in the persons environment that will reduce the likelihood of the behaviours of concern occurring • Positive programming - long term instructional programs designed to give the person greater skills and competencies • Focused support strategies - these include differential reinforcement strategies, stimulus control and instructional control
Organisation policies and procedures may include:	• Behaviour management guidelines • Occupational safety and health policies and procedures • Emergency procedures
Behaviours of concern may include those that:	• Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property) • Lasts for a long time (e.g. either in a single incident or in multiple incidents over time) • Isolates the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition / perseveration / depression • Interferes with the person's learning and developing new skills • Reduces quality / enjoyment of life

Strategies to assist in reducing and managing behaviours of concern may include:	• Functional assessment
	• Data collection
	• Generating a hypothesis
	• Multi-element support plans:
	  • proactive
	  • ecological manipulations
	  e.g. making changes to the person's environment, changing the teaching method, reviewing and changing the learning goals
	  • positive programming
	  e.g. teaching general skills, teaching coping skills, teaching functionally equivalent skills

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    - focused support
      e.g. differential reinforcement schedules
- Reactive strategies e.g. antecedent management, interrupt and redirect, geographical containment, emergency physical containment and individualised emergency management plans
- Seeking expert assistance

Unit Sector(s)

Not Applicable

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CHCICS405B Facilitate groups for individual outcomes

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS405A Facilitate groups for individual outcomes	CHCICS405B Facilitate groups for individual outcomes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to plan and conduct group activities to meet individual group member outcomes

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required and individual workers will take responsibility for their own outputs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for *group sessions*	1.1 Confirm information about the purpose of group sessions from appropriate community and health workers
	1.2 Obtain information about the desired individual outcomes
	1.3 Identify requirements outside scope of role and responsibilities as defined by the organisation and refer to supervisor
	1.4 Identify and confirm impact of the group activities to the person's overall plan
	1.5 Determine individual appropriateness according to their profile
	1.6 Determine group member's availability according to organisation protocols
2. Prepare for group sessions	2.1 Prepare group activities that are consistent with group member needs and recognise abilities and limitations of each person
	2.2 Prepare group activities that are consistent with the interests, preferences and beliefs of group members
	2.3 Prepare group activities with consideration of group members' pace and timing requirements
	2.4 Prepare group activities according to the size and composition of the group
	2.5 Prepare group sessions to maximise the involvement of all group members
	2.6 Establish a balance between tasks to be accomplished and the group process
	2.7 Identify possible risk to successful group activities and adjust plan to minimise risk
	2.8 Confirm group session plan with supervisor
	2.9 Gather and/or prepare materials required for the group session and check for safety and suitability
3. Conduct group sessions	3.1 Arrange the environment to encourage full participation by all group members
	3.2 Seek agreement on the purpose, process and intended outcomes of the group activity with the group
	3.3 Discuss the group activity with the group to

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ELEMENT	PERFORMANCE CRITERIA
	encourage as much participation as possible
	3.4 If appropriate, work with the group to establish ground rules
	3.5 Provide each group member with the necessary information, materials and support to participate in the group activity
	3.6 Ensure that the manner, level and pace of communication is appropriate for each group member
	3.7 Communicate with group members in a manner most likely to promote cooperation, dignity and self-esteem and encourage participation
	3.8 Use *group skills* to ensure the involvement of all group members
	3.9 Identify *potential conflict* within the group and manage to ensure ongoing involvement of individuals in group activities
	3.10 Monitor individual progress and provide constructive feedback to individual group member
	3.11 Follow process and directions to evaluate outcomes of the group session
4. Complete documentation	4.1 Comply with the organisation's *reporting* requirements
	4.2 Complete documentation according to organisation policy and protocols
	4.3 Maintain documentation in a manner consistent with reporting requirements
	4.4 File documentation organisation policy and protocols
	4.5 Where appropriate, include report of absences from group activities for risk management purposes

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own work role and responsibilities
- Legal and organisation requirements on equity, diversity, discrimination, rights, confidentiality and sharing information when supporting individual's to develop and maintain skills
- Principles of group dynamics
- Nature of group learning
- Factors that affect behaviour in groups
- Understanding of group roles, leadership and facilitatory techniques
- Understanding of role within a multidisciplinary team and when and how to provide feedback about group members
- A working knowledge of record-keeping practices and procedures in relation to conducting groups for individual outcomes
- Work health and safety (WHS) policies and procedures that relate to conducting group sessions
- Supervisory and reporting protocols of the organisation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use planning skills
- Manage individual outcomes in a group setting
- Apply group skills, including:
  - identifying and managing issues of equality of opportunity and non-discriminatory practices in group activities
  - eliciting views and addressing individual needs in groups
  - putting groups at ease
  - managing different individual styles within a group
  - interpreting non-verbal communication
  - gauging the appropriateness of language for individuals in a group
  - balancing the needs of the task with the group process
  - dealing with issues of power, influence and authority in group
- Work under direct and indirect supervision

continued ...

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Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Communicate effectively with supervisors and co-workers
- Use appropriate technology for communication
- Work within a multi-disciplinary team
- Use time management, personal organisation skills and establishing priorities
- Undertake evaluation processes
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Apply basic problem solving skills to resolve problems within organisation protocols
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment

- The individual being assessed must provide evidence

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and evidence required to demonstrate this unit of competency:	of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Group sessions may include:

- Social skills training
- Communication groups
- Health related groups
- Support groups
- Health promotion groups

Sources of information about group members may include:

- Individualised plan
- Rehabilitation plan
- Referral information
- Case notes
- Application form
- Skilled observation

Strategies to determine availability may include:

- Face-to-face
- Telephone
- Written
- Flyer

Potential conflict may be indicated by:

- Non-participation and withdrawal
- Personal comments and attacks
- Raised voices
- Rushed speech
- Agitation

Group skills may include:

- Identifying and managing issues of equality of opportunity and non-discriminatory practices in group activities
- Eliciting views and addressing individual needs in groups
- Putting groups at ease
- Managing different individual styles within a group
- Interpreting non-verbal communication
- Gauging the appropriateness of language for individuals in a group
- Balancing the needs of the task with the group process
- Dealing with issues of power, influence and authority in the group

Reporting may include:

- Verbal:
  - telephone
  - face-to-face

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- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

Unit Sector(s)

Not Applicable

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CHCICS406B Support client self-management

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS406A Support client self management	CHCICS406B Support client self management	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers to provide clients with support and assistance to self-manage aspects of their life that may include planning, access and involvement in community services and decision-making

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied as part of a comprehensive service aimed at promoting and supporting the independence and self-management of the client

The skills and knowledge may be applied in a range of settings, including, client's home, residential service, aged care setting, hospital, recreation, school, community agency, employment setting and community-based service

The word client may refer to the person receiving support, their family and/or supporters

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide support in a client-focused manner	1.1 Support the client to develop processes and strategies that address the uniqueness of their psychological, biological, *social and emotional context*
	1.2 Support the client to develop processes and strategies that address their capacity to access activities and services, within the context of client performance and possible capacity
	1.3 Support the client to identify and acknowledge their interests, preferences and concerns
	1.4 Support the client to access all information and options required to make informed choices and decisions
	1.5 Support the client to determine positive and negative consequences, including *risks* and constraints, associated with different options and choices
	1.6 Provide support in a manner that is in keeping with the client's individual needs and requirements
	1.7 Provide support in a manner that is responsive to the individual circumstances and aspirations of the client and where necessary their carers and supporters
	1.8 Where needed, work with supervisor to develop strategies to deal with client non-conformance
2. Provide strengths-based support	2.1 Support the client to identify and acknowledge their own strengths and self-care capacity
	2.2 Support the client to identify opportunities to mobilise their strengths
	2.3 Support the client to develop and trial solutions for presenting concerns and needs
	2.4 Support the client to monitor the application of solutions to presenting concerns and needs
	2.5 Provide support or assistance in the context of identified risks and constraints
	2.6 Provide support or assistance for clients to access and use support services and associated resources where required and within organisation policies, protocols and procedures
	2.7 Identify difficulties in meeting the client's needs with the client and a supervisor and address in line with

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ELEMENT	PERFORMANCE CRITERIA
	organisation protocols
	2.8 Maintain confidentiality, privacy and dignity of the client in line with organisation policy and protocols
3. Support the client to develop and/or maintain networks	3.1 Provide relevant support or assistance for the client to identify meaningful networks
	3.2 Provide relevant support or assistance for the client to develop strategies to develop and/or maintain meaningful networks
4. Support positive coping skills and behaviours within a person-centred framework	4.1 Assist the client to identify their existing coping skills and behaviours that maximise participation in own life situation
	4.2 Support the client to identify need for appropriate coping skills and behaviours to maximise their ability to do required activities within their own life situation
	4.3 Support the client to identify coping skills likely to cause harm to the client or others
	4.4. Support client to identify impact of coping skills and behaviours on themselves and others
	4.5 Provide information and support client to identify positive coping skills and behaviours
	4.6 Support the client as required to make referrals to services to assist with the establishment and/or maintenance of positive coping skills and behaviours
	4.7 Support the client to implement and/or maintain positive coping skills and behaviours
5. Support service and resource access	5.1 Work with client to identify needs that might benefit from referral to services and/or access to resources
	5.2 Provide the client with information about how required services and/or resources can be accessed
	5.3 Support the client to access required services and/or resources
	5.4 Support the client to monitor service effectiveness and/or resource appropriateness
	5.5 Support the client to access advocacy services where required to maintain integrity and efficacy of required services

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include understanding of:

- Own work role and responsibilities
- Client-centred philosophy and practices
- Empowerment and rights-based practices
- Strengths-based philosophy and practices
- Self-management in the context of a client with cognitive impairment
- Processes and strategies to support people to make informed choices and decisions
- Different cultural responses to chronic disease
- Risk analysis strategies and processes
- Work health and safety (WHS), risk assessment and risk management relevant to the job role
- Role of the worker within a human rights perspective

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Support a client to identify options across a range of variables such as support and service requirements, access requirements and lifestyle options
- Use facilitation skills to foster client-focused and strengths-based practice
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Identify and respond to risks for client, carer and worker associated with providing personal care
- Use appropriate communication strategies and tools
- Follow relevant WHS guidelines
- Work within a person-centred practice framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related

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instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
    - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
    - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
    - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
    - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with WHS and manual handling guidelines relevant to the jurisdiction and workplace

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, confidentiality or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions

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	as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Social and emotional context may include:	• Motivation • Individual and community beliefs, values and culture • Language • Pain • Fear • Family context • Support mechanisms • Isolation
Capabilities and constraints may include:	• Financial • Transport • Knowledge /information • Language • Cultural • Communication
Risks may include:	• Emotional • Psychological • Health • Physical • Security • Financial • Risk to self • Risk to others
Strategies for worker self care may include:	• Mentoring • Debriefing • Self care • Reflection

Unit Sector(s)

Not Applicable

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CHCICS407B Support positive lifestyle

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS407A Support positive lifestyle	CHCICS407B Support positive lifestyle	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers to provide clients with the support required to plan, make, implement and sustain positive lifestyle options that will have a positive impact on their health and well being

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied as part of a comprehensive service aimed at promoting and supporting client emotional and physical health and well being

The word client can be read to mean client and family

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support positive lifestyle decisions	1.1 Assist in identifying the client's *lifestyle issues*
	1.2 Provide information to the client about the impact of a positive lifestyle
	1.3 Provide information with regard for client sensitivity, preferences and aspirations
	1.4 Provide support that enables the client to identify positive lifestyle practices
	1.5 Work with the client to identify the *supports* and resources required to sustain a positive lifestyle
	1.6 Provide support in a manner that respects the client's choices
2. Support the implementation of positive lifestyle decisions	2.1 Support the client to develop a plan to implement positive lifestyle decisions
	2.2 Where necessary *facilitate access to services and/or resources* required to support a positive lifestyle
	2.3 Facilitate the client to make lifestyle decisions in a context of *health and emotional well being*
3. Support the client to maintain positive lifestyle	3.1 Assist client to identify any *risks* to sustaining positive lifestyle options
	3.2 Support client to develop strategies to reduce risks to sustaining positive lifestyle options
	3.3 Support client to monitor their positive lifestyle options
	3.4 Assist the client to evaluate the lifestyle options and source appropriate supports

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include understanding of:

- Own work role and responsibilities
- Basic positive lifestyle issues, including the impact of diet, physical activity, exercise, life/work balance, alcohol, smoking, substance use and relationships
- Understanding of the importance to respect client choices and possible conflicts that could arise
- Rights and responsibilities within a human rights framework
- Work health and safety (WHS), risk assessment and risk management relevant to the job role
- Knowledge of the role of the worker within a person-centred approach
- Knowledge of resources and services that support positive lifestyle

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Use facilitation skills to foster client involvement in positive lifestyle decisions
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Identify and respond to risks associated with providing personal care
- Work within a human rights and person-centred framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related

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instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with WHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current

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	issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Lifestyle issues may include:	• Diet • Exercise • Work/life balance • Alcohol • Drugs and substances • Smoking • Side effects of prescribed medication
Supports may include:	• Financial • Family • Formal support networks • Professional support, such as: • doctors

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	• dieticians • physiotherapists • direct care workers • psychologists • psychiatrists • teachers • Friends
Facilitate access to services and/or resources may include:	• Provision of information • Formal referrals • Supporting client to make contacts • Assisting the client to attend sessions
Health and emotional well being may include:	• Identification to variations in health and emotional well being • Referral to appropriate health and community professionals • Reporting to the supervisor concerns/changes to client's health and well being • Following the strategies identified in the client's support plan • Identifying and reporting deficits in the client's support plan

Unit Sector(s)

Not Applicable

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CHCICS408B Provide support to people with chronic disease

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS408A Provide support to people with chronic disease	CHCICS408B Provide support to people with chronic disease	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers to provide support and assistance to people who have a chronic disease

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Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied as part of a comprehensive service aimed at promoting the well being and self management of well being by the client

The skills and knowledge may be applied in a range of settings, including, client's home, residential service, aged care setting, hospital, recreation, school, community agency, employment setting and community based service

The skills and knowledge are applied within defined roles and responsibilities

The word client may refer to the person receiving support, their family and/or supporters

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide support in a chronic disease self management context	1.1 Identify the client's *chronic disease conditions* and support plan
	1.2 Identify impairments, activity limitations and/or participation restrictions that the client may experience due to the chronic disease
	1.3 Seek information about the chronic disease and its possible impacts on client health, well being and ability to achieve maximum performance in life situations
	1.4 Seek information from the client, supervisor and/or health professional in order to understand current client treatments, and other inputs and supports
	1.5 Determine the level and type of support and assistance required according to the client, their support plan, worker roles and responsibilities and organisation policy and procedures
	1.6 Actively involve the client in the development of strategies to self manage their chronic disease
	1.7 Confirm support plan with supervisor
2. Support client in a holistic manner	2.1 Identify with the client the full range of *variables* that could have an impact on client well being
	2.2 Provide support and assistance in a manner that addresses the range of *client variables* that have an impact on the client's well being
	2.3 Support the client to understand the chronic disease condition, within the scope of roles and responsibilities
	2.4 Identify and discuss with the client any unmet needs and requirements and make *appropriate referral* within the scope of *work role* and responsibilities
3. Provide support as part of a coordinated service approach	3.1 Identify the level and type of contribution of health and community services agencies and professionals in supporting the person, including the role of general practitioner or other primary care provider
	3.2 Identify the level and type of contribution to supporting the client made by family/care providers
	3.3 Identify own communication role and requirements within the support system

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Identify any variations to client's needs, health and/or emotional well being and make appropriate referral
	3.5 Identify the appropriate communication and reporting processes within the client's support system
	3.6 Identify *strategies for worker self care*

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include understanding of:

- Own work role and responsibilities
- Basic understanding of chronic diseases in relation to the impact on maintaining health and well being
- Some of the more common chronic diseases, including
  - Asthma
  - Cancer
  - Cardio vascular diseases
  - Chronic obstructive pulmonary disease
  - Diabetes
  - Haemoglobin disorders
  - HIV/AIDS
  - Mental illness, including depression
  - Musculoskeletal disorders
  - Obesity
  - Osteoarthritis, rheumatoid arthritis
  - Physical disabilities
  - Stroke
  - Viral hepatitis (Hepatitis C and Hepatitis B)
- Understanding the Continuum of Chronic Disease
- Understanding of models of chronic disease self management, including Stanford and Wagner
- Understanding of World Health Organisation model of chronic disease
- Life variables that have an impact on health and well being
- Social, emotional, physical, psychological and financial impacts of chronic disease
- Strategies to support the maintenance of positive life roles
- Strategies that enable the change of client behaviour over time
- Strategies that prevent chronic disease
- Stages of change, to establish readiness for attitudinal and behavioural change
- How to communicate effectively with a person with a chronic disease
- Possible impact on family dynamics as a result of a chronic disease
- Principles, practices and relevance of client focused practice in chronic disease self management
- Work health and safety (WHS), risk assessment and risk management relevant to the job

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role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Support a client to identify options across a range of variables such as support and service requirements, access requirements, lifestyle options
- Observe changes in a client's condition and/or well being and report to appropriate health professional
- Use facilitation skills to foster client focused and strengths-based practice
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Identify and respond to risks associated with providing personal care
- Use appropriate communication strategies and tools
- Follow the relevant WHS guidelines

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols

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- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with WHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings • This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to: • appropriate workplace where assessment can take place

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- relevant organisation policy, protocols and procedures
- equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit is recommended but not required to be assessed in conjunction with knowledge and skills addressed in related units:

- CHCICS406B Support client self management
- CHCISC407B Support positive lifestyle

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Chronic disease conditions may include:

- Asthma
- Cancer
- Cardio vascular diseases
- Chronic obstructive pulmonary disease
- Depression
- Diabetes
- Haemoglobin disorders
- HIV/AIDS
- Obesity
- Osteoarthritis, rheumatoid arthritis
- Physical disabilities
- Stroke
- Viral hepatitis (Hepatitis C and Hepatitis B)

Client variables may include:

- Emotional status
- Financial status
- Fluctuation or recurrence of condition
- Health status
- Lifestyle needs and aspirations
- Psychological status
- Relationship status
- Stigma

Appropriate referral may include:

- Disability support workers
- Education sector
- Family member
- Health and community professionals
- Other services
- Primary care health professional
- Rehabilitation

Work role may include:

- Aged care worker
- Allied health worker
- Disability worker
- Division 2 nurse
- HACC worker
- Mental health worker
- Rehabilitation professional

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Strategies for worker self care may include:	• Debriefing • Mentoring • Reflection • Self care

Unit Sector(s)

Not Applicable

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CHCICS409A Recognise and respond to suspected abuse of vulnerable people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to identify signs of possible abuse, take appropriate action according to role and responsibilities and minimise the risk of abuse to vulnerable people

Application of the Unit

Application	This unit may be applied in a range of community services contexts The work requires a range of well developed skills where some discretion and judgement is required and individual workers take responsibility for their own outputs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support improved awareness of the nature of abuse	1.1 Identify the types of *abuse* that might occur in relation to the setting and the range of needs of the client
	1.2 Identify indicators and behaviours of clients that might raise suspicion of possible abuse
	1.3 Identify the range of *relevant people* who may need to be aware of the suspected abuse
	1.4 Identify appropriate strategies to manage or report abusive behaviour without harm to the person and relevant others
	1.5 Identify organisation policy and guidelines relevant to the *setting* to manage a response to suspected abuse
	1.6 Identify government policy and guidelines relevant to the setting to address abuse

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ELEMENT	PERFORMANCE CRITERIA
2. Identify suspected abuse	2.1 Establish and maintain a supportive relationship with the person, identifying *signs* and possible reasons for suspected abuse 2.2 Work in a sensitive manner with the person and relevant others using *awareness raising methods* to determine the level of understanding of suspected abuse 2.3 Work with the person and relevant others in a way that empowers them to seek clarification of relevant procedures, *information and advice* 2.4 Comply with all relevant government policy, legal and organisation requirements including reporting 2.5 Clearly record concerns and actions taken relating to the care and *support* of the person and the suspected abuse, according to organisation requirements
3. Implement systems and procedures to respond to suspected or alleged abuse	3.1 Demonstrate understanding of organisation's systems and procedures for managing suspected abuse and disclosure of abuse, in a range of settings 3.2 Identify and report any *problems with systems and procedures* established to manage suspected abuse 3.3 Participate in the establishment of systems and procedures to identify, record and manage suspected and disclosed abuse 3.4 Work with relevant people to ensure awareness of their responsibilities to act on suspicion and disclosure of abuse, including use of appropriate systems and procedures 3.5 Monitor to ensure records of suspected and disclosed abuse are compiled and maintained correctly, including review of the person's care plan

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ELEMENT	PERFORMANCE CRITERIA
4. Act to support person experiencing suspected abuse	4.1 Review all available relevant information 4.2 Explore person's understanding of the situation and interpretation of what has happened or is happening to them 4.3 Assess the actual and potential effects of suspected abuse on the person 4.4 Work with the person and relevant others to determine whether a course of action is required and if the person agrees to this 4.5 Obtain informed consent, if appropriate, from the person or their legal representative, for any action to be taken on their behalf 4.6 Follow strategies, where appropriate, that have been developed to manage the perpetrator 4.7 Identify any legal requirement for reporting and/or other action 4.8 Ensure action is monitored and reviewed in accordance with organisation policy and procedures
5. Complete reporting documentation	5.1 Comply with the organisation's and legal reporting requirements 5.2 Complete, file and maintain documentation according to organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of own work role and responsibilities
- Understanding of the values, rights and ethics concerning consent and confidentiality and tensions which may arise between an individual's rights and the organisation's responsibility to the individual
- The rights of people to make decisions for themselves and take risks in the context of their own lives
- Legal reporting requirements associated with suspected or alleged abuse
- When and how to obtain informed consent from vulnerable people and how to confirm that sufficient information has been provided on which to base this judgement
- How to recognise when a person is unable to exercise their rights to make informed choice and strategies to deal with suspected abuse situations
- How to deal with issues of confidentiality and who has the right to access information
- Key legislation and government policy relating to abuse
- How to obtain information to assist in working with people in abusive situations and authoritative resources and sources of guidance
- Types of abuse and how to identify them
- The nature of people who may be more vulnerable to abuse
- Statistics and characteristics of abuse
- Key issues and debates relating to abuse
- Indicators of abuse
- Different interpretations of abuse and the importance of recognising different value systems in relation to abuse
- Actions to take if abuse is suspected
- How to conduct an investigation into possible abuse
- Systems and procedures for monitoring and identifying abuse
- Evaluation of abuse safeguards

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REQUIRED SKILLS AND KNOWLEDGE

- Methods to raise awareness of abuse
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- The application of 'human rights', particularly in relation to older people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Access supervision, advice, support and debriefing
- Manage the tension between the rights of the person and responsibility to the individual
- Develop systems and procedures to identify and manage abuse
- Identify key indicators of abuse
- Implement support strategies for suspected and alleged abuse
- Apply understanding of government policies in relation to abuse

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use communication strategies to:
  - develop a trusting relationships
  - provide appropriate information
  - engage all relevant people
  - work cooperatively with a range of stakeholder organisations
  - work within legal requirements and scope of own work role

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • relevant government policies and guidelines

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation • Interactive discussion • Demonstration of critical thinking

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Abuse may include:

- Financial and material
- Neglect
- Physical
- Psychological
- Sexual
- Social isolation
- Misuse of power toward vulnerable people, such as those with disabilities

Relevant people may include:

- Workers from within own organisation/service
- Workers from other organisations/services
- Spouse or partner
- Other family members
- Friends, neighbours and social contacts
- Managers
- Other people in the setting

Organisations such as:

- Police
- Health consumer and/or complaints organisations
- Relevant government departments
- Health services such as general practice, hospital, allied health

Setting may include:

- School
- After school care
- Own home
- Social groups
- Group home
- Residential aged care
- Respite care
- Recreational activities
- Community environments
- Health services

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RANGE STATEMENT

Signs of possible abuse may include:	• Change in behaviour of person, carer and/or family members • Failing to thrive • Social withdrawal • Observable evidence • Verbal and written complaints • Aggression, discomfort, fear
Awareness raising methods may include:	• Demonstrations • Events and meetings • Leaflets, video, audio messages • Publicity campaigns • Training courses • Supervision/mentoring • Work practices • Local public discussions and forums
Information and advice on abuse may include:	• Government policies • Legislation • Organisation policy • Research findings • Specialist service advice, such as legal, guardianship, cultural and linguistic diversity, Aboriginal and Torres Strait Islander
Support may include:	• Investigation • Maintain status quo • Referral • Removal of possible abuser • Removal of the person • Action appropriate reporting requirements

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RANGE STATEMENT

Problems with systems and procedures may include:

- Absence of systems and procedures
- Failure to implement systems and procedures
- Inadequate guidance and training
- Lack of equipment and resources
- Misunderstanding of the systems and procedures
- Time constraints
- Systems and procedures not maintained or updated

Unit Sector(s)

Not Applicable

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CHCICS410A Support relationships with carers and families

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to work positively with the carers and/or families of clients based on an understanding of their support needs across a range of service settings including aged care, disability and community care

Application of the Unit

Application	This unit would be applied where workers provide support to clients, carers and families across a range of service types and settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work positively with *carers* and families	1.1 Demonstrate the range of patterns/structures of current family life and the concept of family care giving
	1.2 Identify key issues for carers in the support of a family member who is aged and/or has a disability and support implementation within the context of different family patterns and access to resources
	1.3 Identify the impacts of caring on individuals and family relationships
	1.4 Identify the range of responsive services required by the carer to support the care relationship with the client
	1.5 Implement *strategies to support the rights of families and carers*
	1.6 Implement a range of *positive strategies for involving families and carers in design and delivery* of supports offered to them and the client

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ELEMENT	PERFORMANCE CRITERIA
2. Analyse life cycle transitions for carers and families and the implications for direct care workers	2.1 Identify transitions as major life changes for clients, their family members and friends 2.2 Identify client pathways into service settings and the *implications for carers*, families and friends 2.3 Identify potential positive and negative impacts that *transitions* may create for family, carers and friends 2.4 Support carer and family to identify and use *strategies to maximise positive aspects of transition* 2.5 Support carers, families and friends to maximise ongoing care and involvement in the life of the client in a range of service settings 2.6 Identify strategies and practices that can be implemented to *support the life cycle transition* experiences of carers and families
3. Analyse *strategies* to promote carer health and well being	3.1 Identify issues that may impact on the physical and emotional health and well being of the carer 3.2 Identify and analyse *the barriers to self care* for carers 3.3 Identify systems and strategies that can be implemented to promote the health and well being of carers

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Relevant organisation policy
- Relevant legislation and policy including
  - Carers Charter; Carer Recognition Legislation; State Carers Policy (SA)
  - Department of Human Services Victoria Recognising and Supporting Care Relationships Policy Framework 2006 and Action Plans for Aged care, mental Health and Disability
  - Carer Recognition Act 2004 (WA)
  - Caring for Carers in the ACT - A plan for Action 2004-2007
  - Carer Recognition Policy 2003 (QLD)
  - NSW Carers statement 1999 (NSW)
  - Anti-discrimination Act 1977 (NSW) - Carers' responsibilities amendment
  - Child protection legislation
- Carer demographics
- Carer support organisations and resources
- Relevant policies and procedures of the organisation in relation to carers and families
- Current service delivery philosophy and models
- Range of family patterns/structures and their impact on family member who is aged and/or has a disability
- Understanding attitudes, stereotypes, false beliefs and myths associated with caring
- Impact of the caring role on family, carers and friends
- Strengths-based philosophy and practice
- Effective communication techniques
- Strategies to work positively with families, carers and friends
- Strategies to support the maintenance of relationships through life cycle transitions
- Rights and responsibilities of cares

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REQUIRED SKILLS AND KNOWLEDGE

- Friendship rights
- Confidentiality and privacy principles and practice when working with a family, carer and friends

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Analyse the impact of the caring role on carers
- Establish strategies to support the emotional and life cycle impacts of caring on individuals and families
- Evaluate strategies to support life cycle transitions for carers and the implications for direct care workers
- Establish a partnership using carer friendly practices
- Analyse strategies to promote carer health and well being
- Establish and maintain healthy professional/work boundaries
- Apply strategies to work positively with families
- Communication strategies required to work effectively with families, carers and friends
- Apply strategies required to support relationships through life cycle transitions
- Identify carer needs
- Maintain confidentiality
- Participate in strengths-based solution finding

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:

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REQUIRED SKILLS AND KNOWLEDGE

- industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Apply basic problem solving skills to resolve problems within organisation protocols
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Carers are defined as:

- Family members and friends who provide care and support for a person with a disability, and/or who is frail aged and/or has a mental illness and/or chronic condition

Strategies to support the rights of families and carers may include:

- Information about carer legislation
- Access to an assessment
- Information and access to complaint procedures
- Access to an independent advocate

Positive strategies for involving families and carers in the design and delivery may include:

- Encouraging positive contact between the family, carer and friends with the service
- Encouraging positive contact between the family, carer and friends with the client
- Consultation
- Provision of information in appropriate formats

Implications for carers may be:

- Changes in role, relationships, identity, family structure and dynamics
- Pathways into informal and formal care
- Planning for the future
- Accessing services and resources e.g. eligibility, waiting lists etc
- Social impacts e.g. isolation
- Financial impacts
- Family communication

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RANGE STATEMENT

Transitions may include:

- Pre caring
- Taking on a carer role
- Engaging formal services
- Life cycle transitions e.g childhood, adolescence, young adulthood, middle and older age
- Client entry into day or overnight respite
- Client move from home to a supported residential setting
- End of life/palliative care

Strategies to maximise the positive aspects of transition may include:

- Acknowledge anxiety
- Provide opportunities for active involvement
- Maximise support structure
- Acknowledge loss and grief issues
- Promote the benefits of taking time for self care
- Provide reassurance

Strategies to support clients to maintain relationships through life cycle transitions may include:

- Sharing interests and meaningful activities together
- Sharing time and meals together
- Sharing feelings about any difficulties
- Mutual respect
- Having valued roles
- Privacy and confidentiality

Barriers to self care may include:

- Physical
- Emotional
- Spiritual
- Cultural
- Upbringing
- Personality

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RANGE STATEMENT

Strategies may include:

- Learning about the client's condition
- Accessing supportive health professionals and services
- Pastoral care
- Self awareness
- Counselling
- Basics of healthy caring
- A self care plan

Unit Sector(s)

Not Applicable

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CHCINF302D Maintain the organisation's information systems

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCINF302C Maintain the organisation’s information systems	CHCINF302D Maintain the organisation’s information systems	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to collect, store and provide accurate and current information to clients

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accurate records	1.1 Identify *information* needs of *clients* and key stakeholders and negotiate options for meeting them with client and other relevant people
	1.2 Update and maintain *records* and information in accordance with organisation procedures and report breaches to supervisor or management
	1.3 Identify and access appropriate and relevant sources of information so the organisation can provide information relevant to its service delivery
	1.4 Maintain specific information, including client assessment and referral records in accordance with organisation procedures and confidentiality considerations
	1.5 Prepare and present reports to the required standard
2. Handle organisation *correspondence*	2.1 Deal with incoming correspondence according to established organisation guidelines
	2.2 Prepare and despatch outgoing correspondence in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Provide information as required	3.1 Collect, index and maintain information in accordance with organisation procedures and requirements and to assure its currency and relevance 3.2 Prepare and present required information in a manner appropriate to audience and purpose and consistent with organisation procedures 3.3 Collect and maintain client statistics, inquiries and other data as required 3.4 Utilise appropriate processes to handle and process data to address workplace needs

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Use of relevant information technology
- Relevant guidelines and policies of organisation
- Government legislation and program guidelines
- Operation procedures and work health and safety (WHS) requirements for use of office technology
- Confidentiality requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain accurate and up to date records
- Provide information when it is required

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply communication skills as required to provide instruction and support
- Apply basic operational numeracy skills related to straight forward data
- Utilise relevant information technology effectively in line with WHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communications systems
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace e.g. viewing of information and storage system, collected data etc.

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Individual members of the public
- Family members and significant others
- Referred or self referred

Records and reports may be verbal or written, according to the requirements of the job and may include:

- Client information
- Internal forms including:
  - time sheets
  - work sheets
  - correspondence incoming/outgoing
  - petty cash forms
  - reports for organisation and/or funding bodies
  - equipment usage report
  - financial statements
  - funding submissions
  - organisation policies and procedures manual

Correspondence may include:

- Mail
- Facsimiles
- Email
- Memos
- Messages
- Internal reports
- Organisation newsletters

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Information includes all that may be required for the effective operation of the organisation, including:	• Details of relevant service provider, government agencies and funding sources • Details on the range of services provided by the organisation • Relevant government and organisation policies, legislation, statutory requirements • Client details • Network information • Professional development material • Data collected about clients or organisation operations
Processes for interpreting and analysing data include:	• Relevant numerical calculations

Unit Sector(s)

Not Applicable

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CHCINF303B Contribute to information requirements in the community sector

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to undertake administrative duties, including providing client information and completing other information requirements across a range of community sectors

Application of the Unit

Application	This unit may apply to work in a range of residential and community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accurate records	1.1 Demonstrate understanding of the purpose of health/service records
	1.2 Identify *client information* and record-keeping requirements relative to roles and responsibilities
	1.3 Provide client information and *workplace forms* that are clear, concise, factual and reflect legal and organisation requirements
	1.4 Present client information and workplace forms using *appropriate technology*, protocols and in a timely manner
	1.5 Supply client information according to organisation protocols and duty of care requirements
	1.6 Where appropriate, collect data according to directions
	1.7 Follow organisation protocols to protect confidentiality of the client information and health/service records
	1.8 Use health terminology and common abbreviations appropriately and within appropriate scope of roles and responsibilities

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ELEMENT	PERFORMANCE CRITERIA
2. Comply with the administration protocols of the organisation	2.1 Complete workplace forms and documents in accordance with organisation timeframes, protocols and procedures 2.2 Store and maintain organisation information in accordance with organisation protocols and procedures 2.3 Select and use equipment appropriate to the task according to organisation procedures and manufacturer's instructions 2.4 Report any equipment faults to the appropriate person

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic health terminology
- Common abbreviations used in the sector
- Confidentiality and security of records
- Documentation requirements for funding and accreditation
- Importance of environmental responsibility and sustainable practice issues
- How to assist with the collection of data
- Legal aspect of documentation
- Purpose of client records

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with the administration protocols of the organisation
- Contribute information to the development and implementation of the service delivery plan in accordance with role and responsibilities
- Maintain accurate records
- Use literacy skills at the level required to meet information requirements

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Workplace forms may include:

- Client contact registers including telephone calls
- Incident reports
- Job sheets, time sheets, rosters
- Meeting registers and records
- Promotional materials
- Purchase orders and invoices
- Report on client status

Client information may include:

- Difficulties and concerns about support procedures, programs and activities
- Feedback from family, carer, neighbours and/or friends of the client
- Feedback on client participation in support procedures, programs and activities
- May be written or verbal
- Observations of variation in status

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RANGE STATEMENT

Appropriate technology may include:	• Email • Facsimiles • Internal office memos • Letters • Personal visits • Telephone calls
Client information may be in English or community languages as required by the organisation/service:	• Chart reports • Letters • Memos • Notes • Records • Verbal or written

Unit Sector(s)

Not Applicable

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CHCINF403E Coordinate information systems

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCINF403D Coordinate information systems	CHCINF403E Coordinate information systems	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to coordinate all aspects of information management including collection, collation, storage and preparation of information in different formats depending on client needs

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and record *information*	1.1 Identify, access and collect appropriate information in order to meet: • client needs • specific workplace needs • organisation needs 1.2 Ensure all processes and procedures promote: • confidentiality • security • integrity of the information 1.3 Collate, prioritise and store information according to purpose of record and established procedures 1.4 Ensure information gathered is relevant, accurate and consistent with the organisation's values and client needs

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare and present *reports*	2.1 Prepare reports to meet: • audience/client needs • standard reporting protocols and procedures • organisation criteria 2.2 Include conclusions and recommendations in reports that are clearly supported by the information gathered and verifiable evidence 2.3 In preparing reports, use appropriate technology within the operator's level of expertise and within established guidelines that promote safe working conditions for self and others 2.4 Circulate reports to key people, assess their feedback for relevance and incorporate into report 2.5 Present reports to appropriate person/s for implementation in accordance with organisation guidelines
3. Supervise processes for collection, use, storage and dissemination of information	3.1 Monitor issues arising from day to day operation of information systems and develop solutions cooperatively 3.2 Provide appropriate training opportunities for staff to ensure effective use of relevant technology 3.3 Where appropriate, provide advice on complex areas of information 3.4 Develop processes for dealing with information requests and exchanges

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Available sources of information
- Appropriate documentation required for specific types of reporting
- Importance of using opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Interviewing methods
- Organisation polices and procedures relating to reporting and records systems
- Research methods and information gathering
- The range of report writing which is required of the organisation for internal and external purposes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Collect, collate and store information
- Prepare and present information in a range of formats to meet the needs of the client

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - report writing
  - a range of oral and written communication skills
  - research
  - safe and effective use and coordination of relevant technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communications systems
- Assessment must include assessment of the normal range of information and presentation of information

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace
  e.g. prepared reports

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may be sought from:

- Clients
- Group meetings
- Individuals, including:
  - family, support network
  - specialists
  - stakeholders
  - team members
- Other agencies
- Written sources

Reports may be:

- Administration files
- Client reports/case notes
- Court reports
- Expenses
- Incident reports
- Log books
- Reports to case management conferences
- Reports to funding, policy or legal bodies
- Timesheets

Relevant people will include:

- Community groups/leaders
- External organisations
- Family and support networks of clients
- Inside the organisation
- Specialist organisations
- Team members

Unit Sector(s)

Not Applicable

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CHCINF407D Meet information needs of the community

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with the community and individuals to identify and address their information needs

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify information requirements	1.1 Employ appropriate mechanisms to identify information requirements of the *community* and specific groups
	1.2 Collect and maintain current, accurate and comprehensive information on a range of relevant issues/services for the group to ensure information needs will be met
	1.3 Identify gaps or inadequacies in the information base and implement strategies to address them

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ELEMENT	PERFORMANCE CRITERIA
2. Address information requirements	2.1 Where possible, access existing information sources to meet individual/community needs 2.2 Routinely evaluate adequacy of existing information sources and materials to meet needs 2.3 Where new information materials need to be developed, explore options in consultation with users and stakeholders 2.4 In planning development of new information/ materials, address all aspects of implementation including: • content, structure and relevance • financial, technological and staffing resourcing • staff training needs 2.5 Implement strategies to continuously improve effectiveness of information materials and systems

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- A range of systems that can be used to obtain information
- A range of systems that can be used to store and record information

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Basic project management
- Preparation, editing, publishing materials/information

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess information needs of community and/or specific group, analyse current capacity for them to be met and determine requirements for new materials
- Use and maintain a range of information storage systems

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - literacy adequate to handle and prepare complex written information
  - use of relevant information system
- Identify and promote the importance of using opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should consider requirements of relevant information systems

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Community may include:	• A geographic region • Current users of the organisation's services • New target groups • Special interest groups • Students and researchers • Users referred by other organisations • Workers in other organisations
Information systems may refer to:	• Electronic networking • Informal and formal arrangements with government departments and non government organisations to obtain information • Material produced and provided by and about other organisations and services • Media • Subscriptions to publications • The range of different systems across sectors
Financial and technological resources required for system may include:	• Directories and databases, manual and electronic • Manual and computerised filing software and hardware • Systems operated within the organisation • Systems operating in other organisations

Unit Sector(s)

Not Applicable

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CHCINF408C Comply with information requirements of the aged care and community care sectors

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to undertake administrative duties, including documenting in client records and contributing to the development and monitoring of service delivery plans in accordance with organisation and duty of care requirements

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accurate *records*	1.1 Demonstrate understanding of the purpose of health/service records
	1.2 Provide written *reports* and *workplace forms* that are clear, concise, factual and reflect legal and organisation requirements
	1.3 Document in the client's health/service records according to organisation protocols
	1.4 Follow organisation protocols to protect confidentiality of the client's health/service records
	1.5 Use basic health terminology and common abbreviations appropriately

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute information to the development and implementation of the service delivery plan in accordance with role and responsibilities	2.1 Assist in completing assessment tools and collecting data 2.2 Participate in case conferences according to organisation protocols 2.3 Identify and incorporate the client's preferences when assisting in development of service delivery plan 2.4 Demonstrate basic understanding of the funding and assessment tools utilised in the organisation/ service 2.5 *Report* changes in client needs, abilities and circumstances to supervisor and/or health professional 2.6 Contribute information when the service delivery plan is reviewed 2.7 Provide feedback to supervisor and/or health professional regarding strategies that are effective or are ineffective in meeting identified client needs 2.8 Notify supervisor and/or health professional of a client's refusal to participate in activities outlined in the service delivery plan 2.9 Provide accurate verbal reports to supervisor, colleagues and/or health professionals
3. Comply with the administration protocols of the organisation	3.1 Complete workplace forms and documents in accordance with organisation timeframes, protocols and procedures 3.2 *Store and maintain organisation information* in accordance with organisation protocols and procedures 3.3 Select and use *equipment* appropriate to the task according to organisation procedures and manufacturer's instructions 3.4 Deal with issues and problems and arising from operation of equipment in accordance with organisation protocols 3.5 Promptly respond to *inquiries and requests* according to established procedures and by using appropriate communication equipment

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ELEMENT	PERFORMANCE CRITERIA
4. Work within a legal and ethical framework to meet duty of care requirements	4.1 Demonstrate basic understanding of legislation and common law relevant to work role 4.2 Recognise potential ethical issues and dilemmas in the workplace and discuss with *appropriate person* 4.3 Recognise unethical conduct and report to appropriate person 4.4 Apply organisation procedures to recognising and responding when client *rights* and interests are not being protected 4.5 Follow *organisation policy and protocols* when managing a complaint 4.6 Recognise witnessed signs consistent with financial, physical or emotional abuse of client and report to appropriate person 4.7 Demonstrate understanding of role and responsibilities of legal guardians

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal aspect of documentation
- Purpose of client records
- Confidentiality and security of records
- Basic health terminology
- Common abbreviations used in the sector
- How to complete assessment tools
- How to identify and incorporate a client's personal preferences
- How to assist with the collection of data
- How to assist in identifying clients needs
- How to participate in case conferences
- Relevant assessment tools and funding sources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain accurate records
- Contribute information to the development and implementation of the service delivery plan in accordance with role and responsibilities
- Comply with the administration protocols of the organisation
- Work within a legal and ethical framework to meet duty of care requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of skills in:
  - providing handovers
  - providing documentation in records
  - liaison with supervisors
  - use of information systems and technology
- Apply language, literacy and numeracy competence appropriate to the requirements of the organisation and client group:
  - this may range from oral communication skills if reporting verbally, to writing skills if filling in work forms
  - workplace forms may also vary in complexity
  - language used would most commonly be English however a community language may be appropriate according to the organisation's policies
- Apply oral communication skills required to fulfil the job role in the organisation/ service:
  - oral skills may include listening to enquiries to providing simple factual information relevant to the workplace and client group
  - language used may be English or community language depending on the client group
- Apply literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace:
  - writing skills may range from the need to fill out a simple form to completion of a short report
  - language used would most commonly be English however a community language may be appropriate according to the organisation's policies and accreditation requirements
  - reading skills may range from understanding the names on envelopes/correspondence to reading pamphlets to determine their relevance to an enquiry
- Apply numeracy competence required to fulfil the procedures of the organisation/ service, and according to the support available in the workplace:
  - numeracy tasks may range from the need to count supplies to recording information on an organisation form

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment may include:	• Observations • Questioning • Evidence gathered from the workplace environment • Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Factors to be considered when working within a plan of care include:	• Accountability • Individual treatment plan • Personality of aged person • Expectations of aged person • Health status of aged person • Environment
Changes in behaviour may include:	• Substance abuse • Distress • Agitation • Aggression • Sleeplessness • Withdrawal • Disorientation • Confusion

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RANGE STATEMENT

Changes in behaviour may be reported verbally or written, and may include:

- Telephone reports
- Face-to-face reports
- Written reports
  - notes
  - memos
  - client records
  - specially designed report forms

Records and case history may include:

- All records related to the aged person's health status
- Assessments
- Plans of care
- Progress notes
- Test results
- Continence management charts and activities programs

Appropriate person may include:

- Administrator
- Colleagues
- External agencies (complaints and advocacy services and professional registering authorities)
- Health professionals
- Immediate supervisor
- Law enforcement officers
- Member of senior management
- Other health workers
- Relative or other responsible person
- Senior manager

Workplace forms may include:

- Job sheets, time sheets, rosters
- Client contact registers including telephone calls
- Meeting registers and records
- Purchase orders and invoices
- Promotional materials

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RANGE STATEMENT

Records may be:

- Accounting records e.g. account for payments, petty cash payments, purchases
- Client records e.g. client statistics, client details, contact numbers etc.
- Assessment and referral records
- Records of jobs/clients attended
- Sign on/sign off sheets
- Purpose designed report forms

Store and maintain organisation information includes:

- Manual and computer filing
- Data base
- Management of computer directories

Equipment includes:

- Answering machines
- Appliances
- Computers
- Email
- Fax machines
- Machinery
- Maintenance equipment
- Microwave ovens
- Photocopiers
- Telephones
- Two-way radios
- Cleaning equipment
- Vehicles

Maintenance of equipment is:

- According to routine maintenance instructions and responsibilities of the job role

Inquiries and requests may be internal and external via:

- Telephone calls
- Facsimiles
- Letters
- Email
- Internal office memos
- Personal visits

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RANGE STATEMENT

Reports may be in English or community languages as required by the organisation/service:	• Verbal or written • Memos • Letters • Records • Chart reports • Notes
Organisation policy and protocols include those relating to:	• Filing and indexing • Security • Circulation • Confidentiality
Key statutory and legislative regulatory requirements may include those related to:	• Privacy legislation • Health records legislation • Equal employment opportunities • Discrimination and harassment • Residential and community services • Poisons and therapeutics • Registration and practice of health professionals • Pharmaceutical benefits • Occupational health and safety • Freedom of information • Public health • Building standards • Criminal acts

Report may be, and include:	• Verbal:
	  • telephone
	  • face-to-face
	• Non-verbal (written):
	  • progress reports
	  • case notes
	  • incident reports

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RANGE STATEMENT

Rights may include:

- Privacy
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- To lodge a complaint
- Right to express ideas and opinions
- To an agreed standard of care

Rights are detailed in:

- Legislation
- Industry and organisation service standards
- Industry and organisation codes of practice and ethics
- Accreditation standards
- International and national charters

Principles of access and equity may include:

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

Unit Sector(s)

Not Applicable

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CHCINF505D Meet statutory and organisation information requirements

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCINF505C Meet statutory and organisation information requirements	CHCINF505D Meet statutory and organisation information requirements	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to ensure effectiveness and efficiency of the organisation's information system

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Identify information requirements*	1.1 Identify information requirements in relation to organisation and worker goals, objectives and expected outcomes 1.2 Collect, analyse and prepare data on information needs in ways to inform decision-making
2. Review options for systems to obtain information	2.1 Identify and periodically evaluate sources of information 2.2 Identify, evaluate and prepare options for information systems so users can contribute to their development 2.3 Identify and evaluate *financial and technological resources* required for systems

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ELEMENT	PERFORMANCE CRITERIA
3. Establish and manage systems to record and store information	3.1 Periodically re-evaluate methods used to record and store information for effectiveness, efficiency, security and integrity and introduce new methods as necessary 3.2 Analyse any substantial breakdowns in methods of recording, storing and accessing information for cause and effect, and take corrective action 3.3 Establish and implement systems to ensure availability of information especially for direct use of clients 3.4 Monitor validity and usefulness of information and take appropriate actions for disposal or storage
4. Support and supervise the development of information and educational resources	4.1 Develop content and format guidelines in consultation with clients and other stakeholders, to guide production of education and information resources 4.2 Recruit appropriate expertise to develop designated information and education resources 4.3 Establish opportunities for information users to monitor and advise on ongoing development of information and education resources
5. Provide staff training	5.1 Determine staff training needs in relation to systems for information acquisition, recording and storage, and for preparing educational resources 5.2 Organise training or retraining in accordance with the units of competency required, training needs analysis and organisation policy

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Application of information technology
- Workload analysis models/systems
- Operations of the agency
- Relevant policy and procedures and work systems
- Systems analysis models/theories
- Relevant legislation relating to organisation and statutory information requirements
- Range of current and emerging information technology relevant to addressing organisation information requirements
- Consultation processes and techniques
- Communication dissemination models

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess information requirements for an organisation or department
- Design work systems that integrate technology and address organisation and statutory information requirements
- Design training processes to support introduction of new technology in work practices
- Demonstrate knowledge of applicable agency and legislative requirements processes listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - assessment of information needs
  - analysis
  - planning
  - consultation/facilitation
  - report writing

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  - running reviews
  - accessing/researching current emerging technology
  - marketing technology
  - communication/dissemination strategies
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communications systems
- Assessment must include all aspects of managing the organisation's information systems in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace e.g. observation of recording systems, portfolios, testimonials from clients and colleagues

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for managing information systems include:	• Management of a work unit/major program area
Managing information systems will be carried out within requirements established by:	• Commonwealth and state legislation • Organisation policy and procedures • Relevant program standards • Informal and formal arrangements with government, non-government and other service providers to obtain information relating to clients and services • Computer based recording systems • Electronic banking
Financial and technological resources required may include:	• Manual filing systems • Computerised filing software and hardware

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Identify information requirements may include:	• Monitoring work output and relationship with obtaining outcomes, assessing availability of statistics to assist in monitoring workload, setting up dialogue with workers/supervisors about how to improve work practices through the use of information technology
Establishing systems to obtain information includes:	• Assessing available technology and its application to work practices • Identifying and preparing submissions for resources needed for new systems • Identifying training needs associated with implementation of new systems and either developing training to support this or investigation of possible training service providers

Unit Sector(s)

Not Applicable

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CHCINF604D Manage the organisation's information systems

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCINF604C Manage the organisation’s information systems	CHCINF604D Manage the organisation’s information systems	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to coordinate information systems, including as a supervisor of a work area/program

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and address *information requirements*	1.1 Identify information requirements in terms of their relevance to organisation and worker goals and objectives and expected outcomes for clients 1.2 Collect and analyse relevant information and use to inform decision-making 1.3 Identify, utilise and periodically evaluate sources of relevant information 1.4 Identify, evaluate and implement options for information collection and dissemination so maximum use is made of the organisation's resources and of the community

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ELEMENT	PERFORMANCE CRITERIA
2. Supervise day to day processes for collection, use, storage and dissemination of information	2.1 Elicit, monitor and verify issues arising from day to day operation of information systems 2.2 Provide staff with information about relevant policies and procedures including confidentiality, ethics and security protocols, and advise management of any breaches 2.3 Provide advice on complex information requests as required 2.4 Develop, implement and evaluate processes and appropriate administrative procedures for dealing with information requests and exchange 2.5 Contribute to design of administrative procedures and policies

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ELEMENT	PERFORMANCE CRITERIA
3. Establish and manage systems to record, store, process and distribute information	3.1 Develop and implement strategies to ensure all aspects of information collection and storage, dissemination and disposal comply with relevant organisation and statutory requirements 3.2 Periodically re-evaluate methods used to record and store information for effectiveness, efficiency, security and integrity, and introduce new methods as necessary 3.3 Analyse any substantial breakdowns in recording, storing and accessing information for cause and effect, and take corrective action to minimise impact 3.4 Establish and implement systems to ensure appropriate availability of information for clients and the organisation 3.5 Monitor currency, validity and usefulness of information and take appropriate actions for disposal or storage 3.6 Investigate available technology and analyse for application to day to day and specific operations 3.7 Inform staff appropriately about correct use of equipment in accordance with manufacturer's specifications and work health and safety (WHS) guidelines 3.8 Investigate staff access to training and operation of current and emerging technology and integrate into planning for day to day operations 3.9 Monitor application of correct operating and safety procedures on a regular basis and improve work practices as required to ensure compliance with OHS and other guidelines

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ELEMENT	PERFORMANCE CRITERIA
4. Support and supervise the development of information and educational resources	4.1 Develop guidelines for production of educational and informational resources in consultation with clients and stakeholders 4.2 Recruit appropriate expertise to develop designated information and educational resources to optimise their impact 4.3 Provide opportunities for users of organisation information to advise on development of information and educational resources 4.4 Incorporate relevant cultural considerations in the development of information/education resources

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Application of information technology
- Work analysis models/systems
- Relevant policy and procedures and work systems
- Systems analysis models/theories
- Relevant legislation
- Relevant current and emerging information technology
- Consultation processes and techniques
- Communication dissemination models
- WHS policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess information requirements
- Design work systems that integrate technology
- Design/assess training to support introduction of new technology in work practices
- Demonstrate knowledge of applicable organisation and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - assessment, review and evaluation
  - analysis
  - planning
  - consultation/facilitation
  - report writing
  - application of current/emerging technology
  - communication/dissemination strategies
  - supervision

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communications systems
- Assessment must include all aspects of managing the organisation's information systems

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for managing information systems include:	• Management of a work unit/major program area
Managing information systems will be carried out within requirements established by:	• Commonwealth and state legislation • Organisation policy and procedures • Relevant program standards • Informal and formal arrangements with government, non-government and other service providers to obtain information relating to clients and services • Computer based recording systems • Electronic banking
Financial and technological resources required for system may include:	• Manual filing systems • Computerised filing software and hardware

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Information requirements may be identified by:	• Monitoring work output and relationship with obtaining outcomes • Assessing availability of statistics to assist in monitoring workload • Setting up dialogue with workers/supervisors about how to improve work practices through the use of information technology
Establishing systems to obtain information includes:	• Assessing available technology and its application to work practices • Identifying and preparing submissions for resources needed for new systems • Identifying training needs associated with implementation of new systems and either developing training to support this or investigation of possible training service providers

Unit Sector(s)

Not Applicable

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CHCINF606D Manage information strategically

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide education/information about services or programs for the public

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and implement strategies for collection, verification and use of information to achieve organisation objectives	1.1 Use needs of the organisation and its clients as basis for developing information strategies that reflect current relevant legislation 1.2 Develop guidelines and strategies based on analysis of current and emerging technology to improving work practices 1.3 Identify and analyse factors impacting on strategic development of information technology across the organisation and address in planning 1.4 Develop and implement processes for consultation on the application of information technology to achieve goals and outcomes
2. Facilitate strategies for inter-agency information sharing and use	2.1 Undertake high level liaison with a range of stakeholders within and outside the organisation and integrate into planning processes 2.2 Prepare and disseminate advice to appropriate personnel on legislation and organisation procedures relating to information collection, verification and use

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and upgrade organisation's *strategic management of information*	3.1 Identify and implement processes for periodic review of information management to ensure ongoing efficiency and effectiveness 3.2 Monitor effectiveness of existing procedures and systems to determine capacity to meet client needs and organisation aims, objectives and standards 3.3 Implement required changes where appropriate and as resources permit

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Financial management
- Marketing models/processes
- Operations of government and non-government agencies
- Range of stakeholders
- Relevant legislation
- Strategic planning models, theories and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of knowledge related to agency and legislative requirements
- Develop protocols for information sharing, storage, disposal across agencies
- Develop strategies for information management across range of functions
- Undertake analysis of organisation information needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - preparation of high level advice
  - strategic planning
  - systems analysis
- Develop and promote information strategies to address environmental responsibility and

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REQUIRED SKILLS AND KNOWLEDGE

sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communications systems

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Strategic management of information will be carried out within requirements established by:	• Agency policy and procedures • Commonwealth and state legislation • Copyright legislation • Established community communication processes • Relevant program standards
High level liaison includes:	• Negotiating information sharing arrangements with a range of government, non-government and other service providers required for client, service delivery, or program management

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Unit Sector(s)

Not Applicable

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CHCLD315A Recognise stages of lifespan development

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the fundamental knowledge of life stages and human development required to recognise individuals functioning effectively at various life stages and to identify variations from the norm for appropriate referral in the context of community services work

Application of the Unit

Application

The application of knowledge and skills described in this unit of competency may underpin functions such as obtaining and documentation of client information

Functions at this level require a broad overview of appearance and functioning of individuals at different stages of human development across the lifespan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of human development	1.1 Use accepted terminology to describe commonly accepted life stages relevant to community services work 1.2 Work with fundamental knowledge of physical and psychological *stages of human development* relevant to delivery of community services 1.3 Apply a fundamental understanding of *key indicators of human development*
2. Apply fundamental knowledge of factors that influence human development	2.1 Apply a fundamental understanding of factors that enhance human development 2.2 Demonstrate a fundamental understanding of factors that may inhibit human development

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ELEMENT	PERFORMANCE CRITERIA
3. Identify and report observable broad variations	3.1 Identify key behaviours that may indicate variations in human development at each life stage 3.2 Identify observable variations at each life stage 3.3 Describe and document variations using appropriate terminology 3.4 Report identified variations in life stage development in line with industry requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- Awareness of key indicators of developmental milestones at identified stages of human development
- Key factors required to support and enhance human development
- Key factors that may inhibit human development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and describe key physical and psychological features of each life stage
- Identify and describe key behaviours and aspects of appearance that may indicate variation in development at each life stage

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Document variations using appropriate terminology
- Report identified variations of life stage development in line with industry requirements

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified fundamental essential knowledge as well as skills
- This unit is most appropriately assessed in conjunction with units involving application of knowledge in a work context
- Essential knowledge covered in this unit is to be assessed ***before*** application in a work context, especially where client safety issues are involved
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit may be assessed through a range of assessment activities that include workplace tasks and questioning contextualised to address specific work applications • Assessment should reflect the diversity of settings within which work takes place and a representative range of client groups • Resources required may include access to relevant workplace or simulated setting
Method of assessment:	• Assessment of this unit of competence may include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Some aspects may be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Evidence of application of knowledge addressed in this unit may be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Stages of human development include:	• Infancy • Early childhood • Childhood • Adolescence • Early adulthood • Middle adulthood • Late adulthood • Very elderly
Stages of development may relate to:	• Stages of physical development • Stages of psychosocial development • Stages of cognitive development
Key indicators of human development may relate to:	• Self care • Independence • Responsibility for emotional, physical and spiritual well being

Unit Sector(s)

Not Applicable

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CHCLD415A Confirm client developmental status

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes a detailed knowledge of indicators of client status required to confirm the status of individual clients in preparation for service delivery in the context of community services work

Application of the Unit

Application	The application of knowledge and skills described in this unit of competency may relate to functions such as providing information to clients or reporting or referring issues outside scope of practice of individual worker Work at this level may require guidance and/or supervision from appropriately qualified personnel, especially where provision of direct client services are involved

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of human development	1.1 Observe and/or question the client appropriately to obtain information about client's developmental status
	1.2 Review any available documented information about the client's developmental status
	1.3 Apply knowledge of *lifespan development theories* to clarify client's development status
	1.4 Take into account the range of factors that may have impacted on appearance and behaviour of the client in relation to community services to be delivered
	1.5 Obtain information through *observation and/or questioning* to identify any actual or potential *problems* in relation to community services to be delivered

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ELEMENT	PERFORMANCE CRITERIA
2. Check client's developmental status	2.1 Use detailed knowledge of human development across the lifespan to check developmental status prior to delivering service 2.2 Clarify suitability of community services being delivered in relation to client's developmental status 2.3 Consult appropriate person to clarify implications and significance of client's developmental status in the case of uncertainty or limits on own capability or authority 2.4 Where appropriate consult with the clients carer, family or significant other to gather relevant information
3. Identify developmental issues	3.1 Identify a range of signs of developmental issues using standard methods and protocols 3.2 Identify potential factors responsible for significant developmental issues 3.3 Identify potential risk factors associated with developmental issues 3.4 Recognise and refer potentially serious issues in line with organisation requirements 3.5 Document developmental issues in line with organisation policies and procedures
4. Check for and respond appropriately to specific issues	4.1 Check for any indications of *issues requiring notification of authorities* and report 4.2 Check for any indications of *other issues* that may impact the provision of services and/or require referral 4.3 Report and document as required by the organisation policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Detailed knowledge of aspects of development of the human being throughout the lifespan, including:
  - physical
  - psychological
  - cognitive
  - social
  - affective
- Knowledge of key factors that may impact on the individual at identified stages of human development and their potential effects
- Understanding of legal obligations, particularly in relation to child protection and elder abuse issues
- Appropriate range of referral sources and associated protocols
- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Indicators of significant issues including:
  - child abuse (including different types of child abuse)
  - child trafficking
  - abuse, neglect or harm including self-harm
  - domestic and family violence
  - elder abuse
- Child protection policy of service
- State/territory requirements about responding to indications of abuse and reporting process
- Relevant organisation standards, policies and procedures

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and question clients appropriately in order to obtain information relating to developmental status and actual or potential issues related to community services to be delivered
- Confirm client's developmental status prior to delivering services
- Identify variations from normal development status using standard methods and protocols and recognise and refer potentially serious issues in line with organisation requirements
- Identify potential factors responsible for significant variations from normal developmental status and determine an appropriate response in terms of:
  - appropriate referral and reporting in line with organisation requirements
  - provision of appropriate services
- Refer to or seek assistance from an appropriate person or authority in relation to variations from normal functioning
- Articulate scope of practice and boundaries in relation to response to client status
- Comply with mandatory reporting requirements where appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in conjunction with units involving application of knowledge in a work context
- Essential knowledge covered in this unit is to be assessed ***before*** application in a work context, especially where client safety issues are involved
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit may be assessed through a range of assessment activities that include workplace tasks and questioning contextualised to address specific work applications
- Assessment should reflect the diversity of settings within which work takes place and a representative range of client groups
- Resources required may include access to relevant workplace or simulated setting

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EVIDENCE GUIDE

Method of assessment:

- Assessment of this unit of competence may include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Some aspects may be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Evidence of application of knowledge addressed in this unit may be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units: Assessment of this unit is recommended to be undertaken in conjunction with units of competency related to a particular area of community service delivery

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Life stages include:

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Old age

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RANGE STATEMENT

Stages of development may relate to:	• Stages of physical development • Stages of psychosocial development • Stages of cognitive development • Psychosexual stages • Stages of moral development • Stages of ego development
Issues requiring notification of authorities include:	• Certain infectious diseases • Suspected or known child or elder abuse • Suspected or known child trafficking • Issues deemed to be in the public's best interest
Other issues may include:	• Misuse of alcohol and other drugs • A history of mental health issues • Indicators of abuse, neglect or harm including self-harm • Having no accommodation, employment or money • Indications of domestic and family violence
Lifespan development theories may include:	• Piaget's cognitive development • Erikson's psychosexual development • Kohlberg's moral development • Stages of biological development

Unit Sector(s)

Not Applicable

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CHCLD514B Analyse impacts of sociological factors on clients community work and services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCLD514A Analyse impacts of sociological factors on clients in community work and services	CHCLD514B Analyse impacts of sociological factors on clients in community work and services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the application of knowledge of the broad social and cultural context in which work is planned and implemented in the community services industry

This unit will prepare workers to better understand their client groups and issues that impact on the lives of their clients and hence on their delivery of services

Application of the Unit

Application

The application of knowledge and skills described in this unit of competency relate to functioning independently to plan and undertake community work and associated services

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify social and cultural issues impacting on Australian society	1.1 Identify major *social and cultural institutions in Australian* society and their functions in society 1.2 Describe ways major institutions in Australian society can impact communities, families and individuals 1.3 Examine *aspects of inequality in society* and identify possible effects and consequences of conditions and experiences of inequality on communities, families and individuals 1.4 Identify impacts of long term unemployment and associated issues on families and individuals 1.5 Identify factors associated with *age in Australian society* and their impact on communities, families and individuals 1.6 Identify factors associated with social, cultural and economic background and their impact on communities, families and individuals

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ELEMENT	PERFORMANCE CRITERIA
2. Analyse impacts of social and cultural factors	2.1 Use available information to identify social and cultural factors impacting on individual clients, groups or communities 2.2 Analyse current effects related to social and cultural factors impacting on individual clients, groups or communities 2.3 Take a problem solving approach to clarify current health and well being and associated needs for individual clients, groups or communities 2.4 Make informed decisions in relation to specific work to be undertaken and/or services to be provided
3. Monitor impact of social and cultural factors on community work and services	3.1 Monitor impact of work undertaken and/or services provided in line with scope of own work role and organisation policies and procedures 3.2 Review effectiveness of work undertaken and/or services provided in relation to identified social and cultural factors impacting on clients, groups or communities 3.3 If required, revise aspects work undertaken and/or services provided to better address social and cultural issues and enhance outcomes clients, groups or communities

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Critical political and economic theory and systems
- Functions of social and cultural institutions within Australian society, including:

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  - basic concepts of culture, institutions, social structures, and power
  - families in Australian society
  - gender roles especially in relation to the workforce
  - major institutions in Australian society (such as the media, the health system) and ways they can impact on the community
- Concept of inequality and its possible effects and consequences in our society
- Effects and consequences of unemployment in our society, including:
  - potential effects of unemployment on people's lives
  - range of outcomes of unemployment on society
  - how unemployment can impact on a person's health and well being
- Factors associated with different age groups in our society, including:
  - cohorts of different ages (such as teenagers, older people) and the ways they form their own micro culture
  - societal perceptions of different aged groups
  - ways stereotypes and beliefs develop
  - positive ways various age groups contribute to our society
- Factors that impact health and well being of our society, including:
  - the relationship between environmental factors and the general health and well being of a community, family and/or person
  - influence of government policy decisions on general health and well being
- Awareness of own values and attitudes and their potential impact on clients
- Contemporary frameworks and influences underpinning social policy

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Describe the functions of major global social and cultural institutions
- Describe concepts of inequality and how they impact on individuals and society
- Identify different beliefs about various stratifications in our society and the ways stereotypes develop and their impact
- Analyse ways that specific policy decisions impact on community work

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Consistency in performance should consider the range of clients and situations encountered in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit may be assessed through a range of assessment activities that include workplace tasks and questioning contextualised to address specific work applications • Assessment should reflect the diversity of settings within which work takes place and a representative range of client groups • Resources required may include access to relevant workplace or simulated setting

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Method of assessment:

- Assessment of this unit of competence may include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Some aspects may be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Evidence of application of knowledge addressed in this unit may be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Social and cultural institutions in Australia and globally may include but are not limited to:

- Aged care system
- Education system
- Family
- Health system
- Labour market
- Legal system
- Media
- Political systems
- Religious systems
- Work

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Aspects of inequality in society may include but is not limited to:

- Diminished quality of life
- Family breakdown
- Feminism
- Homelessness
- Impact of unemployment on society
- Loss of social contact
- Paid and unpaid work
- Peak oil issues
- Queer theory
- Racism
- Social isolation
- Social, personal and health outcomes of unemployment
- Sustainability
- Terrorism
- Unemployment

Age in Australian society may include but is not limited to:

Ways people are grouped according to age and experience such as:

- Teenagers
- Young marrieds
- Retirees
- Older people
- Vietnam Vets
- Generation X
- Baby Boomers

Stereotypes related to age may include but are not limited to:

- Societal beliefs about age and experience
- Development of stereotypes
- Positive and negative stereotypes
- Positive ways different age groups contribute to society

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Environment factors related to general health and well being may include but are not limited to:	• Housing:
	  • boarding house
	  • high rise
	  • homeless
	  • inner city
	  • own home
	  • public housing
	  • rental property
	  • residential care
	  • rural
	  • urban
	• Population density
	• Employment factors
	• Work structures
	• Geographical location
	• Sustainability and peak oil
	• Social isolation
	• Overcrowding and poor conditions
	• Access to health and community services
	• Workplace

Government policy decisions may include but are not limited to:	• Housing • Distribution of health and community services • Safe work practices • Work health and safety (WHS) • Funding of different sectors such as mental health, disability, home and community services, etc

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Health promotion initiatives might include but not be limited to:	• Anti-smoking and quit campaign • Back safety • Breast cancer screening • Diabetes • Drug abuse • Falls prevention • Healthy ageing • Indigenous health • Leisure and health • Mental health campaigns • Nutrition, eat well, and obesity programs • Physical activity • Safe driving • Wearing a seat belt
Issues related to policy decisions and the workplace may include but are not limited to:	Legislation and regulations pertaining to: • WHS • Workplace safety • Anti-discrimination laws • Smoke-free environment • Complaints management systems • Risk management • Fire safety regulations • Infection control

Unit Sector(s)

Not Applicable

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CHCLD515A Analyse client information for service planning and delivery

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the application of in-depth level of knowledge of human development required to analyse available information in relation to specific services to be provided

Application of the Unit

Application	The application of knowledge and skills described in this unit of competency relate to functioning independently to plan and provide services This unit ensures individuals can apply in-depth knowledge of human development in the delivery of specific services

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit of competency:

- CHCLD415A Confirm client developmental status

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse available client information	1.1 Analyse client information in relation to planning services and in line with organisation requirements
	1.2 Recognise normal readings on the findings of available tests, observations and assessments that assist in determining client status within scope of work role
	1.3 Use comprehensive knowledge to identify significant variations from the norm through observation and analysis of associated available information
	1.4 Use detailed knowledge to analyse information that may indicate specific social, psychological and/or developmental issues for the client
	1.5 Identify the likely impact of specific interventions

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ELEMENT	PERFORMANCE CRITERIA
2. Plan action/s to address client developmental status and identified issues	2.1 Apply detailed knowledge of human development across the lifespan to take a problem solving approach to plan services to reflect identified developmental status and address needs 2.2 Consider and note implications of any contra-indications in relation to analysis of client information in relation to planned service delivery 2.3 Document action plan within scope of work role and in line with organisation policies and procedures
3. Implement services	3.1 Make informed decisions to implement the action plan based on in-depth knowledge and detailed analysis of available client information in relation to specific services to be provided 3.2 Provide services in accordance with the action plan, organisation policies and procedures and occupational health and safety requirements 3.3 Maintain current, complete, accurate and relevant records for each client contact as required by the organisation 3.4 Monitor impact of services in line with scope of own work role and organisation policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- In-depth knowledge of biological and psychological development of the human being throughout the lifespan
- In-depth knowledge of factors that may impact on the individual at identified stages of human development and their potential effects
- Clear understanding of legislative requirements and obligations relating to delivery of community services, including mandatory notification issues
- Detailed knowledge of protocols and available resources associated with service delivery and referral
- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Indicators of significant issues including:
  - child abuse (including different types of child abuse)
  - child trafficking
  - abuse, neglect or harm including self-harm
  - domestic and family violence
  - elder abuse
  - presence of unintended injuries
- Child protection policy of service
- State/territory requirements about responding to indications of abuse and reporting process
- Relevant organisation standards, policies and procedures

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Describe in detail and articulate using appropriate and accurate terminology, key aspects of human development across the lifespan, especially in relation to factors relating to various life stages with a focus on implications for planning and delivery of specific health care services
- Explain processes of human development in relation to potential issues associated with provision of specific community services
- Identify variations from the norm and potential interactions between components of human social, psychological and physical development
- Undertake detailed analysis of available client information in the context of planning and delivering community services
- Plan and deliver services appropriate to client status in line with specific approaches, philosophies and regimes of community service work
- Refer to an appropriate authority for advice, guidance or confirmation in relation to issues outside normal practice or own experience
- Identify potential factors responsible for significant variations from normal developmental status and determine an appropriate response in terms of:
  - appropriate referral and reporting in line with organisation requirements
  - provision of appropriate services
- Articulate scope of practice and boundaries in relation to client status
- Complete risk assessments

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in conjunction with units involving application of knowledge in a work context
- Essential knowledge covered in this unit is to be assessed ***before*** application in a work context, especially where client safety issues are involved
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Assessment of this unit of competence may include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Some aspects may be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Evidence of application of knowledge addressed in this unit may be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units: Assessment of this unit is recommended to be undertaken in conjunction with units of competency related to a particular area of community service delivery

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Life stages include:

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood

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RANGE STATEMENT

Stages of development may relate to:	• Stages of physical development • Stages of psychosocial development • Stages of cognitive development • Psychosexual stages • Stages of moral development • Stages of ego development
Issues requiring notification of authorities include:	• Certain infectious diseases • Suspected or known child abuse • Suspected or known child trafficking • Issues that impact on public safety
Other issues may include:	• Misuse of alcohol and other drugs • A history of mental health issues • Indicators of abuse, neglect or harm including self-harm • Having no accommodation, employment or money • Indications of domestic and family violence

Unit Sector(s)

Not Applicable

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CHCLEG411A Use relevant legislation in response to client needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to use relevant legislation to advise clients with specific needs in relation to particular legal issues e.g. tenancy, disability, discrimination, juvenile justice, domestic violence, mental health

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply an understanding of relevant legislation	1.1 Identify the scope and coverage of legislation 1.2 Apply understanding of the purpose of legislation and amendments over time 1.3 Define roles and influences of *key stakeholders* 1.4 Correctly interpret terms and definitions in the legislation
2. Identify and interpret relevant legislative provisions	2.1 Identify needs of clients in relation to relevant legislation 2.2 Analyse client situation and identify legislative provisions that apply to the circumstances

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ELEMENT	PERFORMANCE CRITERIA
3. Identify strategies in response to the client's needs	3.1 Provide strategies to apply legislative provisions to the factual circumstances of the case 3.2 Explore a range of legal and non-legal strategies according to the needs of the client 3.3 Clearly communicate options and possible outcomes to the clients 3.4 Support client to achieve appropriate 'best possible' outcome

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Legislation interpretation including case law precedents
- Social justice principles (access, equity, participation and fairness)
- Organisations to which appropriate referrals can be made
- Other legislation that may impact on the situation

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Legal system of common law and statute law
- Legal structure involving tribunals, local court, district court, supreme court etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Read and interpret legislation and legal documents
- Demonstrate understanding of and adherence to own work role and responsibilities

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REQUIRED SKILLS AND KNOWLEDGE

- Recognise own limitations and professional boundaries and the need for assistance
- Follow organisation policies, protocols and procedures

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply appropriate high level literacy skills
- Work collaboratively with colleagues, community services professionals and other services

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted
  - relevant organisation policy, protocols and procedures
  - resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Presentation of portfolio of examples of work
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

It is recommended (but not required) that this unit be assessed in conjunction with related unit:

- CHCAD401D Advocate for clients

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Consideration to be given in Australian States and Territories to different:	• Legislation and subordinate legislation such as regulations including the Acts Interpretation Act • Support services, resourcing bodies, peak organisations • Resources e.g. written material that interprets legislation • Methods of dispute resolution e.g. tribunals, courts, alternative dispute resolution models
Factors influencing tenancy advisers include:	• Demographics of area servicing • Size of community • Cultural differences • Rural, remote or metropolitan • Situations causing conflict of interest for a tenancy advisor
Key stakeholders include:	• Administrators of the Act • Industry groups

Unit Sector(s)

Not Applicable

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CHCLLN401A Support adult language and literacy learning and development

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by those providing language and literacy support to adult learners who wish to develop their core skills of oral communication, reading, writing and learning

The unit provides the skills and knowledge to work with a supervisor to develop strategies and resources to reinforce language and literacy skills and to support learners during various phases in the development of their language and literacy competence

Application of the Unit

Application

This unit applies to those supporting adult language and literacy learners in a variety of contexts

The work in this unit could be conducted by a tutor in consultation with learners, and would be monitored by a program supervisor with appropriate language and literacy expertise

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify language and literacy requirements of learners	1.1 Meet with ***supervisor*** to establish own role and responsibilities and ***identify learner's language and literacy level*** and needs 1.2 Meet with learner to establish rapport and identify ***factors that may inhibit the development of language and literacy skills***, and discuss with supervisor as required 1.3 Negotiate learning needs with learner and establish achievable learning outcomes, in consultation with supervisor where appropriate
2. Plan appropriate strategies and resources to support language and literacy development	2.1 Plan learning environment, activities and teaching strategies in advance, seeking advice from supervisor or other specialist as needed 2.2 Monitor learner understanding and use of language, and gather information to inform own planning 2.3 Adapt or develop ***resources*** appropriate to learner's needs and context according to ***program requirements***

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ELEMENT	PERFORMANCE CRITERIA
3. Encourage and model spoken language	3.1 Demonstrate different styles, ranges and contexts of oral communication across appropriate ***aspects of communication*** 3.2 ***Use spoken language to effectively interact*** with learner 3.3 ***Talk about language*** in order to scaffold learning
4. Support learners to read and interpret texts	4.1 Determine ***strategies for supporting learner in interpreting texts***, with supervisor where appropriate 4.2 Implement planned strategies to enhance learner abilities and address individual needs 4.3 Encourage learner to problem solve in order to make meaning from texts 4.4 Use a range of planned strategies to focus learner on specific literacy skills 4.5 Evaluate learning outcomes and discuss with supervisor as required
5. Enhance learners' literacy skills through writing activities	5.1 Use appropriate terminology with learner as planned 5.2 Implement planned ***strategies to develop learner skills in the use of written language*** 5.3 Use planned ***strategies to develop performance features*** of learner's writing 5.4 Evaluate learning outcomes and discuss with supervisor as required
6. Review strategies used to enhance learner skills	6.1 Monitor learner progress 6.2 Seek support and feedback from supervisor when required 6.3 Review strategies in terms of their effectiveness and feedback received

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Definition of texts and range of texts that learners need to interpret
- Key concepts of the Australian Core Skills Framework (ACSF) to engage in discussion with supervisor of learner levels and requirements and learning plan, including:
  - the five core skills
  - spiky profiles: varying levels of performance in each core skill
  - factors that may influence performance
- Language and literacy concepts and terminology relevant to learner needs and context
- Relationships between spoken language and literacy
- Requirements of the support program, including administrative and confidentiality requirements
- Risk-management strategies to negotiate sometimes complex situations and learning environments
- Roles and responsibilities of those providing language and literacy support and of their supervisors
- Range of basic communication and learning strategies, including techniques that:
  - model talk to support learner comprehension
  - scaffold learning and assist learners to problem solve
- Tools to evaluate learning outcomes, such as the ACSF

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Negotiate learner language and literacy needs and program outcomes based on identified skill gaps, in consultation with supervisor and learner where appropriate
- Identify, adapt, develop and use a variety of learning strategies and resources based on agreed outcomes
- Support language and literacy skill development in learners
- Use a range of strategies to encourage and model skill development

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REQUIRED SKILLS AND KNOWLEDGE

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills, including:
  - listening skills to identify learner needs and elicit learner responses
  - speaking skills to model language and question effectively
  - writing skills to model learners' writing requirements and fulfil reporting requirements
- Initiative and enterprise skills to use appropriate support strategies for diverse learner needs
- Interpersonal skills to:
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities
  - show respect for, and draw on, the expertise and background of the learner
- Language and literacy skills to:
  - identify, collate and develop or adapt resources to support the development of learners' language and literacy skills
  - maintain and complete records, where required
- Planning and organisation skills to develop, follow and evaluate learning plans
- Problem-solving skills to select strategies that address learner needs
- Self-management skills to:
  - know own limitations and set appropriate boundaries
  - review own practice
- Teamwork skills to collaborate with supervisor to:
  - analyse learner needs in relation to development of language and literacy
  - apply appropriate model of learning to develop learners' language and literacy skills
  - implement support strategies appropriate to learner needs
- Technical skills to:
  - adapt spoken language to meet the needs of individual learners and the learning program
  - apply key concepts of the ACSF
  - use a range of strategies to:
    - support learners in acquiring and applying language and literacy skills and knowledge
    - adapt or design resources that cater for individual learners

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REQUIRED SKILLS AND KNOWLEDGE

- Technology skills to:
  - use a range of technology to support language and literacy learning
  - use software packages as part of the learning program
- Time-management skills to plan and deliver learning programs

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Competency must be demonstrated in a realistic simulated or real work environment
- Assessment requires access to a range of opportunities defined in the range statement, including access to:
  - an educational work environment or simulation to enable candidates to demonstrate their skills and knowledge while working with supervisors and learners
  - literacy terminology used in the role

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
  - case studies
  - demonstration
  - observation
  - oral and written questioning
  - scenarios, simulation or role plays
  - authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Guidance information

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Supervisor may include:

- Experienced tutor
- Literacy specialist
- Mentor

Identifying learner's language and literacy level may include:

- Considering:
  - information provided in supervisor briefing
  - learner's educational background
  - psychological, social and cultural factors
- Using key concepts of tools such as the ACSF and International Second Language Proficiency Rating (ISLPR), when considering:
  - strengths and weaknesses of learner's core skills
  - relevance of context, support, task and text

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RANGE STATEMENT

Factors that may inhibit the development of language and literacy skills may include:

- Cultural barriers relating to ethnicity and identity, for example
- Disabilities, such as acquired brain injury
- Geographic factors, such as isolation
- Health issues, including chronic conditions
- Language barriers relating to, for example:
  - influence of first language on later language learning
  - use of standard English or non-standard English
- Learning difficulties
- Limited opportunities for practice
- Personal barriers relating to such things as:
  - age
  - displacement issues for refugees
  - emotional issues
  - family circumstances
  - gender
  - previous formal schooling experiences
  - religion
  - social circumstances
  - trauma
- Technology issues, such as:
  - lack of access
  - skill level

Resources may include:

- Computer hardware and software
- Games
- Handouts and workbooks
- Online and digital resources
- Realia
- Reference materials
- Visual aids, such as photographs, displays and posters

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RANGE STATEMENT

Program requirements:

- May be developed by:
  - the tutor
  - consulting with supervisor
  - consulting with learner
- May include:
  - program guidelines
  - program resources

Aspects of communication may include:

- Different contexts in which an individual uses core skills in all aspects of their lives, including:
  - cooperative: interacting in groups
  - personal : expressing identity
  - procedural: performing tasks
  - public: interacting with the wider community
  - systems: interacting in organisations
  - technical: using tools and technology

Using spoken language to effectively interact may include:

- Encouraging participation in group or individual discussions and informal conversation
- Using:
  - clear articulation and diverse intonation
  - books, stories and photos to stimulate recall, prediction, discussion, and vocabulary
  - language appropriate to learner background, culture, age, interests, needs and language level
  - language appropriate to the situation and purpose
  - realia from learner's life

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RANGE STATEMENT

Talking about language may include speaking about:

- Effectiveness of language used for the chosen audience
- How a word may be broken into syllables to help with spelling or meaning
- Letter-sound relationships
- Open-ended questioning about meaning and alternative ways to convey meaning
- Processes used to:
  - determine meaning
  - work out the spelling of words
- Purpose of the language used
- Relating the new to the known
- Structure of a sentence
- Thinking processes involved in constructing communications

Texts may be drawn from many genres and include:

- Everyday texts associated with a range of contexts, such as education, leisure, work, family and daily life
- Literary texts appropriate to learners' interests
- Mass-media texts

Strategies for supporting learners in interpreting texts may include:

- Asking for learners' opinions about parts of the text
- Asking learners to compare the text to other texts and their own experiences
- Encouraging learners to:
  - analyse and criticise the text
  - consider the effectiveness of the text's messages
  - consider the genre of the text
- Engaging in discussion that summarises or encourages comment about information in the text
- Orientation to the text

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RANGE STATEMENT

Strategies to develop learners' skills in the use of written language may include:	• Developing spelling • Helping learners to attempt unknown words • Scribing for beginning writers • Stringing sentences • Transformations for supported writing • Using a digital camera to support writing • Using temporary spelling as a tool for early writing • Written conversations
Performance features may include:	• Audience • Grammar and punctuation • Legibility • Plan, proof, draft and review • Range and register • Structure and cohesion • Vocabulary and spelling
Strategies to develop performance features may include:	• Deciding on audience, message and purpose • Drafting • Editing, including checking and revising • Researching specific information and references • Structuring the writing to best convey message to audience • Encouraging learners to critically reflect on their writing

Unit Sector(s)

Not Applicable

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CHCLLN402A Support adult numeracy learning and development

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by those providing numeracy support to adult learners who wish to develop their core skills of learning and numeracy, including using number, measurement, estimation and problem solving

The unit provides skills and knowledge to enable tutors to work with a supervisor to develop strategies and resources to reinforce numeracy skills, and to support learners during various phases in the development of their numeracy competence

Application of the Unit

Application

This unit applies to those supporting adult numeracy learners in a variety of contexts

The work in this unit could be conducted by a tutor in consultation with learners, and would be monitored by a program supervisor with appropriate language and literacy expertise

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify numeracy learning requirements of learners	1.1 Meet with ***supervisor*** to establish own role and responsibilities and ***identify learner's language and numeracy levels*** and needs 1.2 Meet with learner to establish rapport and identify ***factors that may inhibit the development of mathematical skills*** for numeracy, and discuss with supervisor as required 1.3 Negotiate numeracy learning needs with learner and establish achievable learning outcomes, in consultation with supervisor where appropriate 1.4 Monitor learner understanding and use of numeracy to inform planning of strategies and resources
2. Plan resources to support mathematics learning for numeracy	2.1 Plan learning environments, activities and appropriate method to evaluate learning outcomes in advance with the supervisor 2.2 Adapt or develop ***resources*** appropriate to learner needs and context according to ***program requirements***

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ELEMENT	PERFORMANCE CRITERIA
3. Facilitate application of mathematics skills for numeracy	3.1 Identify and explain a variety of numeracy demands and opportunities in daily life 3.2 Demonstrate the different uses and functions of mathematics using activities and examples 3.3 Develop numerate understandings appropriate to learners' culture, age, abilities, interests and needs 3.4 Use examples and activities to highlight and explain ***applications of mathematics skills and knowledge*** for numeracy to scaffold learning 3.5 Use diverse strategies to model use of mathematics skills relevant to specific learners
4. Support learners to develop mathematics skills for numerate understanding	4.1 Determine strategies for supporting learners in the application of mathematics skills for numeracy, seeking advice from supervisor or other specialist as needed 4.2 Implement planned strategies to enhance the abilities of learners and address their individual needs 4.3 Encourage learners to problem solve using mathematics knowledge and skills in everyday life contexts 4.4 Use the ***language of numeracy at the appropriate level*** to focus learners on specific mathematics skills and knowledge 4.5 Evaluate learning outcomes and discuss with supervisor as required

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ELEMENT	PERFORMANCE CRITERIA
5. Provide structured activities to further develop learners' mathematics skills and knowledge	5.1 Plan strategies with supervisor where appropriate, including ***accurate mathematics terminology and concepts***, to support learners' learning 5.2 Implement strategies that develop learner skills in using mathematics for numeracy understanding across appropriate ***aspects of communication*** 5.3 Encourage learners to improve mental computation and calculation skills using strategies appropriate to individual learners 5.4 Ensure learners check for reasonableness of solutions when calculating and measuring, using a range of strategies and ***tools*** 5.5 Encourage learners and build their confidence to attempt problem solving that requires the use of mathematics skills and knowledge
6. Review strategies used to enhance learner skills	6.1 Monitor learner progress 6.2 Seek support and feedback from supervisor when required 6.3 Review strategies in terms of their effectiveness and feedback received

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Key concepts of the Australian Core Skills Framework (ACSF) to engage in discussion

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REQUIRED SKILLS AND KNOWLEDGE

with supervisor of learner levels and requirements and learning plan, including:

- the five core skills
- spiky profiles: varying levels of performance in each core skill
- factors that may influence performance

- Mathematical concepts, operations and terminology relevant to learner needs and context
- Requirements of the support program, including administrative and confidentiality requirements
- Risk-management strategies to negotiate sometimes complex situations and learning environments
- Roles and responsibilities of those providing numeracy support and of their supervisors
- Range of basic communication and learning strategies, including techniques that:
  - encourage critical thinking about mathematics and its use as a learning tool
  - scaffold learning and assist learners to problem solve
- Tools to evaluate learning outcomes, such as the ACSF

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Negotiate learner numeracy needs and program outcomes based on identified skill gaps, in consultation with supervisor and learner where appropriate
- Identify, adapt, develop and use a variety of learning strategies and resources based on agreed outcomes
- Support numeracy skill development in learners
- Use a range of strategies to encourage and model skill development

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills, including:
  - listening skills to identify learner needs and elicit learner responses
  - speaking skills to model language and question effectively
- Initiative and enterprise skills to use appropriate support strategies for diverse learner needs
- Interpersonal skills to:
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- show respect for, and draw on, the expertise and background of the learner
- Language, literacy and numeracy skills to:
  - apply mathematical concepts appropriate to the diversity of learner needs being supported
  - maintain and complete records, where required
  - identify, collate and develop or adapt resources to support the development of learners' mathematics skills and knowledge for numeracy
- Planning and organisation skills to develop, follow and evaluate learning plans
- Problem-solving skills to select strategies that address learner needs
- Self-management skills to:
  - know own limitations and set appropriate boundaries
  - review own practice
- Teamwork skills to collaborate with supervisor to:
  - analyse learner needs in relation to development of numeracy understanding
  - apply appropriate model of learning to develop learners' mathematics skills and knowledge
  - implement support strategies appropriate to learner needs
- Technical skills to:
  - adapt examples and activities to meet the specific numeracy needs of individual learners
  - apply key concepts of the ACSF
  - use a range of strategies to:
    - support learners in acquiring and applying mathematics skills and knowledge
    - adapt or design resources that cater for individual learners
- Technology skills to:
  - use a range of technology to support numeracy learning
  - use software packages as part of the learning program
- Time-management skills to plan and deliver learning programs

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Competency must be demonstrated in a realistic simulated or real work environment
- Assessment requires access to a range of opportunities defined in the range statement, including access to:
  - an educational work environment or simulation to enable candidates to demonstrate their skills and knowledge while working with supervisors and learners
  - mathematics and numeracy terminology used in the role

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
  - case studies
  - demonstration
  - observation
  - oral and written questioning
  - scenarios, simulation or role plays
  - authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Guidance information

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Supervisor may include:

- Experienced tutor
- Numeracy specialist
- Mentor

Identifying learner's language and numeracy level may include:

- Considering:
  - information provided in supervisor briefing
  - learner's educational background
  - psychological, social and cultural factors
- Using key concepts of tools such as the ACSF when considering:
  - relevance of context, support, task and text
  - strengths and weaknesses of learner's ability to:
    - identify the mathematical information and meaning in activities and texts
    - problem solve using mathematical processes
    - use written or oral mathematical language, and mathematical symbols and diagrams, to communicate numeracy concepts

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RANGE STATEMENT

Factors that may inhibit the development of mathematical skills may include:

- Cultural barriers relating to ethnicity and identity, for example
- Disabilities, such as acquired brain injury
- Geographic factors, such as isolation
- Health issues, including chronic conditions
- Learning difficulties
- Limited opportunities for practice
- Personal barriers relating to such things as:
  - age
  - displacement issues for refugees
  - emotional issues
  - family circumstances
  - gender
  - language background
  - previous formal schooling experiences
  - religion
  - social circumstances
  - trauma
- Physical factors, such as eyesight
- Psychological issues, such as mathematics phobia
- Technology issues, such as:
  - lack of access
  - skill level

Resources may include:

- Computer hardware and software
- Concrete materials
- Games
- Handouts and workbooks
- Online and digital resources
- Realia
- Reference materials
- Visual aids, such as digital cameras, charts, displays and posters

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RANGE STATEMENT

Program requirements:

- May be developed by:
  - the tutor
  - consulting with supervisor
  - consulting with learner
- May include:
  - program guidelines
  - program resources

Applications of mathematics skills and knowledge may include:

- Using mathematics in real-life work, social, community and leisure contexts, such as:
  - interpreting timetables and timelines
  - measuring area, volume, length, weight, etc.
  - performing operations and calculations
  - placing orders
  - planning use of spaces
  - reading and interpreting data displays
  - reading maps, driving and navigating
  - telling the time
  - using phone numbers
  - using shopping catalogues
- Working mathematically to solve problems, including those specific to a particular context, such as:
  - calculating medical doses
  - comparing prices
  - understanding bills

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RANGE STATEMENT

Language of numeracy at the appropriate level includes:

- Formal and informal language
- Knowledge of the level, e.g. $5.98, 1/2, +, -, 12/5/07, simple and highly familiar tables and graphs
- Language, such as:
  - addition, subtraction, division and multiplication
  - up, down, behind, right, left, over, through
  - comparative language, such as taller, heavier, hotter, smaller
  - language of shape, size, colour, such as straight, curved, square, circle, triangle
  - language of measurement, such as SI units of measurement, weight, height
- Symbolic and diagrammatic representations and conventions of mathematics e.g. Language of position
- Simple symbolism, diagrams and conventions relevant to mathematics

Accurate mathematics terminology and concepts may include:

- Displays, such as graphs and tables
- Mathematics specific conventions
- Place values
- Ratio
- Symbols
- Units of measurement
- Vocabulary - mathematics context versus real world contexts

Aspects of communication may include:

- Different contexts in which an individual uses numeracy skills in all aspects of their lives, including:
  - cooperative: interacting in groups
  - personal: expressing identity
  - procedural: performing tasks
  - public: interacting with the wider community
  - systems: interacting in organisations
  - technical: using tools and technology

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RANGE STATEMENT

Tools may include:

- Estimating
- Mathematical and IT tools, such as:
  - ruler or tape measure
  - protractor
  - kitchen scales
  - measuring jug
  - computer
  - calculator

Unit Sector(s)

Not Applicable

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CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to identify when clients' language, literacy and numeracy (LLN) are impeding their access to the service being provided, to adjust service delivery where required to accommodate client LLN skills, and to refer appropriately in order to improve client outcomes

The unit does not provide workers with the skills and knowledge to identify LLN skill levels or to actively intervene in developing a client's LLN skills

Application of the Unit

Application

This unit of competency applies to workers from a range of backgrounds who support clients with LLN needs

It may apply to workers carrying out individual client assessments and managing caseloads as part of their work role

Workers undertaking this unit do not require specialist LLN skills or knowledge

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish if there are LLN needs affecting client's access to service	1.1 Identify ***indicators of LLN needs***
	1.2 Apply knowledge of the context to identify inherent LLN requirements
	1.3 Establish rapport and identify where ***client LLN needs*** may impact on access to service
	1.4 Determine the degree to which ***other issues*** may impact on the client
2. Determine appropriate strategies to address client's LLN needs	2.1 Determine ***workable strategies*** to ensure service delivery meets client LLN needs, including appropriate ***tools*** and communication strategies
	2.2 Collaborate with client to identify possible areas of LLN need and how to meet client needs
	2.3 Prioritise areas for immediate and, where appropriate, longer-term action

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ELEMENT	PERFORMANCE CRITERIA
3. Implement strategies to address agreed LLN needs	3.1 Offer relevant ***information*** to client regarding most appropriate support, to enable client to make informed decisions 3.2 Record agreed LLN needs and the strategies used, and report in line with client and organisation requirements 3.3 Monitor client and provide ongoing support and encouragement where appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Awareness of cultural diversity and protocols to inform service delivery around LLN
- Communication techniques
- Indicators of LLN needs, and methods for clarifying them with client
- Methods for identifying the impact of other service-related issues on client LLN needs
- Available LLN information and referral or support services for a range of LLN needs and clients
- Recording and reporting requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify LLN demands of the service being accessed
- Identify clients' LLN needs impacting on their ability to effectively access services
- Provide information to clients on current, available and appropriate LLN support services and information to enable clients to make informed decisions
- Collaborate with clients to determine most appropriate support for LLN needs
- Maintain accurate and sufficient records of strategies and outcomes.

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Client-management skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- deal with complex needs and sometimes difficult or challenging behaviour
- discuss appropriate support for client LLN needs
- operate within duty of care and organisational requirements to address client LLN needs

- Communication skills to:
  - collaborate productively with client
  - listen actively to client and identify indicators of LLN needs
- Initiative and enterprise skills to:
  - accommodate client's LLN needs impacting on effective access to service
  - access or refer client to appropriate support to improve client's access to service
  - ensure that current and correct information regarding LLN support services is readily available to client
  - raise awareness, share knowledge and help client to think about making changes to improve LLN where appropriate
- Interpersonal skills to:
  - establish rapport with client
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities
  - apply cultural and religious protocols to ensure that work practices promote safety
- Literacy skills to maintain accurate and accessible records of service outcomes
- Problem-solving skills to collaborate with client to determine most appropriate support for LLN needs
- Technology skills to use a range of alternative communication tools where appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• Competency must be demonstrated in a realistic simulated or real work environment • Assessment must ensure access to opportunities to work with clients with a range of LLN needs

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
  - case studies
  - demonstration
  - observation
  - oral and written questioning
  - scenarios, simulation or role plays
  - authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Guidance information

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Indicators of LLN needs may include:

- Cultural factors, such as:
  - ethnicity
  - language background
- Disabilities, such as acquired brain injury
- Employment history
- Health issues, including chronic conditions
- Personal factors, such as:
  - Aboriginal or Torres Strait Islander background
  - displacement issues for refugees
  - isolation, including geographic remoteness and personal isolation
  - low-level or interrupted formal education
  - trauma-related issues
- Behavioural, such as:
  - strategies used to avoid revealing an LLN issue
  - becoming agitated or angry

LLN needs:

- Relate to:
  - a range of learning, reading, writing, oral communication and numeracy skills
  - impact of LLN issue on client
- Will depend on a complex mix of factors, including:
  - client's presenting needs
  - service provision context

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RANGE STATEMENT

Client may include:

- Presenting person seeking to access a service and their:
  - parent, sibling or spouse
  - legal guardian
  - carer, such as disability carer
  - case worker

Other issues may include:

- Those related to service, such as:
  - high LLN demand inherent in service
- Those related to client, such as:
  - alcohol and other drugs
  - cultural factors
  - disability, including reading or learning disability
  - health, including:
    - chronic conditions
    - mental health
  - homelessness
  - unemployment

Workable strategies may include those that:

- Are consistent with:
  - client's cultural and sociocultural protocols
  - client's needs and preferences
  - own skills and available support
- Build on strengths of client
- Maintain the integrity of the relationship with client
- Provide opportunities to discuss and review

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RANGE STATEMENT

Tools may include:

- Augmentative and alternative communication, including:
  - aided and unaided strategies, including access techniques
  - assistive technology, such as closed captioning, subtitling and teleprompting software
  - visual aids, such as photographs, maps, diagrams and symbols
- Dictionaries
- Support person
- Interpreter, including:
  - language other than English
  - Auslan and Makaton

Information may include:

- Alternative ways of accessing required information
- Relevant and current LLN information available in own organisation
- Referral to support services, such as:
  - assistive technology
  - in-house support services
  - interpreter or translator
  - specialist assistance
  - community learning centres and other not-for-profit organisations
  - tutor support programs, such as the home tutor scheme
- Service-specific information and strategies, such as templates, for use with such things as complex forms
- Mentoring support

Unit Sector(s)

Not Applicable

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CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMED411A Conduct a sound assessment of a dispute in preparation for mediation	CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for mediators to prepare for the mediation process and to assist parties to be aware of their roles and responsibilities in mediation

Application of the Unit

Application

This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide information about the *mediation process*	1.1 Provide accurate, timely and relevant information about the mediation processes available
	1.2 Identify co-mediation needs
	1.3 Clarify co-mediation roles and use according to agency guidelines
	1.4 Verify that all *parties* to the mediation understand the sequential steps of mediation
	1.5 Ensure parties are clear on own, mediator, and agency roles
	1.6 Ensure boundaries of confidentiality and privacy are clear to parties
2. Clarify information presented relating to the dispute	2.1 Accurately and concisely analyse *issues presented* prior to the mediation to assess most suitable case management options
	2.2 Clarify the need to seek advice on legal or factual complexity of the matter
	2.3 Note court orders, identify potential risks and formulate responses using relevant knowledge of safety procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Assess readiness to participate	3.1 Prepare and counsel parties in preparation for a mediation process 3.2 Assess power differentials between parties 3.3 Assess *cultural perspectives* that may affect the mediation process 3.4 Use security and safety guidelines in accordance with legislative and industry procedures 3.5 Ensure timely and effective exclusion of mediation is achieved where appropriate 3.6 Provide accurate and effective referral of parties as required to others within or external to the agency
4. Clarify commitment to the process	4.1 Clarify emotions and expectations of parties in order to estimate their capacity to commit 4.2 Consider parties' capacity to negotiate 4.3 Determine parties' readiness to consider and commit to the mediation processes 4.4 Consider adequacy of intake procedures
5. Prepare venue and resources for mediation	5.1 Analyse needs of parties and prepare venue accordingly 5.2 Select language to accommodate specific needs of the parties 5.3 Engage interpreters according to agency guidelines to best promote understanding between all parties and mediators 5.4 Organise equipment, tools and any other resources required to support mediation process when needed

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Required Skills and Knowledge

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the application of relevant legislation
- Awareness of different cultural systems for dispute resolution and how these may interact with the agency system
- The legal, social, cultural, and economic and context within which the ADR practice is occurring
- Other dispute resolution procedures within the Agency
- Relevant relationships, such as couple, family and group relationships
- Availability of professional, academic, technical, community and educational resources for client use or referral
- Legal, ethical and associated standards that may be applicable if the case were taken further to trial
- The structures, resources, processes and requirements of the agency

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the agency system to guide the mediation process, in particular to:
  - establish confidence with parties through using appropriate interpersonal styles and methods
  - accurately identify parties' issues
  - apply the agency systems
  - refer parties to appropriate others as required to match needs
  - interpret accurately and comply with legal and procedural requirements
  - apply accurate understanding of own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when personal safety is threatened
- Apply questioning and active listening skills that establishes client confidence and

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facilitates disclosure
- Apply problem solving skills
- Apply literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Maintain documentation as required, including effective use of relevant information technology in line wit work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

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Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process

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Mediation process refers to knowledge about the procedural and understanding of requirements for dispute resolution within the agency, and may include:	• The theory, systems and methods of dispute resolution processes and the place of the Agency within these • The management and conduct of a dispute resolution process • Stages of a dispute resolution process, and how they can be used most effectively • Assessment of individual cases to determine limitations of the ADR processes • Recognition of when a ADR process is not being effective • How to ensure fairness within procedure • Criteria for exercising discretion on procedural matters, for example, consultations with individual parties, and duration • How to identify who may be significant others and how to manage their appropriate involvement • How to enable parties to consider all relevant information and work towards their own decisions
Parties may include:	• Individuals (including youth, adults and the aged) • Referred or self-referred clients • Voluntary and involuntary clients
Issues presented by parties may be further clarified through:	• Interviews with parties, family, significant others and carers • Applications and other forms • Case documentation • Using specialist communicators • Information from professionals • Information from service providers • Previous file records • Client consent (verbal and written)

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Cultural perspectives involve:

- The significance of the diversity of the parties involved in ADR, including gender, religion, age, culture, language, race, education, socioeconomic status, and disability
- Different cultural attitudes of members within a family
- Cultural variations on the agreed norms and range of behaviours accepted as 'family practices'
- The relevance of culture in relation to problem-solving and dispute resolution
- The relevance of culture in relation to negotiation, concessions and compromise
- Cultural variations in relation to written, spoken and non-verbal communication
- Cultural attitudes towards physical space, venue and time
- Cultural attitudes towards the role of outsiders in dispute resolution
- Cultural attitudes in relation to the role of law, the courts, lawyers and professional advisers

Unit Sector(s)

Not Applicable

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CHCMED412B Gather and clarify information for the mediation process

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMED412A Gather and clarify information for the mediation process	CHCMED412B Gather and clarify information for the mediation process	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for mediators to support clients in gathering and presenting information to assist in establishing common ground

Application of the Unit

Application

This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist parties to provide their information	1.1 Use *specialist communication skills* to facilitate provision of information by parties 1.2 Clarify *documented factual information* 1.3 Assist parties to consider what is relevant information
2. Deal with gaps in information	2.1 Identify needs and wishes of significant others 2.2 Agree on a process to manage the appropriate involvement of significant others 2.3 Provide information to assist parties seek professional support to gain information required
3. Manage the acknowledgment of presented information	3.1 Test inferences or deductions from information 3.2 Outline relevant rules and principles of evidence within the agency framework

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the application of the relevant legislation
- Awareness of the impact of culture on the decisions to gain and present information
- Understanding of the Privacy Act and freedom of information
- Sufficient understanding of other legislation such as property law that may impact on the requirement for information

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the agency system to guide the mediation process, in particular to:
  - summarise presented information accurately to parties
  - identify gaps in information
  - assist parties in gaining the factual information to commence dispute clarification
  - apply the agency systems
  - comply with legal and procedural requirements
  - apply accurate understanding of own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened
- Demonstrate application of skills in:
  - organisation of information
  - questioning and active listening to identify gaps in information provided
  - problem solving
  - literacy and communication applied to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs

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- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCCOM403A Use targeted communication skills to build relationships

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specialist communication skills refers to:

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to seek and present information
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking appropriately worded and structured questions
- Using conflict management skills if appropriate
- If needed, use of a qualified interpreter
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening

Documented factual information could include:

- Case documentation
- Information from professionals
- Information from service providers
- Previous file records
- Evidence that is permissible within the court system

Unit Sector(s)

Not Applicable

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CHCMED413B Manage communication processes to define the dispute

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMED413A Manage communication processes to define the dispute	CHCMED413B Manage communication processes to define the dispute	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for mediators to establish and manage the communication process to enable the parties to define the dispute

Application of the Unit

Application

This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish *communication protocols*	1.1 Check with parties that they are clear about what is going on, and respond to their queries 1.2 Identify special communication needs of all *stakeholders* 1.3 Negotiate with parties re prioritisation of issues for mediation 1.4 Confirm the *ground rules* for the mediation process with all parties
2. Model communication skills to facilitate the mediation process	2.1 As a mediator, present as a neutral and impartial process facilitator within the agency guidelines 2.2 Demonstrate consistent accurate and clear communication with the parties and their representatives 2.3 Acknowledge parties' feelings, concerns and views on relevant issues 2.4 Regularly check parties' understanding of the proceedings

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ELEMENT	PERFORMANCE CRITERIA
3. Define the dispute	3.1 Involve parties in identifying and defining the dispute
	3.2 Establish *common ground* between the parties
	3.3 Describe the dispute using appropriate terms
	3.4 Define the dispute in terms of interests where appropriate
	3.5 Order, differentiate and prioritise issues

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the application of relevant legislation
- Awareness of the impact of culture on the definition of the dispute
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as property law that may impact on the definition of the dispute

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the agency system to guide the mediation process, in particular to:
  - apply knowledge, skills and ethics relevant to the areas of practice as outlined in the 2001 NADRAC standards
  - apply mediation with an awareness and sensitivity to conflict, culture and context
  - apply skills in negotiation, communication and decision-making
  - demonstrate understanding and implementation of relevant procedures
  - summarise presented positions accurately to parties
  - identify gaps in understanding
  - assist parties to interpret issues and needs to define the dispute
  - apply the agency systems
  - interpret documentation accurately and comply with legal and procedural requirements
  - apply accurate understanding of own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened
- Adapt the mediation process to include relevant stakeholders

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- Demonstrate application of skills in:
  - organisation of information
  - questioning and active listening to identify gaps in information provided
  - problem solving
  - literacy and communication applied to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

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Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCCOM403A Use targeted communication skills to build relationships

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process

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Communication protocols refers to agreed communication processes:	• When working in a co-mediation process • When mediating over different mediums e.g. video situations • Processes established to support communication within the agency and between agencies
Specialist communication skills refers to:	• Means by which an emotionally safe and empathic environment is created • Means for communicating with people with disabilities or where English is not the first language • Methods of communicating with different age, religious, gender and sexual identity groups • Non-judgemental communication techniques • Using strategies that empower parties to seek and present information • Cultural, sub-cultural awareness/sensitivity • Demonstrating empathy • Using appropriate body language • Reflecting, summarising and paraphrasing • Asking appropriately worded and structured questions • Using conflict management skills if appropriate • If needed, use of a qualified interpreter • Recognition of client/worker power differences • Maintaining confidentiality • Active listening
Stakeholders may include:	• Clients/parties to the dispute • Family members • Community members
Ground rules refers to:	• The management and conduct of a dispute resolution process
Common ground refers to:	• Anything both parties may agree upon

Unit Sector(s)

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Not Applicable

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CHCMED414A Facilitate mediation processes

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for mediators to maintain the flow of the mediation process to achieve the best possible outcome for all parties

Application of the Unit

Application	This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain a favourable climate for mediation	1.1 Maintain fairness for all parties involved in the process 1.2 Comply with *statutory and procedural* requirements 1.3 Use technology and expert assistance, such as interpreters, to reduce impediments to open communication 1.4 Provide sufficient time for each party's interests and views to be identified and explored
2. Adapt the process to match parties' needs within the agencies framework	2.1 Adapt mediation process to suit needs of parties and dispute 2.2 Manage co-mediation appropriately with all parties to the dispute 2.3 Provide parties with opportunity to reflect on any agreement or seek other advice when appropriate

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ELEMENT	PERFORMANCE CRITERIA
3. Facilitate interaction between parties	3.1 Identify existence of any actual or potential bias or conflict of interest 3.2 Respond appropriately to concerns expressed about bias or partiality 3.3 Avoid any appearance of partiality or bias through word or conduct

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the application of the relevant legislation to the mediation process
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the Agency system to guide the mediation process, in particular to:
  - establish and maintain agreed procedures that meet the agency guidelines and the needs of the parties
  - demonstrate fairness and lack of bias at all times
  - apply the agency systems
  - apply accurate understanding of own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess individual cases to determine limitations of the mediation processes
- Recognise when a mediation process is not being effective
- Deal with non-compliance with the relevant legislation rules and regulation procedural requirements

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REQUIRED SKILLS AND KNOWLEDGE

- Ensure fairness within procedure
- Apply criteria for exercising discretion on procedural matters, for example, consultations with individual parties, and duration

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCCOM403A Use targeted communication skills to build relationships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Knowledge refers to:	• The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process
Statutory and procedural requirements may include:	• Relevant legislation, including property law • Superannuation • Procedures for accessing specialist advice • Procedures for individual consultations • Procedures for community consultation

Unit Sector(s)

Not Applicable

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CHCMED415A Facilitate interaction between parties in mediation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for mediators to facilitate the agreed process of mediation

Application of the Unit

Application	This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate the development of trust in the process	1.1 Achieve appropriate degree of *party responsibility* for outcome and process 1.2 Facilitate all parties to hear each others' dispute and consider all relevant arguments 1.3 Develop and maintain trust by demonstrating own sincerity and integrity
2. Assist parties to share problem solving and negotiation	2.1 Assist parties to prepare for problem solving and negotiation 2.2 Support parties to identify options for decision-making 2.3 Acknowledge creative and inventive problem-solving strategies 2.4 Assist parties to identify agreements and decisions made, and future action required

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ELEMENT	PERFORMANCE CRITERIA
3. Work within *limitations of the mediation process*	3.1 Identify and take into account legislative and other constraints 3.2 Support parties to identify real needs and goals 3.3 Summarise consequences of parties' positions and manage impasses to prevent loss of face and facilitate final closure

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of family/group dynamics
- Understanding of the importance of significant others for the process of mediation and the implementation of outcomes
- Understanding of the application of the Relevant legislation
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as property law that may impact on the definition of the dispute
- Awareness of one's own strengths and limitations in handling the mediation process, and the boundaries of one's role
- The interaction of different values, beliefs, assumptions and prejudices, and their effect on the process
- Clarity over professional and personal boundaries, the knowledge of how to retain professional warmth, empathy and objectivity while keeping personal feelings and experiences in abeyance
- Awareness of one's own interpersonal communication style and the effect it has on others

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REQUIRED SKILLS AND KNOWLEDGE

- Awareness of personal responses to conflict and high emotion

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the Agency system to guide the mediation process to:
  - apply knowledge, skills and ethics relevant to the areas of practice as outlined in the 2001 NADRAC standards
  - apply mediation with an awareness and sensitivity to conflict, culture and context
  - apply skills in negotiation, communication and decision-making
  - demonstrate understanding and implementation of relevant procedures
  - use appropriate interpersonal skills knowledge of the agency system to facilitate the mediation process
- Demonstrate integrity and trustworthiness
- Demonstrate fairness and lack of bias at all times
- Apply the agency systems
- Apply accurate understanding of own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Create means by which an emotionally safe and empathic environment
- Provide means for communicating with people with disabilities or where English is not the first language
- Apply methods of communicating with different age, religious, gender and sexual identity groups
- Demonstrate application of skills in:
  - non-judgemental communication techniques
  - using strategies that empower parties to assist in gaining the best outcomes
  - cultural, sub-cultural awareness/sensitivity
  - demonstrating empathy
  - using appropriate body language
  - reflecting, summarising and paraphrasing
  - asking open-ended questions
  - the ability to ask direct questions about issues in dispute in a sensitive and appropriate way

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REQUIRED SKILLS AND KNOWLEDGE

- recognition of client/worker power differences
- maintaining confidentiality
- active listening
- If needed, use a qualified interpreter whose involvement will not jeopardise the safety of the parties or parties' family

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCCOM403A Use targeted communication skills to build relationships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Knowledge refers to:	• The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process
Party responsibility refers to:	• The desire and capability the party demonstrates to seek a resolution within the mediation framework
Limitations of the mediation process refers to:	• Differences between mediation and other alternative dispute resolution processes

Unit Sector(s)

Not Applicable

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CHCMED416C Consolidate and conclude the mediation process

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMED416B Consolidate and conclude the mediation process	CHCMED416C Consolidate and conclude the mediation process	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for mediators to conclude the session and support the implementation of any agreement

Application of the Unit

Application

This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the level of agreement	1.1 Accurately assess when agreement has been reached or when it is not possible
	1.2 Confirm clarity of parties' understanding of any agreement
	1.3 Confirm clarity of parties' understanding of their roles and responsibilities
	1.4 Support parties in reaching agreement across the final impasses and gaps
2. Provide information and referral	2.1 Discuss information on further dispute resolution options within the agency system if agreement is not reached
	2.2 Outline the *option for legal advice* as one way of managing any lack of agreement
	2.3 Apply appropriate *case management guidelines* with parties

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ELEMENT	PERFORMANCE CRITERIA
3. Document and communicate outcome	3.1 Accurately record agreements and outstanding issues 3.2 Agree on process to communicate the outcome of the mediation to third parties 3.3 Specify actions to support *implementation of the mediation* and seek agreement between all parties to the dispute 3.4 Ensure mediation outcomes reflect shared responsibility and short/long term and contingency plans

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of family/group dynamics
- Understanding of the importance of significant others for the process of mediation and the implementation of outcomes
- Understanding of the application of the Relevant legislation
- Understanding of the Rules of Evidence
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as Property Law that may impact on the definition of the dispute
- Awareness of one's own strengths and limitations in handling the mediation process, and the boundaries of one's role
- The interaction of different values, beliefs, assumptions and prejudices, and their effect on the process
- Clarity over professional and personal boundaries, the knowledge of how to retain professional warmth, empathy and objectivity while keeping personal feelings and experiences in abeyance
- Awareness of one's own interpersonal communication style and the effect it has on others

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- Awareness of personal responses to conflict and high emotion

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the Agency system to guide the mediation process to:
  - apply knowledge, skills and ethics relevant to the areas of practice as outlined in the 2001 NADRAC standards
  - apply mediation with an awareness and sensitivity to conflict, culture and context
  - apply skills in negotiation, communication and decision-making
  - demonstrate understanding and implementation of relevant procedures
  - use appropriate interpersonal skills knowledge of the agency system to facilitate the mediation process
- Paraphrase, ask clarifying questions and summa rise to assist parties to feel heard
- Use a range of rapport-building strategies, such as adapting terms used, pace or volume of speech to suit the language level of the parties and mirroring non- verbal behaviour
- Guide communication flow directly between parties, from agenda setting stage until close of mediation, excluding any private session
- Use minimally obtrusive verbal and non-verbal behaviours to manage interruptions
- Remind parties about agreed ground rules if other interventions are ineffective
- Raise questions between parties about feelings and specific behaviours to encourage constructive expression of emotions and prevent escalation of conflict
- Encourage parties to describe their understanding of others' statements about feelings, needs and ideas
- Use fact finding questions to meet parties' needs
- Make appropriate use of private sessions

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Create means by which an emotionally safe and empathic environment
- Provide means for communicating with people with disabilities or where English is not the first language
- Apply methods of communicating with different age, religious, gender and sexual identity groups

continued ...

Essential skills (*contd*):

- Demonstrate application of skills in:

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  - non-judgemental communication techniques
  - cultural, sub-cultural awareness/sensitivity
  - demonstrating empathy
  - using appropriate body language
  - reflecting, summarising and paraphrasing
  - asking open-ended questions
  - the ability to ask direct questions about issues in dispute in a sensitive and appropriate way
  - recognition of client/worker power differences
  - maintaining confidentiality
  - active listening
- If needed, use a qualified interpreter whose involvement will not jeopardise the safety of the parties or parties' families
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

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Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCCOM403A Use targeted communication skills to build relationships

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process

Accurate assessments refers to:

- The application of the mediator's skills, knowledge and capacity for decision-making as applied within the agency framework

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Option for legal advice refers to:	• The guidance to parties on the options for engagement of solicitors
Case management guidelines are:	• Established by the agency to assist in ensuring the best outcomes for the child
Implementation of the mediation refers to:	• The support through the agency or referral to other agencies to ensure that the mediation outcome is implemented

Unit Sector(s)

Not Applicable

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CHCMED417B Reflect and improve upon professional mediation practice

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for mediators to evaluate own work, continue self-development and undertake effective supervision within an ethical code of practice

Application of the Unit

Application	This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reflect upon own practice	1.1 Undertake *self-evaluation* in conjunction with supervisors and/or peers 1.2 Give open and evaluative feedback to co-*mediator* 1.3 Actively seek feedback and accepted non defensively 1.4 Analyse dynamics of dispute with a view to improving technique
2. Ensure continuing self-support and supervision	2.1 Seek *specialist advice* / *further training* where the need is identified 2.2 Observe agency guidelines in relation to professional development 2.3 Appraise current industry practice and apply to improve mediation process 2.4 Regularly participate in a review mechanism, demonstrating commitment to upgrading skills and knowledge 2.5 Evaluate current and likely future needs and take action to keep abreast of evolving trends in mediation changes as appropriate

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ELEMENT	PERFORMANCE CRITERIA
3. Operate within an agreed ethical code of practice	3.1 Assess own practice against identified objectives, using a range of valid evidence 3.2 Recognise the effect of values, beliefs and behaviour in work with parties in dispute 3.3 Establish realistic goals and targets for self development

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation and agency guidelines that affects the mediation process
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a personal development plan
- The agency's policies, plans and procedures
- The types of work methods and practices which can improve personal performance
- Types of learning style/s and how they relate to the individual
- Personal development opportunities and options

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Continue to reflect and develop capability to mediate
- Seek and reflect upon feedback
- Seek opportunities for supervision/co-mediation
- Identify and participate in personal development
- Integrate learning into improved practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Apply knowledge, skills and ethics relevant to the areas of practice as outlined in the 2001 NADRAC standards
- Apply mediation with an awareness and sensitivity to conflict, culture and context
- Apply skills in negotiation, communication and decision-making
- Demonstrate understanding and implementation of relevant procedures
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Demonstrate application of skills in:
  - functional literacy skills to interpret written and oral information about workplace requirements
  - communication skills including receiving and analysing feedback and reporting
  - researching information to develop personal development and work plans
  - eliciting, analysing and interpreting feedback
  - analysing culturally different viewpoints and taking them into account in personal development and mediation processes
  - monitoring research trends related to mediators roles and responsibilities
  - using information systems to assist establish work plans
  - assessing the effectiveness of own mediation skills development
  - developing and maintaining professional networks

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace • Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised
Method of assessment:	• Demonstration of competency within the working environment to learn from others and reflect on performance • Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios • Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons • Review of any documentation produced by the candidate related to the preparation for mediation

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:	• The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process
Mediator may work:	• Independently or • Within an agency setting
Self evaluation includes:	• Journal documentation and • Structured discussion with others
Specialist advice / further training may include:	• Accessing on the job mentoring or • Through peer work or training

Unit Sector(s)

Not Applicable

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CHCMED418C Identify the need for alternative dispute resolution

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for community workers to establish and manage the communication process to enable parties to identify the need for alternative dispute resolution

Application of the Unit

Application	This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the dispute	1.1 Encourage parties to the dispute to present the issues 1.2 Discuss parties' willingness and capability to resolve the issues 1.3 Analyse issues and parties' willingness and capability, to assess the most suitable resolution process 1.4 Clarify the need to seek advice on legal or factual complexity of the matter 1.5 Identify key stakeholders
2. Outline dispute resolution models	2.1 Outline models of mediation process 2.2 Describe directed conciliation as an application of mediation in a legal setting 2.3 Consider the opportunity for involving key parties in *alternative dispute resolution process* 2.4 Outline the level of preparation and commitment to resolution for the different ADR options

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ELEMENT	PERFORMANCE CRITERIA
3. Support parties in identifying the most appropriate dispute resolution process	3.1 Provide referrals to ADR experts 3.2 Follow up on initial contact with ADR practitioners occurs 3.3 Check options and requirements for alternative dispute resolution with parties throughout the progress of resolution

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the application of legislation including the Family Law Act
- Awareness of different cultural systems for dispute resolution
- The legal, social, cultural, and economic and context within which the ADR practice is occurring
- Other dispute resolution procedures
- Relevant relationships, such as couple, family and group relationships
- Availability of professional, academic, technical, community and educational resources for client use or referral
- The legal and social standards that would be applicable if the case was taken further to trial
- The structures, resources, processes and requirements of the agency

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge, skills and ethics relevant to the nine areas of practice as outlined in the 2001 NADRAC standards (www.nadrac.gov.au)
- Use appropriate interpersonal skills and knowledge to guide the ADR process
- Apply ADR with an awareness and sensitivity to conflict, culture and context

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in negotiation, communication and decision-making

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate understanding and implementation of relevant procedures
- Establish confidence with parties through using appropriate interpersonal styles and methods
- Identify accurately issues of parties in dispute
- Apply the agency systems
- Refer parties to appropriate others to match identified needs
- Interpret accurately and comply with legal and procedural requirements
- Apply accurate understanding of own work roles and responsibilities in relation to service delivery.
- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened
- Demonstrate application of skills in:
  - questioning and active listening that establishes client confidence and facilitates disclosure
  - problem solving skills
  - literacy and communication to analyse, evaluate and present information including preparing documents and reports related to legal requirements and client needs

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related units:

- CHCMED419C Facilitate alternative dispute resolution processes
- CHCCOM403A Use target communication skills to build relationships

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:	• The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process
Alternative dispute resolution	• ADR refers to processes, other than judicial determination, in which an impartial person (an ADR practitioner) assists those in a dispute to resolve the issues between them. • ADR processes may be *facilitative*, *advisory*, *determinative or*, in some cases, a combination of these • ADR may be used for different categories of dispute, for example, family and child mediation, community mediation, victim-offender mediation, equal opportunity conciliation, workers' compensation conciliation, tenancy conciliation or commercial arbitration Multi-party mediation may involve several parties or groups of parties

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RANGE STATEMENT

Alternative dispute resolution process refers to:

- Knowledge about the procedural and understanding of requirements for dispute resolution within the agency
- The theory, systems and methods of dispute resolution processes
  - the management and conduct of a dispute resolution process
  - stages of a dispute resolution process, and how they can be used most effectively
  - assessment of individual cases to determine limitations of the ADR processes
  - recognition of when a ADR process is not effective
  - how to deal with non-compliance with the family law act rules and regulation procedural requirements
  - how to ensure fairness within procedure
  - criteria for exercising discretion on procedural matters, for example, consultations with individual clients, and duration
  - how to identify who may be significant others and how to manage their appropriate involvement
  - how to enable clients to consider all relevant information and work towards their own decisions

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RANGE STATEMENT

Client/s could include:	• Individuals (inclusive of children, youth, adults and the aged) • Referred or self-referred clients • Voluntary and involuntary clients •
Issues presented could be sourced from:	• Interviews with clients, family, significant others and carers • Applications and other forms • Case documentation • Using specialist communicators • Information from professionals • Information from service providers • Previous file records • Client consent (verbal and written)
Cultural perspective:	• The significance of the diversity of the clients involved in ADR, including gender, religion, age, culture, language, race, education, socioeconomic status, and disability • Different cultural attitudes of members within a family • Cultural variations on the agreed norms and range of behaviours accepted as 'family practices' • The relevance of culture in relation to problem-solving and dispute resolution • The relevance of culture in relation to negotiation, concessions and compromise • Cultural variations in relation to written, spoken and non-verbal communication • Cultural attitudes towards physical space, venue and time • Cultural attitudes towards the role of outsiders in dispute resolution • Cultural attitudes in relation to the role of law, the courts, lawyers and professional advisers

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Unit Sector(s)

Not Applicable

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CHCMED419C Facilitate alternative dispute resolution processes

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for mediators to facilitate the agreed alternative dispute resolution process

Application of the Unit

Application	This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate the structure of the *alternative dispute resolution process*	1.1 Achieve appropriate degree of party responsibility for the outcome and the process 1.2 Support *parties* in outlining relevant issues within the dispute 1.3 Demonstrate sincerity and integrity and thereby develop and maintain trust 1.4 Outline and implement processes to ensure respect for parties safety and needs 1.5 Outline options/need to move from one type of ADR to another 1.6 Identify and take into account legislative and other constraints in advising on appropriate dispute resolution process

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ELEMENT	PERFORMANCE CRITERIA
2. Assist parties to work to achieve resolution	2.1 Assist parties to prepare for problem solving and negotiation 2.2 Support parties to identify real needs and goals 2.3 Support parties to identify options for decision-making 2.4 Assist parties to identify agreements and decisions made, and future action required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Availability of professional, academic, technical, community and educational resources for parties' use or referral
- Awareness of different cultural systems for dispute resolution and their impact on progress of the ADR
- Other dispute resolution procedures
- Relevant relationships, such as couple, family and group relationships
- The legal and social standards that would be applicable if the case was taken further to trial
- The legal, social, cultural, and economic and context within which the ADR practice is occurring
- The structures, resources, processes and requirements of the agency
- Understanding of the application of legislation including the Family Law Act, Property Law, the Privacy Act and Freedom of Information that may impact on the definition of the dispute
- Understanding of the Rules of Evidence

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills knowledge of the Agency system to guide the ADR process
- Establish and maintain agreed procedures that meet the agency guidelines and the needs of the parties
- Demonstrate fairness and lack of bias at all times
- Apply the agency systems
- Apply accurate understanding of own work roles and responsibilities in relation to

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REQUIRED SKILLS AND KNOWLEDGE

service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess individual cases to determine limitations of the mediation processes
- Recognise when a mediation process is not being effective
- Deal with non-compliance with the Family Law Act rules and regulation procedural requirements and other legislation as appropriate
- Ensure fairness within procedure
- Apply criteria for exercising discretion on procedural matters, for example, consultations with individual parties, and duration
- Demonstrate application of skills in:
  - questioning and active listening that establishes client confidence and facilitates disclosure
  - problem solving skills
  - literacy and communication applied to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client *safety is threatened*

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance • This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence • Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related units:

- CHCMED418C Identify the need for alternative dispute resolution
- CHCCOM403A Use targeted communication skills to build relationships

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:	• The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process
Alternative Dispute Resolution	• ADR refers to processes, other than judicial determination, in which an impartial person (an ADR practitioner) assists those in a dispute to resolve the issues between them. • ADR processes may be *facilitative*, *advisory*, *determinative or*, in some cases, a combination of these • ADR may be used for different categories of dispute, for example, family and child mediation, community mediation, victim-offender mediation, equal opportunity conciliation, workers' compensation conciliation, tenancy conciliation or commercial arbitration Multi-party mediation may involve several parties or groups of parties.
Statutory and procedural requirements may include	• Family Law Act • Property law (for de facto disputes) • Superannuation • Procedures for accessing specialist advice • Procedures for individual consultations • Procedures for community consultation

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RANGE STATEMENT

Alternative dispute resolution process refers to:	Knowledge of the procedures and requirements for dispute resolution within the Agency:
	• The theory, systems and methods of dispute resolution processes:
	  • the management and conduct of a dispute resolution process
	  • stages of a dispute resolution process, and how they can be used most effectively
	  • assessment of individual cases to determine limitations of the ADR processes
	  • recognition of when an ADR process is not effective
	  • how to deal with non-compliance with the family law act rules and regulation procedural requirements
	  • how to ensure fairness within procedure
	  • criteria for exercising discretion on procedural matters, for example, consultations with individual parties, and duration
	  • how to identify who may be significant others and how to manage their appropriate involvement
	  • how to enable parties to consider all relevant information and work towards their own decisions

Parties may include:	• Individuals (including children, youth, adults and the aged) • Referred or self-referred clients • Voluntary and involuntary clients

Unit Sector(s)

Not Applicable

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CHCMGT601B Contribute to effective governance in the community sector

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support, guide and maintain effective governance of community sector organisation/s

Application of the Unit

Application

The knowledge and skills of this unit of competency should be used by workers involved in higher level practice and/or management in the community sector

The unit reflects specific requirements in relation to high level leadership in organisations or government departments in the community sector, where one individual may have comprehensive leadership responsibilities, including providing support and guidance in relation to governance issues

Governance essentially refers to 'the systems and processes concerned with ensuring the overall direction, effectiveness, supervision and accountability of an organisation' and may involve government or privately appointed Boards, trustees or other type of governing body

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure clarity of role and responsibilities of governing body	1.1 Identify *governing body role* and responsibilities in relation to organisation's compliance with own objectives and legislative/regulatory requirements, financial performance and solvency, policy development and/or ratification, risk management and internal management
	1.2 Focus on strategic direction to maintain integrity of organisation's purpose and activities
	1.3 At all times act reasonably, in the interests of the organisation and its stakeholders, independently of any other group or organisation
	1.4 Maintain equal responsibility for the actions and decisions of the governing body
	1.5 Where involved in operation decisions and matters, maintain clear distinction between role at strategic and operational levels
	1.6 Where appropriate, contribute to definition of roles, responsibilities and terms of reference of sub-committees and individual members of governing body

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ELEMENT	PERFORMANCE CRITERIA
2. Maintain compliance of organisation	2.1 Monitor organisation's performance and address any issues relating to compliance with own governing document, financial solvency, legislative/regulatory and, where appropriate licensing/accreditation requirements 2.2 Monitor and review organisation policies, procedures and reporting mechanisms to ensure ongoing compliance, especially in relation to changing requirements 2.3 Monitor any fund raising activities and donations to ensure compliance with relevant requirements 2.4 Review changing trends in the community sector to ensure organisation's ongoing adherence to and leadership in promoting and applying underpinning philosophy and approaches
3. Review and maintain organisation systems, policies and procedures	3.1 Set and maintain relevant systems of financial control, internal control, performance reporting and policies and procedures 3.2 Put in place and ensure implementation of system for regular review of organisation's internal policies, systems and controls to ensure their effectiveness 3.3 Where appropriate set up quality assurance/audit practices, processes and personnel

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ELEMENT	PERFORMANCE CRITERIA
4. Manage risk	4.1 Identify and assess risks facing the organisation, staff, users and other stakeholders, and take appropriate steps to minimise exposure to risk 4.2 Avoid undertaking activities which may place at undue risk organisation's users, beneficiaries, volunteers, staff, property, assets or reputation 4.3 Obtain advice from appropriate authorities if required in relation to matters where there may be material risk to the organisation or where trustees may be in breach of their duties 4.4 As a member of the governing body, take ultimate responsibility for dealing with and managing conflicts that may arise within or on behalf of the organisation 4.5 Put in place policy and procedures to enable confidential reporting of matters of concern, such as misconduct, misuse of funds, mis-management and risks to the organisation or its stakeholders
5. Ensure principles of access, equity and inclusion are promoted and applied	5.1 Set strategies and action plans to support organisation's achievement of access, equity and inclusion objectives 5.2 Monitor and review organisation's application of principles of access, equity and inclusion in relation to: • identification and assessment of needs to be met • allocation of resources and provision of services • membership of governing body and any asub-committees • staff recruitment, selection, training and conditions of service • communication with stakeholders and public • accessibility of meetings and communications • purchase/procurement of goods and services 5.3 Where organisation is set up to service a specific section of the community, ensure this is clear and that principles of access, equity and inclusion are interpreted and applied in a manner appropriate to organisation objectives

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ELEMENT	PERFORMANCE CRITERIA
6. Contribute to maintaining functional governing body	6.1 Contribute to regular review of effectiveness of governing body 6.2 Contribute to recruitment and selection of new members of governing body 6.3 Contribute to ongoing strategic review of organisation's work as a basis for constructive change and innovation 6.4 Ensure all staff, volunteers and agents have clear and sufficient delegated authority to discharge their duties effectively, where necessary within clearly identified limits relating to budgetary and/or other matters
7. Maintain integrity of governance	7.1 Ensure any benefit from involvement in governance of the organisation is within what is allowable by law and in the interests of the organisation 7.2 Identify and promptly declare any actual or potential conflict of interest and, if necessary, offer to resign from position of governance 7.3 Follow organisation guidelines for declaration of personal gifts or hospitality received in relation to organisation's business or from personnel or organisations connected with the organisation 7.4 Maintain open communication and consultation between the organisation and its stakeholders to ensure: • key stakeholders are encouraged to engage in planning and decision-making processes • stakeholder views are taken into account in decision-making • stakeholders are informed and consulted on relevant plans and proposed developments • feedback and complaints from stakeholders are processed appropriately • organisation governance, performance, impacts and outcomes are openly reported to stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Compliance requirements and issues facing the organisation
- Governance functions and integrity in community sector organisations
- Organisation's policies, procedures and system of internal control and performance reporting
- Organisation's strategic direction as described in its vision, mission and values and supporting strategic planning documentation
- Principles and practices of effective governance, in particular applying to organisations in the community sector
- Principles of access, equity and inclusion and their specific application in relation to community sector organisation/s
- Risks facing an organisation in the community sector and associated risk assessment and management policies, procedures and measures
- Roles and responsibilities of governing body/ies in community sector organisations
- Understanding of key issues in organisation management, relating to:
  - human resource management
  - financial management
  - resource and asset management
  - change management
  - contract management
  - collaborative partnerships in community sector work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Contribute effectively to governance of a community sector organisation

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REQUIRED SKILLS AND KNOWLEDGE

- Maintain personal integrity in participation in governance of community sector organisation
- Provide leadership to support governance of an organisation functioning in the community sector
- Support stakeholder consultation and engagement in community sector organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - communication
  - critical thinking
  - negotiation
  - problem solving
- Provide leadership to identify, promote and address environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in a work context or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment take place on more than one occasion

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

Method of assessment:

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Principles of effective governance include:

- Application of high ethical standards and integrity and processes for dealing with any conflict of interest
- Clarity of governance functions and responsibilities and effective discharge of these
- Collective responsibility and accountability for monitoring and ensuring organisation compliance and performance
- Effective leadership and control of an organisation to ensure setting of appropriate strategic directions, delivery of identified services/objectives and upholding of identified values
- Identified functions of sub-committees, officers, staff and other agents, delegated authorities and performance monitoring
- Open, responsive communication and consultation with and accountability to users, beneficiaries, members, partners and other stakeholders
- Regular review of organisation and governing body and appropriate renewal to ensure ongoing effectiveness

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RANGE STATEMENT

Governing body role must include, but is not limited to:

- Accepting responsibility in law for actions and decisions of governing body
- Agreeing or ratifying all policies and decisions on matter that may create significant risk to organisation
- Dealing with appointment and, if necessary, dismissal of organisation's chief executive
- Ensuring compliance with organisation's purposes, values and governing documentation
- Ensuring organisation's compliance with all relevant laws, regulations and requirements of regulators
- Ensuring organisation's solvency, financial strength and good performance
- Ensuring organisation's vision, mission, values, activities and objectives are aligned
- Setting and maintaining framework of delegation and internal controls
- Setting or approving policies, plans and budgets to achieve identified objectives and monitoring performance against them

Unit Sector(s)

Not Applicable

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CHCMGT801B Manage a complex community sector organisation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to manage an organisation with the complexities of the community sector work environment

Application of the Unit

Application	The knowledge and skills of this unit of competency should be used by workers involved in higher level practice and/or management in the community sector The unit reflects specific requirements in relation to management of medium sized organisations in the community sector, where responsibilities span a broad range of management functions at the highest level of the organisation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage human resource issues in community sector organisation	1.1 Establish working relationships with staff under a *range of working conditions and work arrangements* in the community sector
	1.2 Develop and implement strategies to maintain relationships with staff as a basis for providing ongoing support, guidance, motivation and inspiration to underpin community work
	1.3 Develop and implement strategies and systems to manage human resources issues related to a range of work arrangements, including voluntary work, work conducted largely in locations remote from the organisation and/or work in homes of clients
	1.4 Balance the requirements of maintaining full time, part time and contract staff to undertake community sector work
	1.5 Investigate the application of innovative approaches in human resource management with a potential to address organisation, sector and industry issues
	1.6 Take action to provide ongoing support to address specific needs of staff in the community sector
	1.7 Manage diversity of staff, client base and sector to effectively support community work
	1.8 Ensure organisation processes, practices and protocols support and promote the acquisition and effective application of cultural competence

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ELEMENT	PERFORMANCE CRITERIA
2. Maintain organisational relationships to support community sector work	2.1 Establish and maintain relationships and collaborative partnerships with identified organisations, agencies, government and regulatory bodies to underpin, support and enhance the work of the organisation 2.2 Identify and implement strategic approaches to finding a balance between collaboration and competition in organisational relationships 2.3 Establish, support and maintain appropriate and productive inter-organisation connections 2.4 Take a balanced and tenacious approach to maintain connections with public and private sector agencies in line with organisation policies and requirements 2.5 Oversee the maintenance of organisation databases and information systems to support and enhance inter-agency relationships 2.6 Take a proactive approach to researching the sector and developing new inter-agency relationships in line with strategic directions and organisation objectives

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ELEMENT	PERFORMANCE CRITERIA
3. Manage organisation systems	3.1 Oversee the establishment and maintenance of information and reporting systems to ensure audit, accreditation and other *compliance* and regulatory reporting requirements are addressed 3.2 Take initiative in establishment, review and maintenance of systems and processes to support and enhance work processes and associated accountability as an ongoing management practice 3.3 Monitor changes that may impact work processes and practices and take a high level problem solving approach to ensure organisation systems are able to address increased and/or changing demands and compliance requirements 3.4 Conduct ongoing research investigation to identify evidence of improvements in available systems and processes and/or in their application that may be beneficial to the organisation 3.5 Regularly evaluate the effectiveness of organisation systems and processes to ensure compliance and provide an effective basis for decision-making
4. Influence the policy environment	4.1 Undertake investigative research in relation to key areas of community work as a basis for contributing to policy determinations 4.2 Maintain a balanced approach to policy development and implementation to support organisation's strategic direction and objectives, minimise risk and uncertainty and contribute to community sector work 4.3 Maintain active involvement and influence in policy at a broader level, including contributing to policy initiatives at the community work sector, industry and government levels 4.4 Undertake high level negotiation and advocacy to influence policy development and implementation to support evidence-based research

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ELEMENT	PERFORMANCE CRITERIA
5. Manage finance issues	5.1 Take a strategic problem solving approach to managing the organisation's finances within a challenging environment including issues such as lack of business certainty, expanding demands, changes in public focus and support for different approaches, inconsistent or unworkable guidelines and varying availability of funding 5.2 *Identify and pursue funding opportunities* through public and private sector sources and where possible, take an innovative approach to create or expand opportunities 5.3 Undertake ongoing investigative research at national and international levels to identify existing or emerging funding and financing models with potential application to the organisation 5.4 Review organisation's finance structures in the light of research evidence and identify potential options for changes to the structure and allocation of finances in the organisation 5.5 Seek external expert advice and support and undertake internal consultation as required in relation to decision-making and to implement change in the organisation

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ELEMENT	PERFORMANCE CRITERIA
6. Oversee contract management	6.1 Establish and maintain contracting processes, practices and documentation which clearly define contract expectations and standards, risk management, accountability and financial frameworks 6.2 Oversee tendering and selection processes in line with identified protocols where required and quality assurance guidelines 6.3 Establish key stakeholders involved in project, communicate and clarify expectations associated with their roles and responsibilities and monitor during life of contract 6.4 Identify and manage risks associated with contract, including monitoring and enforcing risk allocation model 6.5 Manage implementation of contract to ensure ongoing work and delivery of outcomes are in line with contracted timelines, costs and quality standards 6.6 Review each contract and ensure issues are identified and addressed to improve future contract management
7. Manage governance issues	7.1 Identify governance issues related to a range of community sector organisations and their associated governance arrangements 7.2 Ensure governing body is provided with clear information to enable it to address governance requirements and responsibilities 7.3 Develop strategies to provide appropriate and ongoing guidance and support to the governing body in accordance with specific needs, such as a Board where membership is unchanged over some years and/or includes a high percentage of voluntary workers

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Compliance requirements, penalties and associated systems, practices and work roles to ensure compliance
- Contemporary community sector policy and policy development processes
- Contemporary approaches to systems and processes related to:
  - database and information system support for inter-agency relationships
  - human resource management
- Detailed and in-depth knowledge of organisation management, including:
  - change management
  - contract management
  - financial management
  - human resource management
  - resource and asset management
- Human resource issues relevant to work in community sector organisations
- Methods and processes related to:
  - business planning, risk assessment and management
  - high level and complex problem solving
- Organisation strategic direction, goals and objectives
- Organisations, agencies, government and regulatory bodies relevant to the work of the organisation
- Relevant legislation, guidelines and codes of ethics or practice standards
- Research methods and tools and processes to support research at the local, national and international levels
- Structure of the community sector, including contributions, roles, perspectives and potential for collaborative work of government and non-government organisations in a broad range of community services and development work

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REQUIRED SKILLS AND KNOWLEDGE

- Strategic and innovative approaches to:
  - balance collaboration and competition in organisational relationships
  - human resource management - and issues specific to community sector organisations
  - provide staff support, motivation and inspiration

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Balance an appropriate and effective entrepreneurial approach with values, goals and objectives relevant to community sector work in managing the organisation
- Demonstrate a proactive and innovative approach to problem solving, decision-making and organisation management
- Develop and implement strategies and systems to manage issues related to a range of work arrangements, including voluntary work, work conducted largely in locations remote from the organisation and work in homes of clients
- Develop and implement strategies to support, motivate and inspire staff working in the community sector environment
- Guide and support governance of a community sector organisation
- Identify and implement strategic approaches to balance collaboration and competition in organisational relationships
- Influence and contribute to policy development in the organisation and in the broader sector and industry context
- Manage risk within the context of managing a community sector organisation and maintaining an identified level and standard of work outcomes and strategic direction
- Undertake detailed research and meaningful analysis of a wide range of business and community sector issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of high level skills in:
  - communication, negotiation, advocacy and consultation in an organisation management context
  - research, analysis and application of evidence-based findings in management of a community sector organisation
  - critical and strategic thinking and problem solving and their application to high level management issues
- Provide management and leadership to identify, promote and address environmental responsibility and sustainable practice issues

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be provided in conjunction with demonstrated competency across a range of areas of organisation management, including:
  - human resources management
  - financial management
  - resource and asset management
  - change management
- Evidence of performance should be gathered over time to demonstrate consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

Method of assessment:

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to self development

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EVIDENCE GUIDE

Related units:

This unit must be assessed holistically in conjunction with a broad base of management skills and knowledge as articulated in units such as:

- BSBRSK501A Manage risk
- CHCADMIN604B Manage finances, accounts and resources
- CHCINF604C Manage the organisation's information systems
- CHCMGT802C Manage policy development
- CHCMGT803B Provide strategic leadership
- CHCORG605A Manage human resources in a community sector organisation
- CHCORG607C Manage workplace issues
- CHCORG610B Manage change in a community sector organisation
- CHCORG613D Manage organisation's strategic and business planning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Range of working conditions and work arrangements include but are not limited to:

- Full time, part time, contracted and voluntary worker
- Work conducted 'in-house' in other venues agency facilities, in client homes, in remote communities
- Workers primarily functioning in locations remote from the organisation base

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RANGE STATEMENT

Identify and pursue funding opportunities may include, but is not limited to:	• Preparing and/or managing the preparation of business plans and reports to underpin funding applications • Preparing and/or managing the preparation of funding submissions • Undertaking research to investigate and/or create potential funding opportunities
Compliance may include, but is not limited to:	• Addressing reporting requirements relating to compliance • Processes and practices to address legislative and regulatory requirements • Processes and practices to address licensing, audit, accreditation and/or registration requirements

Unit Sector(s)

Not Applicable

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CHCMGT802C Manage policy development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to establish, coordinate and promote strategic policy development in the context of changing social and political environment

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify future directions in organisation services	1.1 Analyse major social issues impacting on service provision and interpret effects on service provision 1.2 Establish liaison with key stakeholders to identify future directions, coordinate the organisation's responses to emerging issues and ensure effective communication 1.3 Assess relevance of agency services to high need individuals and groups and prepare advice in an ongoing manner 1.4 Closely monitor key national and state policies for relevance
2. *Manage policy development*	2.1 Develop broad agency directions and corporate goals using appropriate consultation processes 2.2 Assess organisation policy against broad directions for relevance, gaps and compliance and identify any priorities and processes for reviewing, amending or developing policy 2.3 Identify and secure resource requirements for policy development and marketing

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ELEMENT	PERFORMANCE CRITERIA
3. Advocate for appropriate policy development	3.1 Determine strategies consistent with agency role and principles and promote within the organisation and externally as appropriate 3.2 Select advocacy strategies and reporting mechanisms and use to target key decision-makers and others with influence in the identified policy area 3.3 Ensure selected advocacy strategies and reporting mechanisms reflect organisation's perspectives and position

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Consultation models
- Organisation strategic plans
- Policy development models/systems
- Relevant legislation, government discussion papers
- Relevant major conferences, seminars papers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify future directions in organisation services including:
  - awareness of the range of social,, economic, political movements and direction with government, non-government and community contexts
  - analysis of trends

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REQUIRED SKILLS AND KNOWLEDGE

- impact on the organisation
- Manage policy development including:
  - developing and facilitating appropriate consultations
  - evaluating existing policy
  - identifying gaps
  - processes to facilitate development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - environmental scanning
  - strategic thinking/decision-making
  - advocacy
  - high level of written/oral work
  - networking
  - resource management
  - analysis
  - marketing
- Develop and promote strategies to address environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment address all aspects of managing policy development

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for managing policy development include:	• Government, non-government and community based agencies • Policy development functions • Policy developments as part of overall management responsibility
Manage policy development will be carried out within requirements established by:	• Client needs • Community driven changes, perceived needs • Government and political directions • Organisation mission, objectives, outcomes and philosophies • State and commonwealth legislation

Unit Sector(s)

Not Applicable

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CHCMGT803B Provide strategic leadership

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide strategic leadership across an organisation in the context of work in the community services industry

This work involves strategic thinking, planning and leadership in relation to all aspects of managing an organisation involved in community work and/or service delivery

Application of the Unit

Application

The knowledge and skills of this unit of competency should be used by workers involved in higher level practice and/or management in the community sector

The unit reflects specific requirements in relation to high level leadership in medium sized organisations in the community sector, where one individual may be responsible for leadership of the organisation, including guiding the Board of the organisation in relation to change and strategic initiatives in the industry

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review strategic context in which community sector organisation functions	1.1 Conduct ongoing research into the strategic environment in which the organisation currently operates, including *internal and external influences on strategic decision-making* 1.2 Identify *key factors, issues and trends* and their actual and potential impact on the organisation currently and in the future 1.3 Maintain and update knowledge of and connection with key information sources, organisations and stakeholders in relation to local, national and international developments in areas which may impact on the organisation 1.4 Assess current and future impact of changes in the strategic environment on organisation values, direction and approach, goals and objectives, standards and guidelines using valid evidence 1.5 Analyse the nature and extent of change in the organisation during its 'life' and identify *drivers of these changes* 1.6 Evaluate the effectiveness of strategies used to manage change in the past 1.7 Identify current strategic strengths and weaknesses, opportunities and threats across the organisation

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ELEMENT	PERFORMANCE CRITERIA
2. Guide strategic planning processes for the organisation	2.1 Identify *stakeholders to be involved in strategic planning processes* and structure strategic planning processes to engage and inform them 2.2 Undertake strategic planning in consultation with identified decision-makers and relevant stakeholders 2.3 Provide leadership in the strategic planning process in line with organisation requirements and stakeholder needs 2.4 Create a balanced environment that supports contributors to offer ideas and innovative solutions, work through challenging issues and make reasoned decisions 2.5 Provide researched information as required to inform decision-making 2.6 Use professional facilitation support as required
3. Apply strategic thinking to review organisation issues	3.1 Think through a range of (small and large) issues that have arisen for the organisation, identify factors that may have contributed to each issue and describe the current 'status' of each issue 3.2 Distinguish between outstanding and resolved issues, identifying processes and factors involved in the resolution and/or responsible for non-resolution of issues 3.3 Evaluate the effectiveness of processes currently used to address issues as a basis for reinforcing or changing current approaches 3.4 Identify a range of alternative approaches to problem-solving and evaluate their application to particular issues in relation to the organisation

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate and address current status of the organisation	4.1 Identify criteria as a basis for evaluation of the '*health' of the organisation* across a broad base of indicators 4.2 Evaluate the position and functioning of the organisation in relation to the identified criteria in consultation with key internal and, if appropriate, external stakeholders 4.3 Develop strategies to maintain and enhance the position and functioning of the organisation over an identified period of time (from 1 to 5 years) 4.4 Determine actions required to implement these strategies and prepare for their implementation in line with available resources and priorities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current industry and professional standards and codes of ethics and practice
- Detailed and in-depth knowledge of organisation management, including:
  - human resource management
  - financial management
  - resource and asset management
  - change management
  - contract management
  - collaborative partnerships in community sector work
- Models, principles and techniques of:
  - strategic planning
  - strategic thinking
  - organisation evaluation
- Organisation goals and objectives
- Organisation's policies, plans and procedures
- Relevant legislation, guidelines and codes of ethics or practice standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply leadership skills in an organisation functioning in the community sector
- Apply strategic thinking processes to review and address a range of issues for the organisation
- Evaluate the current status of the organisation of take appropriate action to reinforce and enhance strengths and address areas of weakness
- Guide stakeholder involvement in and contribute to strategic planning processes for the

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REQUIRED SKILLS AND KNOWLEDGE

organisation

- Research and analyse organisation performance
- Review internal and external aspects of the environment in which community sector organisation functions

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of high level skills in:
  - communication
  - research and analysis
  - critical thinking
- Provide leadership in addressing environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be provided in conjunction with demonstrated competency across a range of areas of organisation management, including:
  - human resources management
  - financial management
  - resource and asset management
  - change management
  - contract management
  - collaborative partnerships with other organisations

over a period of time in order to demonstrate consistent performance

- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
Method of assessment:	• Demonstration of competency within the working environment to learn from others and reflect on performance • Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons • Review of any documentation produced by the candidate related to self development

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EVIDENCE GUIDE

Related units:

This unit must be assessed holistically in conjunction with a broad base of management skills and knowledge as articulated in units such as:

- BSBRSK501A Manage risk
- CHCADMIN604B Manage finances, accounts and resources
- CHCINF604C Manage the organisation's information systems
- CHCMGT802C Manage policy development
- CHCORG605A Manage human resources in a community sector organisation
- CHCORG607C Manage workplace issues
- CHCORG610B Manage change in a community sector organisation
- CHCORG613D Manage organisation's strategic and business planning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Internal and external influences on strategic decision-making include but are not limited to:

- Cultural
- Economic
- Educational
- Environmental
- Legislative and regulatory
- Political
- Social

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RANGE STATEMENT

Key factors, issues and trends may include, but are not limited to:	• Economic and financial issues that may be broad-based or specific to the organisation or the organisation's funding base • Factors, issues and/or trends related to the specific role and/or function of the organisation • General factors, issues and/or trends across the industry or prevailing at a particular time • Legislative and regulatory requirements, including challenges and changes to these requirements • Local or regional factors, issues and/or trends • Related political or government issues and initiatives
Drivers of these changes may be:	• National or international • Population, community, organisation or individual based • Regional, local or organisation-specific • Short term or long term
Stakeholders to be involved in strategic planning processes may include:	• Board members • Client and community representatives • Organisation staff • Partnering organisations • Regulatory / licensing bodies • Related service provider representatives
'*Health' of the organisation may be evaluated by indicators which include but are not limited to*:	• Ability to recruit appropriate staff • Effectiveness of governance of the organisation • Financial • Organisation culture • Policy based • Related to effectiveness and relevance of organisation functions and services • Staff and client feedback

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Unit Sector(s)

Not Applicable

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CHCMH301C Work effectively in mental health

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMH301B Work effectively in mental health	CHCMH301C Work effectively in mental health	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required in the context within which mental health work occurs

Application of the Unit

Application

This unit applies to work with mental health clients in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the *context* of the mental health sector	1.1 Demonstrate consideration of the historical context of the sector in all work 1.2 Demonstrate consideration of the changing social, political and economic context in all work
2. Develop knowledge of the mental health sector	2.1 Apply basic knowledge of the current issues and *different models of work* which impact on the sector 2.2 In collecting information about the mental health sector, collect and use views of key *stakeholders and representatives* from relevant target groups

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate commitment to the central philosophies and standards of the mental health sector	3.1 Demonstrate consideration and understanding of the *underpinning values and philosophy of the sector* in all work undertaken 3.2 Demonstrate *commitment to access and equity principles* in all work in the sector 3.3 Ensure clients participate in all aspects of service planning and support activities 3.4 Identify and take into account personal values and attitudes regarding mental health and illness when planning and implementing all work activities 3.5 Promote a focus on recovery model and restoring people to their optimal potential
4. Work with people from *culturally and linguistically diverse* backgrounds	4.1 Demonstrate consideration and understanding of cultural and linguistic differences in all work undertaken 4.2 Adapt all work to meet the specific cultural and linguistic needs of clients

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of policy, regulatory, legislative and legal requirements, including
  - Carer's Recognition Act
  - community counselling orders
  - community treatment orders
  - Criminal Law (Mentally Impaired Defendants) Act
  - Disability Services/Discrimination Acts and standards
  - equal employment opportunity principles
  - Freedom of Information Act
  - Guardianship Board
  - individual rights
  - mental health acts
  - national mental health policy and plan
  - national mental health service standards
  - national practice standards for the mental health workforce
  - work health and safety (WHS) standards
  - Privacy Act
  - United Nations Principles for the Protection of Persons with Mental illness and the Improvement of Health Care
- Awareness of available government benefits in areas such as housing and accommodation and finance
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Early intervention
- Facts/myths about mental illness and psychiatric disability
- Historical and social context
- Holistic and client-centred care
- Impact of stigma
- Importance of consumer input
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Indigenous Australian culture

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- Involuntary and voluntary admission to hospital

continued ...

Essential knowledge (*contd*):

- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Legal system
  - courts
  - police powers
  - court reports
  - tribunals
  - parole
  - community treatment orders
- Major psychiatric illnesses
- National standards for mental health services
- Political and economic context
- Principles and practice of duty of care
- Principles and practices of confidentiality
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Principles of clinical governance
- Principles of community delivered service provision
- Principles of disability
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Understanding of regulations and guidelines governing the handling of medication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of understanding of underpinning values, philosophies and standards applying to work in the mental health sector

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. Consumer centred approach, changing government and societal views of mental health, approaches to working with clients, deinstitutionalisation
- Economic context e.g. The current economic situation as it relates to and affects mental health and the subsequent impact on client needs
- Facts/myths about mental illness and psychiatric disability
- Historical context of work e.g. Changing attitudes to mental health; changing approaches to working with clients
- Political context e.g. Government policies and initiatives affecting mental health work, mainstreaming
- Statutory framework within which work takes place

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Different models of work may include:

- Acute, continuing and rehabilitation models
- Case management
- Clinical mental health services
- Clubhouse
- Community development and education
- Consumer run models
- Crisis situation responses
- Early intervention/prevention
- Home based support
- Mental health promotion
- Peer support/self help
- Psychosocial rehabilitation
- Residential services
- Respite care
- Supported employment
- Working with families and carers

Stakeholders and representatives may include:

- Carers
- Clinical mental health services
- Community organisations
- Consumers
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector

The underpinning values and philosophy of the sector may include:

- A holistic and consumer-centred approach
- Commitment to empowering the consumer
- Commitment to meeting the needs and upholding the rights of consumers
- Community education
- Delivery of appropriate services
- Early intervention
- Encouragement of personal growth and development toward recovery and wellness
- Family sensitive approaches
- Promotion of mental health and well being

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Commitment to access and equity principles includes:	• A non-discriminatory approach to all people using the service, their family, carer/s and friends, the general public and co-workers • Creation of a consumer oriented culture • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social
Culturally and linguistically diverse may include:	• Different cultural and social contexts • Social variables such as social attitudes to mental illness • The needs of indigenous Australians • The needs of people from non-English speaking backgrounds

Unit Sector(s)

Not Applicable

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CHCMH401A Work effectively in mental health settings

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required in the context and across the range of settings where mental health work occurs

Application of the Unit

Application	This unit applies to work with clients affected by a mental illness in a range of community services work contexts This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of the mental health sector	1.1 Demonstrate consideration of the historical context of the sector in all work 1.2 Demonstrate consideration of the changing social, political and economic context in all work 1.3 Clarify and work within individual, team and multi-disciplinary work roles and structures, using collaborative approaches to work in the mental health sector, including contribution of consumer workers
2. Apply knowledge of the mental health sector	2.1 Apply basic knowledge of the current issues and *different models of work* which impact on the sector 2.2 Apply basic knowledge of the historical and social context of the mental health sector 2.3 Apply basic knowledge of the political and economic context of the mental health sector 2.4 In collecting information about the mental health sector, consider and apply appropriately views of relevant key *stakeholders and representatives*

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate commitment to the central philosophies of the mental health sector	3.1 Demonstrate consideration and understanding of the *underpinning values and philosophy of the sector* in all work undertaken 3.2 Demonstrate commitment to *access and equity principles* in all work in the sector 3.3 Ensure clients participate in all aspects of service planning and support activities 3.4 Identify and take into account personal values and attitudes regarding mental health and illness when planning and implementing all work activities
4. Demonstrate an understanding of the range of mental health service options	4.1 Identify the range of mental health service options 4.2 Demonstrate consideration and understanding of the contribution of different service options to the recovery process 4.3 Identify broad job requirements in different service options 4.4 Demonstrate consideration of the role of other health and community service providers in supporting a consumer in the recovery process

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Impact of stigma
- A range of facts/myths about mental illness and psychiatric disability
- Basic principles of disability
- Participative models of service delivery
- Range of services that exist to assist people to address their mental health needs
- Key concepts such as promotion, prevention and early intervention and how they are related to the social, economic, political and historical contexts of mental health service provision
- Principles of community delivered service provision
- Importance of client input
- Holistic and person-centred care
- Current issuers facing people affected by mental illness
- Client needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Historical and social context of mental health
- Political and economic context of mental health
- Principles of access and equity
- Basic policy, regulatory, legislative and legal requirements include
  - mental health acts
  - Privacy Act
  - equal employment opportunity principles
  - community treatment orders
  - community counselling orders
  - guardianship board
  - freedom of information act

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REQUIRED SKILLS AND KNOWLEDGE

- individual rights
- united nations principles for the protection of persons with mental illness and the improvement of health care
- national mental health policy and plan
- national mental health service standards
- disability services/discrimination acts and standards
- Involuntary and voluntary admission to hospital
- National standards for mental health services
- Historical and social context

continued ...

Essential knowledge (*contd*):

- Current issues facing clients and existing services to address their needs and rights
- Understanding of regulations and guidelines governing the handling of medication
- Early intervention
- Legal system
  - courts
  - police powers
  - court reports
  - tribunals
  - parole
  - community treatment orders
- Indigenous Australian culture
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of understanding of underpinning values and philosophies in the mental health sector, such as:
  - holistic and person-centred approaches
  - social inclusion focus of working with people with mental health issues
  - collaborative approaches to working with people with mental health issues and their carers where appropriate
  - value, importance and history of the role of consumer workers
- Demonstrate an application of an understanding of impact of stigma

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate an application of the issues facing people affected by mental health issues
- Demonstrate broad skills to identify and analyse the range of service options and the role they play in dealing with mental health issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed after or in conjunction with:

- CHCMH402A Apply understanding of mental health issues and recovery processes

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Identification of reasons for seeking help may be assisted by:

- The client
- Carers
- Colleagues
- Information from other services

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g.
  - changing attitudes to mental health
  - changing approaches to working with people with mental health issues
- Changing social context of work such as:
  - person-centred and collaborative approach to working with people with mental health issues
  - changing government and societal views of mental health
  - increasing use of consumer workers
  - deinstitutionalisation
- Political context such as:
  - government policies and initiatives affecting mental health work
  - mainstreaming
- Economic context e.g. current economic situation as it relates to and affects mental health and the subsequent impact on client needs
- Facts/myths about mental illness and psychiatric disability

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RANGE STATEMENT

Different models of work in the sector may include:

- Community development and education
- Mental health promotion
- Case management
- Working with families and carer/s
- Clubhouse
- Psychosocial rehabilitation
- Supported employment
- Peer support/self help
- Crisis situation responses
- Early intervention/prevention
- Consumer run models
- Clinical mental health services
- Residential services
- Respite care
- Home based support

Stakeholders and representatives may include:

- People with mental health issues
- Carers
- Friends, peers and target group
- Families and care givers
- Consumer workers
- Local community
- Community organisations
- Government representatives and service providers
- Clinical mental health services
- Peak bodies and networks in the sector
- Management, colleagues, supervisor, team members

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RANGE STATEMENT

The underpinning values and philosophy of the sector may include:	• A holistic and person-centred approach • Family sensitive approaches • Community education • Promotion of mental health and well being • Early intervention • Delivery of appropriate services • Commitment to meeting the needs and upholding the rights of consumers • Commitment to empowering the consumer • Encouragement of personal growth and development toward recovery and wellness
A commitment to access and equity principles includes:	• Creation of a consumer oriented culture • A non-discriminatory approach to all people using the service, their family, carer/s and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social
Cultural and linguistic differences may include:	• Different cultural and social contexts • The needs of indigenous Australians • The needs of people from non-English speaking backgrounds • Social variables such as social attitudes to mental illness

Unit Sector(s)

Not Applicable

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CHCMH402B Apply understanding of mental health issues and recovery processes

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMH402A Apply understanding of mental health issues and recovery processes	CHCMH402B Apply understanding of mental health issues and recovery processes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology ‘challenging/difficult behaviour’ to ‘behaviours of concern’. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to contribute to the recovery of people affected by a mental illness in the context of the impact of mental illness on clients, their carer/s and families

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Application of the Unit

Application	This unit applies to work with people affected by a mental illness in a range of community services work contexts This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of different mental health diagnoses	1.1 Apply basic knowledge of a range of mental health diagnoses 1.2 Demonstrate an understanding of the process used to determine a diagnosis 1.3 Identify a range of different service responses to a range of mental health diagnoses
2. Apply knowledge of the impact of mental illness on people's lives	2.1 Work within the context of the client's experiences 2.2 Work within the framework of self perception and self-esteem issues of the person with a mental illness or mental health diagnosis 2.3 Respond to the person in a manner that reflects appreciation of their functional skills and social and financial well being 2.4 Recognise importance of employment/occupation/ vocation and potential impact of mental health diagnosis on that aspect of the person's life 2.5 Empathise with sense of loss and associated adjustments experienced by person with mental health diagnosis 2.6 Demonstrate understanding of a range of coping mechanisms used by the person
3. Apply an understanding of the impact of social determinants on health	3.1 Identify a range of social barriers that impact on the life of the person with mental health issues 3.2 Identify the effect of and *possible strategies to respond to the barriers* that impact on the person 3.3 Identify *others* that can assist with the response to barriers that impact on the person 3.4 Identify strategies to engage support with the response to barriers that impact on the person

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ELEMENT	PERFORMANCE CRITERIA
4. Work with families, carer/s friends and other networks to support people with mental illness	4.1 Work with consideration and understanding of the impact of a client's mental health diagnosis on families, carer/s, friends and other social networks 4.2 Work with awareness of the everyday effects of the interaction of coping mechanisms used by person experiencing mental illness on their family, carer/s and other social networks 4.3 Work with understanding of the roles of consumer workers, carers and associated networks and their potential to positively impact the life of the person with mental health issues

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Person-centred, holistic and strengths-based approaches
- Basic knowledge of mental health diagnosis and diagnostic processes
- Roles of a range of workers involved in mental health teams and their potential contributions in the recovery process, including:
  - clinical and non-clinical workers
  - consumer workers
- The range of contexts which influence a person's life
- Stigma
- Individual triggers, reasons and purposes of behaviours of concern
- Types of behaviours of concern
- Social barriers experienced by people affected by mental illness
- Systemic issues that affect people affected by mental illness
- The effect of involuntary and voluntary admission to hospital
- Range of people affected by mental illness/ mental health diagnosis
- Coping mechanisms of people affected by mental illness, including person who experiences mental illness, family, carer/s, friends and social networks
- Theoretical frameworks in regard to loss and adjustment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Reflect on own attitudes, behaviours and practice and how this affects other people
- Apply a holistic approach to working with people
- Apply a person-centred approach to working with people
- Apply a strengths-based approach to working with people
- Identify effective responses to behaviours of concern
- Identify a range of barriers experienced by people affected by mental illness and psychiatric disability
- Identify a range of individual, family, carer/s and social network coping mechanisms
- Work collaboratively with the person and as part of a mental team and facilitate and support the potential contributions of other members of that team in the recovery process

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Possible strategies to respond to barriers may include:

- Focus on strengths
- Solution finding
- Cooperative effort
- Information
- Providing choices and options

Others may include:

- Family
- Carer/s
- Friends
- Neighbours
- Social network
- Co-workers
- Employers

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Unit Sector(s)

Not Applicable

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CHCMH403A Establish and maintain communication and relationships to support the recovery process

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work as part of a team to develop and maintain effective and trustful communication and relationships with people affected by a mental health condition, their family, carer/s and friends that contribute to recovery and independence

Application of the Unit

Application

This unit applies to work with clients affected by mental health condition in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop communication strategies to effectively engage with people	1.1 Identify the person's strengths and interests that may provide an opportunity to establish rapport 1.2 Apply *appropriate communication strategies* to establish rapport with person with mental health condition, their family, carer/s and work team 1.3 Apply communication strategies in a manner that acknowledges individual time requirements to establish rapport 1.4 Apply communication strategies in a manner that acknowledges cultural barriers to establishing rapport 1.5 Identify and respect the client's choice to involve others (e.g. carer/s, family and friends) 1.6 Apply communication strategies that acknowledge the client's recovery experiences

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ELEMENT	PERFORMANCE CRITERIA
2. Maintain an effective working relationship with person affected by mental health condition	2.1 Identify communication requirements to maintain an effective working relationship with the person 2.2 Deliver any supports collaboratively and in a manner that maintains an effective working relationship with the person 2.3 Collaboratively work with the person, giving them control over their own lives
3. Develop and maintain effective working relationships with family, carer/s, friends and others	3.1 Identify the information and support needs of family, carer/s and friends 3.2 Use communication that is readily understood by carer/s, family and friends 3.3 Communicate with family, carer/s and friends in a manner that respects the dignity, choices and confidentiality of the person with the mental health condition

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Person-centred approach
- Strengths-based approach
- Requirements of engaging people
- Respectful language and use of communication
- Recognition of communication styles of individuals
- Basic counselling skills
- Oral communication required to fulfill job roles as specified by the organisation/service
- Cross cultural communication issues
- Mindful practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a range of communication strategies including:
  - reflective listening
  - respectful responding
  - development of empathy and rapport
  - active listening if culturally appropriate, recognition of non-verbal triggers
  - feedback
  - interpretation
  - setting role boundaries
  - negotiation
  - establishing empathy
  - congruence of communication and action

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REQUIRED SKILLS AND KNOWLEDGE

- follow up communication
- non-verbal communication

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Appropriate communication strategies include:

- Reflective listening
- Respectful responding
- Development of empathy and rapport
- Active listening if culturally appropriate, recognition of non-verbal triggers
- Feedback
- Interpretation
- Setting role boundaries
- Negotiation
- Establishing empathy
- Congruence of communication and action
- Follow up communication

Unit Sector(s)

Not Applicable

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CHCMH404B Conduct assessment and planning as part of the recovery process

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMH404A Conduct assessment and planning as part of the recovery process	CHCMH404B Conduct assessment and planning as part of the recovery process	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Minor changes to range statement and formatting. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by those working with people with mental health issues to conduct necessary assessments and support participation in the assessment process

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied by a worker conducting an assessment to determine service eligibility and identify services required as part of the recovery process

The assessment will be an established process used according to specified guidelines, organisation policies and procedures

This unit applies to work with clients affected by a mental illness in a range of community services

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work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for intake assessment	1.1 Work collaboratively with the person being assessed to determine possible impact that an assessment might have on them 1.2 Organise an appropriate time and a safe, suitable and comfortable environment for the assessment 1.3 Inform person of the purpose and process of the assessment and confirm their understanding 1.4 Obtain consent from the person where required by organisation policy and procedure 1.5 Confirm the appropriateness of the *nature of assessment* to the assessment purpose
2. Conduct intake assessment	2.1 Determine *person's needs* and choices based on appropriate assessment tools and/or processes according to organisation policy and procedures 2.2 Identify requirements for assessment of person's mental state outside job scope and refer to an appropriate mental health professional in a timely manner 2.3 Comply with the organisation's guidelines when conducting the assessment 2.4 Work collaboratively with the client to ensure the assessment is fair, ethical and objective, whilst reflecting the client's perspective and preferences 2.5 Observe the person's level of comfort with the assessment process and suspend assessment, if necessary 2.6 If any risk of harm is identified, take steps to ensure safety of client and self and refer to an appropriate authority in a timely manner 2.7 Record assessment results and prepare and file assessment report according to defined guidelines and organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Facilitate collaborative planning process	3.1 Use assessment results as a basis for identifying available service and/or referral options 3.2 Explain the purpose of the planning process and discuss the importance of planning collaboratively 3.3 Discuss *different planning options* with the person to select the most appropriate planning option 3.4 Work with the person to determine their *readiness for the development of activities to support a recovery plan* 3.5 Work with the person to determine stakeholders to be included in the planning process and the *logistical requirements of planning* 3.6 Identify and organise necessary *background material* and provide to relevant stakeholders
4. Develop a recovery plan	4.1 Conduct planning session in a manner that respects the person as their own expert, fosters their strengths and promotes their participation, giving them control of their lives 4.2 Work collaboratively with the person to determine their goals for recovery and elements of risk that may be associated with achieving them 4.3 Work collaboratively with the person to identify strategies to achieve identified goals and remove or reduce identified risk 4.4 Clearly record the planning activities and document plan as a basis for evaluation of its effectiveness 4.5 Provide feedback on outcomes of the planning process to relevant stakeholders

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ELEMENT	PERFORMANCE CRITERIA
5. Facilitate ongoing relevance of service activities to the recovery plan	5.1 Provide information and training to assist the person to monitor their plan 5.2 Respond to reports of variation in the person's circumstances that could affect the support requirements 5.3 Work collaboratively with the person and relevant others to make any required adjustments to the plan
6. Complete documentation	6.1 Comply with the organisation's *reporting* requirements in relation to assessment and planning processes 6.2 Complete documentation according to organisation policy and protocols 6.3 Maintain documentation in a manner consistent with reporting requirements 6.4 File documentation according to organisation policy and protocols

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of own work role and responsibilities
- Recovery theory and philosophy
- Understanding of validity and reliability requirements for assessment
- Understanding of assessment process requirements
- Understanding of person-centred assessment processes with a psychosocial focus, to establish needs, risk, and personal support requirements
- A range of planning processes that support person's strengths, interests, health and emotional well being and self determination
- Duty of care requirements when conducting assessment and facilitating a plan
- Relevance of services provided to the holistic recovery goals
- Organisation policy and procedure associated with individual assessment
- Reporting requirements of individual assessment
- Consent requirements for dissemination of a person's assessment results

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Liaise and report to appropriate persons/agencies
- Adhere to own work role and responsibilities
- Conduct an assessment within defined guidelines
- Report on assessment results
- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply planning processes that support person's strengths, interests, health and emotional well being and self determination
- Address duty of care requirements when conducting assessment and facilitating a recovery plan

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply verbal and non-verbal communication skills:
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Nature of assessment may include:

- Competency based assessment
- Domain based assessment
- Needs based assessment
- Norm based assessment

Person's needs may include:

- Psychological needs:
  - a sense of control
  - acceptance of disability
  - freedom from undue stress
  - life stage acceptance
  - personal identity
  - self-determination
  - self-esteem
  - sense of belonging
  - veteran/war widow related issues
- Spiritual needs:
  - ceremonial observances
  - formal and informal religious observance
  - need for privacy and an appropriate environment to reflect and/or participate in spiritual activities
- Cultural needs:
  - ceremonial and festive observances
  - dress and dietary observance
  - need for continued interaction with cultural community
- Sexuality and identity:
  - access to assistive/protective devices
  - love and affection
  - need for privacy and discretion
  - physical appearance
  - touch

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Different planning options may include:	• Informal plans • Organisation planning processes, including: • care plan • education plan • employment plan • individual program plan • recovery plan • recreation and access plan • Person-centred planning processes, including: • MAPS • PATH • Personal Futures Planning
Readiness for development of a plan may refer to:	• Capacity to make decisions • Capacity to participate • Capacity to understand the process • Involvement of an advocate • Power imbalances
Logistical requirements of planning may include:	• Advance notification of stakeholders • Information gathered from other involved health and community services and from family and friends, where appropriate • Time, place and venue
Background material may include:	• Information on the process • Requests for information to bring to the meeting
Reporting may include:	• Non-verbal (written): • progress reports • case notes • incident reports • Verbal: • telephone • face-to-face

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Unit Sector(s)

Not Applicable

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CHCMH405A Work collaboratively to support recovery process

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work collaboratively with clients to provide services to implement a range of strategies within the scope of an individual recovery plan for a person with a mental health condition

Application of the Unit

Application

This unit applies to work with people affected by a mental illness in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify service requirements	1.1 Obtain information about the requirements and boundaries of *possible services or activities* from the person's recovery plan
	1.2 Work collaboratively with person to determine relevance of services or activities to recovery
	1.3 Gather the resources to facilitate service delivery, in line with person's needs and specifications of the recovery plan
	1.4 Confirm the person's understanding of the services and support to be provided
	1.5 Ensure informed consent has been obtained from the client before commencing the service activity

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ELEMENT	PERFORMANCE CRITERIA
2. Implement strategies collaboratively	2.1 Guide and support the person to participate in the service delivery as defined in the recovery plan 2.2 Ensure service delivery reflects *evidence-based practice* and values based practice 2.3 Work collaboratively to identify and note any difficulties the person experiences completing the requirements and report to supervisor in a timely manner 2.4 Identify and manage *compliance issues*, including subjective and objective reporting of the person's response to the intervention, and report to supervisor in a timely manner 2.5 Provide feedback to reinforce the person's understanding of the intervention and their progress 2.6 Seek assistance when the person presents with needs or signs outside limits of own authority, skills and/or knowledge 2.7 Report difficulties to supervisor for advice before continuing the service delivery
3. Review outcomes to determine effectiveness of services provided	3.1 Work collaboratively with person to determine outcomes of services provided or activities undertaken 3.2 Collaboratively identify indicators of progress toward goals identified in recovery plan 3.3 Identify and discuss any new or ongoing difficulties and concerns of the person 3.4 Identify and discuss with person potential changes to the services provided or referral options 3.5 Adjust recovery plan and service delivery to strengthen achievements towards recovery goals

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ELEMENT	PERFORMANCE CRITERIA
4. Report and document information	4.1 Provide progress feedback to supervisor 4.2 Report difficulties and client concerns to supervisor in a timely manner 4.3 Implement variations to the service delivery according to the instructions of supervisor 4.4 Document information about services delivered according to the organisation's protocols 4.5 Use appropriate terminology to document person's response, outcomes and identified problems related to the services and support provided
5. Use self protection strategies	5.1 Use conflict resolution and negotiation as appropriate 5.2 Take appropriate action to ensure safety of self, client and others 5.3 Acknowledge limits of own abilities and make referrals as appropriate in accordance with organisation policies and available resources 5.4 Seek emergency assistance as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Job roles and responsibilities associated with facilitating service delivery
- Range of services and activities appropriate to job role, including:
  - promotion and support of social inclusion
  - skill development and education
  - support
  - strategies to overcome barriers
  - employment
- Complexity of the recovery process
- Indicators of required referral
- Application in the mental health context of:
  - continuous quality improvement
  - evidence-based practice
  - values based practice
  - outcome measurement

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with person to:
  - identify appropriate services and activities to address their recovery plan and social inclusion principles
  - provide identified resources and support to facilitate their participation in identified services and activities
- Apply organisational and problem solving skills to facilitate services and activities

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REQUIRED SKILLS AND KNOWLEDGE

- Review outcomes of services and activities against identified strategies and goals in recovery plan
- Work with person and supervisor to address issues and problems that arise and make changes to services and activities as required

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Possible service delivery or activities may include:	• Skill development and/or education • Support • Strategies to overcome barriers • Facilitation of employment
Compliance issues may include:	• Active non-conformance • Passive non-conformance • An indicators of more complex issues
Evidence-based practice in the mental health context applies to:	• Medication • Education • Family / social support networks • Integrated mental health and alcohol and other drugs work • Supported employment • Social skills training

Unit Sector(s)

Not Applicable

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CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMH408B Provide interventions to meet the needs of consumers with mental health and AOD issues	CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers who provide immediate and ongoing support and interventions for consumers with co-existing mental health and alcohol and other drugs issues drawing on a range of models and techniques supported by evidence

Application of the Unit

Application

This unit applies to work with mental health consumers in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

In this unit 'dual diagnosis clients' means consumers with 'mental health and alcohol and other drugs (AOD)' diagnoses

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support consumers with a *dual diagnosis*	1.1 Identify consumers who may have co-existing mental health and AOD issues 1.2 Assess the impact and nature of co-existing conditions on individual consumers, including their social and legal status 1.3 Implement and support models of rehabilitation for dual diagnosis consumers
2. Identify, liaise with and support available services to address co-existing morbidity issues	2.1 Identify and apply own service provision and agency interventions that address co-morbidity 2.2 Support other available services to address consumer with dual diagnosis 2.3 Directly support services commonly accessed by dual diagnosis clients to improve practice

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Holistic care - health, social, legal
- Predisposing factors to mental illness and indicators of pathology i.e. Substance use, mental health
- Legal Issues
- support models of rehabilitation
- Interventions appropriate to co-morbidity
- Counselling models/practices including basic knowledge of theories supporting counselling process
- Professional service provision codes of conduct, ethical codes, referral protocols
- Group dynamics models/practices
- Range of services available
- Organisation procedures and program standards
- Cultural protocols, taboos and language systems
- Facilitation model/practices
- Statutory mandate and responsibilities
- Human development and understanding of life stages
- Behaviour change models/practices
- Stress indicators
- Evidence-based practice including National Mental Health Practice Standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work cooperatively with clients/significant others to achieve behavioural life skills changes
- Work with individuals in a range of settings to achieve maximum outcomes

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:

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  - crisis intervention
  - demonstration of empathy
  - relationship building
  - communication
  - negotiation
  - managing groups
  - stress management
  - assertion
  - conflict management
  - influencing skills
  - training and education
- Apply counselling skills, including:
  - counselling context, process and goals
  - establishing a trusting relationship
  - information gathering
  - reflective listening, respectful responding, development of empathy and rapport
  - human life stage development
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Method of assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Dual diagnosis refers to:	• Consumers with co-existing mental health and AOD diagnoses
Working with consumers will be carried out within requirements established by:	• Relevant legislation and statutory requirements • International conventions relating to the rights of individuals • Organisation policy and codes of conduct • Relevant program standards • Professional association codes of conduct and ethical and ethical positions

Unit Sector(s)

Not Applicable

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CHCMH409A Facilitate consumer, family and carer participation in the recovery process

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers to work collaboratively with a person with mental health issues to establish a basis for participation of family and carers in their individual recovery process and to facilitate ongoing participation in line with the client's needs and wishes

Application of the Unit

Application	This unit applies to work with people with mental health issues in a range of community services work contexts This work is conducted under the broad direction of others with minimal supervision

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply principles and practices of consumer and carer participation in mental health work	1.1 Approach mental health work in collaboration with consumers and other relevant stakeholders to ensure effective participation in line with organisation policy and industry standards 1.2 Identify benefits and issues related to family and *carer* participation in recovery processes for people with mental health issues 1.3 Identify principles and practices underpinning consumer and carer participation and contribute to maintaining ongoing relevance of organisation's policies and procedures in this respect 1.4 Develop and maintain knowledge of relevant and available consumer and carer services and resources

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ELEMENT	PERFORMANCE CRITERIA
2. Involve consumers, carers and families in planning support during recovery	2.1 Consult with consumer to identify appropriate involvement of family and carers 2.2 Work with consumer to identify and agree on specific roles and responsibilities for individual family members and carers and document in consumer recovery plan 2.3 *Consult with family, carers and other relevant stakeholders* as required in line with consumer *consent* 2.4 Gauge level of relevant knowledge, skill and involvement of carers and family as a basis for identifying additional consumer support requirements 2.5 Provide relevant information, resources, referrals and education to meet needs of carers and families within scope of own work role 2.6 Engage with consumer, family and carers to plan provision of appropriate support to consumer in line with consumer consent 2.7 Establish and maintain a relationship with consumer, family and carers within boundaries of own work role 2.8 Clarify *expectations of carers and families* and provide information as required to support and manage realistic expectations

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ELEMENT	PERFORMANCE CRITERIA
3. Facilitate recovery of clients with appropriate involvement of carers and families	3.1 Involve carers and families in consumer recovery process with consent of consumer and in line with recovery plan 3.2 Monitor carer and family participation in collaboration with consumer to ensure ongoing effectiveness and consumer consent 3.3 Maintain relationship with carers to identify changing carer needs and to identify support needs of carers within boundaries of own work role 3.4 Assist consumer to identify ways in which their behaviour may be positively or negatively influenced by others 3.5 Assist consumer to identify ways in which their behaviour may be positively or negatively affecting families and carers 3.6 Monitor any potentially negative influences on the consumer and bring these to their attention 3.7 Take action as required to maintain well being and safety of self, client and other stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- An awareness and understanding of the potential impact of own personal and social values in mental health work
- Role boundaries in relation to own work role and roles of other workers
- Relevant and available community and organisation resources
- Models and practice in rehabilitation for those with mental illness
- Predisposing/risk and protective factors for mental illness
- Knowledge of relevant legislation, policies and standards regarding consumer and carer participation in mental health planning and recovery

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with consumers to identify, plan and implement family and carer participation in recovery processes as appropriate
- Monitor effectiveness of ongoing participation of carer and family members working towards consumer recovery goals
- Work collaboratively with consumer to review and revise consumer, carer and family member participation aspects of recovery plan

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - describing own attitudes and values

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REQUIRED SKILLS AND KNOWLEDGE

- setting and maintaining appropriate role boundaries
- working with cultural diversity

- Apply full range of communication techniques including:
  - reflective listening, respectful responding, development of empathy and rapport and other basic counselling skills
  - facilitating conflict resolution through application of a range of strategies
  - techniques to seek agreement between parties
  - active listening if culturally appropriate, recognition of non-verbal triggers
  - feedback
  - interpretation
  - negotiation
  - establishing empathy

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Method of assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Carer is defined as but not limited to:

- Persons who, at time of need, provide regular or intermittent support to a person with a mental illness or disorder
- This may include:
  - Relative e.g. spouse/defacto, children, parents, siblings, grandparents, uncles, aunts, cousins
  - Kinship relationship
  - Friends
  - Neighbours
  - Other consumers

Consult with family, carers and other relevant stakeholders may relate to, for example:

- Obtaining background information
- Identifying degree and type of support able to be provided
- Ascertaining willingness and capacity to provide support
- Forward planning
- Review of recovery plan
- Review of ongoing support needs and capacity

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RANGE STATEMENT

Other relevant stakeholders may include but are not limited to:	• Health or community services professionals
	• Support workers
	• Other agency staff
	• Consumer workers
	• Other relatives and/or friends
	• Representatives from:
	  • carer groups
	  • support groups
	  • schools
	  • community or clinical mental health services

Consent may be:	• Written • Verbal (documented) • Subject to legislative requirements • Advance directive
Expectations of carers and families may relate, for example, to:	• Support requirements • Carer's capacity to provide support • Aspects of the recovery process • Role of the support worker

Unit Sector(s)

Not Applicable

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CHCMH411A Work with people with mental health issues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge, skills and attitudes required by workers in community services and health settings to work in a consumer directed and oriented way with consumers who are living with mental health issues

Application of the Unit

Application	This unit applies to working with consumers who are affected by mental illness in a range of community services work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of the mental health sector	1.1 Demonstrate basic knowledge of mental health organisations and services
	1.2 Reflect an understanding of *different service approaches in mental health* in work
	1.3 Apply basic knowledge of common mental health issues and associated signs and symptoms
	1.4 Apply basic knowledge of how to respond appropriately to changes in mental health and mental distress and to report appropriately
	1.5 Clarify statutory requirements and duty of care responsibilities applying to own work, including role, responsibilities, accountabilities and potential consequences of own actions

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ELEMENT	PERFORMANCE CRITERIA
2. Establish appropriate working relationships with consumers who are living with mental health issues	2.1 Demonstrate and apply understanding of and commitment to a consumer's right to self define and direct their own recovery 2.2 Use strategies to ensure all contacts with consumers reflect appropriate expression of value systems and consideration of emotional impact of intervention 2.3 Use appropriate communication and relationship building processes to facilitate strong positive relationships 2.4 Discuss with the consumer possibilities and options for responding to their needs and determine and prioritise preferred action 2.5 Respond promptly and supportively to consumers in distress or crisis, respecting the consumer's wishes to the extent possible in the circumstances, and in accordance with organisation policies and procedures 2.6 Work in collaboration with consumer and their support network to routinely ensure that: • the consumer's desires, preferences, experiences, knowledge and life skills directly influence the nature and type of services provided • the consumer's *needs* and *goals* are met • individual and cultural differences are addressed • potential barriers and challenges to achieving positive outcomes are identified and appropriately resolved • appropriate levels of consultation are implemented • relevant information is collected 2.7 Consistently comply with statutory requirements and duty of care responsibilities
3. Clarify the needs and issues of consumers	3.1 Identify and document consumer's current needs, wants and preferences 3.2 Discuss with the consumer their abilities to address their own needs and aspirations and identify support they require

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ELEMENT	PERFORMANCE CRITERIA
4. Provide non-clinical services to meet consumer aspirations and needs	4.1 In collaboration with the consumer, consider their experience, knowledge, skills and abilities and ensure these are taken into account in determining strategies to address the impact of their mental distress 4.2 In consultation with the consumer, facilitate the use of appropriate strategies, services and resources 4.3 Negotiate short and long term strategies and implement as appropriate 4.4 Provide services in a manner which supports and encourages independence and consumer self direction 4.5 Follow organisation policy and procedures particularly in relation to consumer and carer rights, best practice principles, *record keeping*, confidentiality and privacy 4.6 Review progress and effectiveness of strategies with consumer, supervisor and others as appropriate 4.7 Acknowledge limits of own knowledge, abilities and work role and make appropriate referral to other services as required in accordance with organisation policies 4.8 Seek emergency assistance as required
5. Apply self-care strategies	5.1 Maintain a positive work life balance 5.2 Regularly seek and undertake supervision and peer support 5.3 Demonstrate awareness of strategies to address personal physical and emotional needs and apply as appropriate 5.4 Undertake debriefing and seek access to employee assistance programs as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common mental health sector terminology
- Facts/myths about mental illness and psychiatric disability
- Impact of mental illness and/or psychiatric disability on: self esteem, motivation, daily living skills and relationships
- Impact of stigma and discrimination
- Principles and practices of duty of care
- Recovery and recovery oriented practice
- Relevant policy, regulatory, legislative and legal requirements relating to mental health service provision
- Rights and responsibilities of workers, consumers and their care network
- Signs and symptoms of common mental illness

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access consumer and carer workers, resources and services
- Actively listen
- Communicate effectively
- Complete documentation
- Consult
- Display awareness of self and the impact of self on relationships
- Effective referral including identification of circumstances in which referral to a health or other professional is appropriate
- Facilitate consumer directed collaboration
- Interpret verbal and non verbal communication

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REQUIRED SKILLS AND KNOWLEDGE

- Maintain confidentiality
- Mediate and negotiate
- Network
- Question
- Resolve conflict
- Respond to crisis appropriately
- Use inclusive and person first language
- Use consumer's preferred language, terminology, personal meaning and interpretations
- Write reports

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Different service approaches in mental health may include:

- Medical models
- Psychosocial rehabilitation models
- Recovery oriented practice

Needs may include:

- Cultural
- Disability
- Emotional
- Employment
- Financial and economic
- Grief and loss
- Health
- Housing
- Legal
- Mental health
- Physical
- Problematic alcohol and other drugs use
- Sexuality
- Social
- Spiritual
- Trauma informed care

Goals may be:

- Flexible, regularly reviewed and changed
- Formally or informally negotiated
- Generated in accordance with consumer's wishes and aspirations

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RANGE STATEMENT

Appropriate communication and relationship building processes may include:	• Collaborative consultation • Empathy • Engagement • Giving hope • Listening and responding to the person verbal and nonverbal communication • Non judgemental and sensitive approach • Rapport building • Respect • Valuing and responding to the uniqueness of each person • Working with the person's own understanding of their experience
Information is shared within the bounds of confidentiality, and wherever possible, with the consent and knowledge of a consumer, with people such as:	• Care network • Case managers • Consumers • Family members • Other services • Other staff • Supervisor
Services provided take into account:	• Available resources • Benefit to a consumer and their care network • Contingency plans

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RANGE STATEMENT

Strategies may include assistance with:

- Accessing peer support
- Education about recovery
- Elimination of discrimination
- Encouraging a person's sense of hope and personal value
- Enhancing a person's own sense of agency
- Enhancing and supporting the care network
- Identifying and exploring positive and negative risks with consumers
- Promoting self advocacy and self determination
- Promoting the right of equal and full citizenship with access to all community resources and opportunities
- Removal of barriers to participation
- Supporting people to develop and pursue their recovery goals and aspirations
- Trauma and trauma informed care
- Working with consumers with their choices to live, and work in their community of choice

Recordkeeping:

- Ideally all records should be developed in collaboration with the consumer

Records of service provision may include:

- Advanced directive
- Advocacy letters
- Assessment records
- Care and service plans
- Complaints
- Consent letters
- Consumer's own records of their recovery
- Evaluation forms
- Feedback and satisfaction forms
- File notes
- Individual program plans
- Individual service plans
- Initial contact forms
- Personal records
- Recovery wellness plans
- Referral letters

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RANGE STATEMENT

Emergency assistance may be sought from:	• Ambulance • Clinical mental health services • Cultural consultants • Hospitals • Other organisations • Peer workers • Person's care network • Police • Workers within the organisation

Unit Sector(s)

Not Applicable

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CHCMH501A Provide advanced supports to facilitate recovery

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide advanced support strategies for people with mental illness and psychiatric disabilities

Advanced supports involve analysis within a mental health diagnostic framework and the planning and implementation of psychosocial rehabilitation for specific client outcomes

Application of the Unit

Application

This unit applies to work with mental health consumers in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, carers and family members

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine support and service requirements	1.1 Determine the possible complexities of client's and carer's needs based on an analysis within a mental health diagnostic framework
	1.2 Determine most appropriate assessment strategies based on client information, client and carer context and mental health diagnostic framework
	1.3 Determine most appropriate *assessment strategies* to best capture complexities of *client* and carer issues due to issues other than mental health
	1.4 Confirm the appropriateness, validity and strength of the assessment relative to needs of client and carer
	1.5 Gather resources required to complete the assessment
	1.6 Determine availability of client and carer according to organisation protocols
	1.7 Determine availability of appropriate space, if required
	1.8 Conduct the assessment in accordance with client and carer pace and intensity requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare for support and service requirements	2.1 Review possible complexities of client and carer needs based on an analysis within *a mental health diagnostic framework*, and with reference to assessment information
	2.2 Review complexities of client and carer needs within a context of the recovery process
	2.3 Review literature on best practice that is relevant to the client and carer
	2.4 Determine most appropriate support and service strategies based on client assessment and research information
	2.5 Identify possible interaction effects when multiple interventions are involved
	2.6 Determine appropriate outcomes and outcome indicators for specific interventions
	2.7 Determine risks associated with planned intervention and take appropriate action
	2.8 Gather resources to provide support, in line with client's needs and recovery plan specifications

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ELEMENT	PERFORMANCE CRITERIA
3. Conduct supports and other service delivery	3.1 Confirm the client and carer understanding of the support to be provided and desired outcomes 3.2 Obtain informed consent from client before commencing support activities 3.3 Clarify any misunderstanding or confusion experienced by client and/or carer 3.4 Work with client and carer to develop a support plan in the context of recovery 3.5 Work with client and carer to determine appropriate roles of client, carer, worker and others in the intervention 3.6 Monitor participation of client, carer (and others) against progress toward desired outcome/s 3.7 Identify and note any difficulties experienced by client and/or carer completing support activity requirements 3.8 Work with client and carer to adjust support strategy and/or revise outcomes 3.9 Identify and manage compliance issues, including subjective and objective reporting of client's response to the intervention 3.10 Seek assistance when the client presents with needs or signs outside limits of own authority, skills and/or knowledge
4. Recognise and deal with trauma	4.1 Identify indicators of trauma for client and/or carer 4.2 Identify own service capacity to meet client and/or carer trauma issues 4.3 Identify impact of trauma on client's mental health issues 4.4 Apply accepted procedures to evaluate the options of bringing in specialist support and/or appropriate referral

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate effectiveness of services provided and adjust as required	5.1 Work collaboratively with client and carer to determine and measure outcomes of support and/or services provided in the context of goals identified in the recovery plan 5.2 Identify specific strengths of service provided and determine their relevance in the context of ongoing recovery 5.3 Identify and discuss with client and carer any new or ongoing difficulties and concerns where change or enhancement of supports and services are required for continued recovery 5.4 Identify and negotiate with client and carer potential changes to recovery goals, services to be provided and/or referral options as a basis for continued recovery 5.5 Adjust recovery plan and service delivery to strengthen achievements and support and promote ongoing recovery
6. Report and document information	6.1 Document information about service delivery, outcomes, issues and revisions according to the organisation's protocols 6.2 Observe privacy and confidentiality requirements when reporting interventions 6.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to the intervention
7. Maintain safety in practice	7.1 Use conflict resolution and negotiation as appropriate 7.2 Take appropriate action to ensure safety of self, client and others 7.3 Acknowledge limits of own abilities and make referrals as appropriate in accordance with organisation policies and available resources 7.4 Seek emergency assistance as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of support strategies including:
  - motivational interviewing
  - solution focused interviewing
  - participation
  - stigma response management
  - time management
- Assessment strategies to identify complex client needs
- Application of a mental health diagnostic framework
- Application in the mental health context of:
  - continuous quality improvement
  - evidence-based practice
  - values based practice
  - outcome measurement
- Recovery in the context of multiple and at times competing needs
- The possible tensions between appropriate supports and client wants and choices
- Types of assessment, including:
  - domain based assessment
  - norm based assessment
  - competency based assessment
  - stories
- Possible impact of assessment and support strategies on the client

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Engage the client and carer in assessment and identification of support requirements
- Analyse available information and observations to identify complex and possibly competing needs as a basis for determination of support and service delivery requirements and options to support identified recovery goals and processes
- Effectively apply and promote evidence-based practice and values based practice
- Communicate effectively with client, carer and relevant others to facilitate assessment and ongoing support and service delivery
- Monitor service delivery, client and carer participation and progress toward identified recovery goals and make appropriate adjustments to strategies, goals and services in consultation with client and relevant personal and professional stakeholders
- Recognise and respond appropriately to indicators of trauma
- Work with client to evaluate effectiveness of services provided in the context of ongoing recovery and negotiate and make appropriate adjustments to recovery goals and strategies for support service delivery
- Use appropriate strategies and techniques to maintain safety in mental health practice

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assessment strategies may include:

- Domain based assessment
- Norm based assessment
- Competency based assessment
- Stories

Client includes:

- Person with a mental illness and psychiatric disability

Mental health diagnostic framework may include but is not limited to:

- Identifiable pain - physical or emotional
- Impact of emotional problems on role in work or family contexts
- Impact of health problems on physical activity
- Impact of health problems on role in work or family contexts
- Impact of physical or emotional problems on social activity
- Level of energy - fatigue problems
- Level of psychological well being or distress
- Perception of own state of well being / health

Unit Sector(s)

Not Applicable

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CHCMH502A Provide supports for children at risk of mental health problems

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide support for children and their families where the child is at risk of developing mental health problems

Application of the Unit

Application	This unit involves partnerships with family and relevant other services such as schools This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine support requirements	1.1 Determine most appropriate assessment strategies based on child's age and presenting circumstances
	1.2 Where necessary, confirm appropriateness of assessment strategies with other workers, e.g. teacher
	1.3 Determine most appropriate assessment strategies to determine family circumstances
	1.4 Determine additional information requirements outside the assessment process, e.g. issues at school
	1.5 Confirm the appropriateness, validity and strength of the assessment relative to the child's needs
	1.6 Gather resources required to complete the assessment
	1.7 Determine availability of *child and parent* according to organisation protocols
	1.8 Determine availability of child friendly, age appropriate space, if required
	1.9 Provide information to child and parent about the assessment process
	1.10 Obtain informed parental consent for the assessment and to gather information from others, such as teachers
	1.11 Conduct the assessment in accordance with the child's pace and intensity requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare for support and input requirements	2.1 Review possible complexities of client's needs based on an analysis within *a mental health diagnostic framework*, and with reference to assessment information
	2.2 Review complexities of client's needs within a context of the recovery process
	2.3 Review literature on best practice that is relevant to client
	2.4 Determine most appropriate support and service strategies based on client assessment and research information
	2.5 Identify possible interaction effects when multiple interventions are involved
	2.6 Determine appropriate outcomes and outcome indicators for specific interventions
	2.7 Determine risks associated with planned intervention and take appropriate action
	2.8 Determine client's availability according to organisation protocols
	2.9 Determine availability of appropriate space, if required
	2.10 Gather resources to provide support, in line with client's needs and recovery plan specifications

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ELEMENT	PERFORMANCE CRITERIA
3. Conduct supports and other service inputs	3.1 Confirm client's understanding of the supports and of the desired outcomes 3.2 Obtain informed consent from client before commencing support activities 3.3 Clarify any misunderstanding or confusion experienced by client 3.4 Work with client to develop a support plan in the context of recovery and to determine appropriate roles of client, worker and others in the intervention 3.5 Monitor participation of client (and others) against progress toward desired outcome/s 3.6 Identify and note any difficulties client experiences completing support activity requirements 3.7 Work with client to adjust support strategy and/or revise outcomes 3.8 Identify and manage compliance issues, including subjective and objective reporting of client's response to the intervention 3.9 Seek assistance when the client presents with needs or signs outside limits of own authority, skills and/or knowledge
4. Recognise and deal with trauma	4.1 Identify indicators of client trauma 4.2 Identify own service capacity to meet client trauma issues 4.3 Identify impact of trauma on client's mental health issues 4.4 Apply accepted procedures to evaluate options of bringing in specialist support and/or appropriate referral

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ELEMENT	PERFORMANCE CRITERIA
5. Report and document information	5.1 Document information about the intervention according to organisation protocols 5.2 Observe privacy and confidentiality requirements when reporting interventions 5.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to the intervention

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of mental health assessment strategies and features which are appropriate to different ages and presenting circumstances of children and young people in order to clarify:
  - needs, developmental status and behavioural issues of child or young person
  - family circumstances
  - issues arising at school and in other social situations
  - complexity of needs and situation of the child or young person
- Recovery strategies appropriate for children and young people
- Interventions appropriate for children and young people, and associated:
  - indicators of likely success of each intervention in relation to presenting issues and situations
  - factors that may potentially be obstacles to success of each intervention
  - potential risks for the child/young person, their families, carers and support workers
  - potential interaction effects when multiple interventions are involved
  - appropriate roles of client, mental health professionals, worker and others in each intervention
- Resources required for each intervention and their availability
- Range of relevant and appropriate services and activities available for children and young people, including:
  - promotion and support of social inclusion
  - skill development and education
  - support
  - strategies to overcome barriers
- Indicators of trauma to the child or young person

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively as part of a mental health support team for children and young people to:
  - contribute to a mental health assessment of the child or young person
  - determine needs and support requirements of the child or young person
  - contribute to the development and implementation of a recovery plan for a child or young person
  - monitor client participation and progress and identify appropriate adjustments to the support strategy
- Recognise and deal appropriately with signs of trauma in a child or young person in line with organisation policies and procedures
- Make observations and report and document information relevant to the intervention and client progress

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work effectively and sensitively with children, young people and their families
- Work effectively with carers and consumer workers in a mental health context

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit of competency is to be assessed after or in conjunction with:

- CHCMH405A Work collaboratively to support recovery process

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Mental health diagnostic framework may include but is not limited to:

- Identifiable pain - physical or emotional
- Impact of emotional problems on role in work or family contexts
- Impact of health problems on physical activity
- Impact of health problems on role in work or family contexts
- Impact of physical or emotional problems on social activity
- Level of energy - fatigue problems
- Level of psychological well being or distress
- Perception of own state of well being / health

Unit Sector(s)

Not Applicable

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CHCMH503A Provide forensic mental health services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide mental health services within a legal context

Application of the Unit

Application	This unit applies to work with forensic mental health clients in a range of community services work contexts This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a legal context	1.1 Apply knowledge of the legal system and the justice health system 1.2 Work with knowledge of legislation (other than mental health legislation) as it applies to the client with *forensic mental health* issues 1.3 Work with understanding of social and political context in which the law operates, in the context of client with forensic mental health issues

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ELEMENT	PERFORMANCE CRITERIA
2. Work with clients with *mental health and forensic issues*	2.1 Determine possible impact of client forensic issues on client's recovery program 2.2 Determine impact of mental health status on client's forensic issues 2.3 Determine impact on client of the interaction between forensic issues and mental health issues 2.4 Where required, and with client's permission, involve legal and advocacy services in client's recovery plan 2.5 With client, review recovery plan to best meet the intersection between mental health and forensic issues 2.6 Where appropriate, assist client to identify possible cause and effect of mental health issues on forensic issues 2.7 Determine client's needs holistically, identifying health and social care needs including factors relating to impacts of culture, race, gender, spirituality and lifestyle 2.8 Identify other risk factors for client's population group (e.g. sex offender risk factors) 2.9 Work with client to identify indicators that client is approaching a state of relapse 2.10 Provide advocacy within legal and mental health sectors where there is an intersect impact on client
3. Work collaboratively to plan support	3.1 Collaborate with client to develop plans for future support, care and treatment 3.2 Provide input into an historical risk document which can be passed on to different forensic health support services

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ELEMENT	PERFORMANCE CRITERIA
4. Review mental health status in relation to ongoing forensic issues	4.1 Regularly discuss progress with the client and renegotiate goals and strategies as required 4.2 Work with the client to identify changes in their mental health status and determine the impact of any change on client's forensic issues 4.3 Where appropriate, review effectiveness of legal and advocacy services in relation to client's forensic issues and in the context of their recovery plan 4.4 Discuss recovery outcomes and ongoing forensic issues with client and appropriate persons inside or outside the organisation and document in accordance with organisation policies and procedures 4.5 In consultation with client and other relevant stakeholders, revise goals, strategies and service delivery decisions to reflect outcomes of review undertaken
5. Report and document information	5.1 Document information about the intervention according to organisation protocols 5.2 Observe privacy and confidentiality requirements when reporting interventions 5.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to service delivery

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislation and policy that has an impact on the client
- Own ethical standards and values
- Relevant codes of conduct
- Advocacy principles and practices
- Understanding of the role of community based mental health support in the context of forensic mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within a code of practice
- Work across different systems (i.e. forensic system and mental health system) and respond to tensions between the systems
- Support clients to work toward more positive futures
- Take action to care to self

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit of competency is to be assessed after or in conjunction with:

- CHCMH501A Provide advanced supports to facilitate recovery

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Forensic mental health refers to:

- Services provided for the assessment and care of mentally disturbed offenders

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RANGE STATEMENT

Mental health and forensic issues may involve:	• Client's ability to make a plea in court • Client's state of mind at the time of the offence • Need for assessment and service delivery
Forensic mental health clients may include:	• Convicted offenders • People who are accused of crimes, but considered unfit to plead because of their mental disturbance • People who are considered not guilty of alleged crimes because of their mental impairment • Offenders or alleged offenders who are referred by courts • Mentally ill offenders living in the general community

Unit Sector(s)

Not Applicable

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CHCMH504E Provide a range of services to people with mental health issues

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMH504D Provide a range of services to people with mental health issues	CHCMH504E Provide a range of services to people with mental health issues	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to collaboratively assess needs, provide a range of services to meet needs, review progress and evaluate the work undertaken with clients with mental health issues

Application of the Unit

Application

This unit applies to work with mental health consumers in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the needs and issues of clients	1.1 Identify *reasons for seeking help*
	1.2 Identify and document current *needs*
	1.3 Identify client's abilities to address their own needs
	1.4 Explain organisation policy and procedures in relation to records, confidentiality and privacy
	1.5 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities
	1.6 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention
	1.7 Discuss possibilities and options for responding to client needs, determine preferred actions and prioritise
	1.8 Promptly and supportively respond to clients in distress or crisis, in accordance with organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Establish goals of service provision with the client	2.1 Use *appropriate communication and relationship building processes* to identify service provision goals 2.2 Identify and prioritise issues to be addressed through services provision 2.3 Discuss possibilities and options for responding to client needs, determine preferred actions and prioritise 2.4 Assist client to evaluate and select *strategies* to achieve their goals 2.5 Document goals in relation to client needs in accordance with organisation procedures, as appropriate 2.6 *Share goals*, with client's consent, where appropriate
3. Provide services to meet client needs	3.1 Identify strategies to address impact of mental illness and/or psychiatric disability, incorporating the knowledge, skills and abilities of the person 3.2 Facilitate use of other appropriate strategies, services and resources 3.3 Negotiate short and long-term strategies as appropriate 3.4 *Provide services* in manner that supports and encourages independence 3.5 Maintain *records of service provision* related to agreed goals and strategies, in accordance with organisation procedures and policy 3.6 Provide referrals as appropriate

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ELEMENT	PERFORMANCE CRITERIA
4. Review progress with the client	4.1 Regularly discuss progress with the client 4.2 Negotiate revised goals and strategies 4.3 Negotiate exit from the service or program with the client and provide support in accordance with organisation policies and available resources 4.4 Discuss outcomes with client and appropriate persons inside or outside the organisation and document in accordance with organisation policies and procedures 4.5 Maintain confidentiality in accordance with agency/ organisation guidelines and relevant legislation
5. Use self-protection strategies	5.1 Use conflict resolution and negotiation as appropriate 5.2 Take appropriate action to ensure safety of self and others 5.3 Acknowledge limits of own abilities and make referrals as appropriate in accordance with organisation policies and available resources 5.4 Seek *emergency assistance* as required

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Language of the mental health sector
- Signs and symptoms of common mental illness
- Common medications for the treatment of mental illness and/or psychiatric disability and their side effects
- Principles and practice of psychosocial rehabilitation
- Difference between mental illness and psychiatric disability
- Early intervention
- Impact of mental illness and/or psychiatric disability on: self-esteem, motivation, daily living skills and relationships
- A range of clinical treatment and support services available locally
- Client-centredness
- Rights and responsibilities of workers and clients
- Understanding of complex ethical issues
- Principles and practices of duty of care
- Recovery
- Relevant policy, regulatory, legislative and legal requirements relating to mental health service provision
- Knowledge specific to working with people from culturally and linguistically diverse (CALD) backgrounds
- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to the following areas:
  - working with clients with alcohol and/or other drugs (AOD) issues
  - working with women
  - working with men
  - working with children and young people
  - working with aged clients
  - working with corrective services clients
  - working with Aboriginal and/or Torres Strait Islander clients
  - community education

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Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify the needs and provide services to a range of clients with mental health issues
- Effective collaboration with other workers and relevant services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Reflect on the dynamics of relationships
- Demonstrate application of following skills where they apply to work role:
  - communication
  - negotiation
  - questioning
  - active listening
  - interpretation of verbal and non-verbal communication
  - liaison
  - referral including identification of circumstances in which referral to a health professional is appropriate
  - supportive counselling
  - conflict resolution
  - mediation
  - crisis situation responses
  - protective intervention
  - advocacy
  - networking and liaison
  - identification of support structures
  - awareness of self and the impact of self on relationships
  - confidentiality
  - report writing
  - resolving aggression, including:
    . negotiation
    . workplace safety
    . debriefing
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the range of services provided to clients in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in CALD environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Reasons for seeking help may be identified with assistance from:

- The client
- Carers
- Colleagues
- Information from other services

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Needs may include:	• Physical disability • Intellectual disability • Problematic alcohol and other drugs use • Psychosocial • Employment • Related to grief and loss • Emotional • Financial • Legal • Spiritual • Social • Cultural
Appropriate communication and relationship building processes may include:	• Engagement • Empathy • Non-judgemental manner • Listening to the person • Treating the person as an individual • Rapport building • Respect • Hope
Share goals applies within the bounds of confidentiality and may include people such as:	• Case managers • Other staff • Carers • Consumers • Family members • Other services
Provide services must take into account:	• Available resources • Contingency plans

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Other services and resources may include:

- Carer groups
- Consumer groups
- Accommodation
- Legal
- Day support
- Employment
- Skill development service (e.g. life or living skills)
- Spiritual support
- Psychosocial rehabilitation
- Other disability support services
- Consumer consultants
- Pre-vocational
- Leisure
- Creative activities
- Recreation
- Education
- Social activities
- Aboriginal and/or Torres Strait Islander health services
- AOD
- Advocacy
- Respite
- Pharmacies
- Financial
- Supportive counselling in response to crisis situations
- Interpreter
- Family violence and sexual assault services
- Accommodation

Strategies may include assistance with:

- Self help groups
- Accommodation
- Employment
- Legal matters
- Recreation
- Daily living skills
- Creative activities
- Social skills
- Relationships

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Records of service provision may include:	• Individual service plans • Initial contact forms • Comprehensive assessment and service plan • Individual program plans • Evaluation forms
Emergency assistance may be sought from:	• Own organisation staff • Other community organisation staff • Clinical mental health services • Other agencies • Hospitals • Ambulance • Police • Consumer consultants • Trans-cultural consultants

Unit Sector(s)

Not Applicable

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CHCNAN301B Attend to daily functions in home based child care

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCNAN301A Attend to daily functions in home based child care	CHCNAN301B Attend to daily functions in home based child care	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor grammar and formatting corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to work with parents and carers to plan for and attend to the daily functions as home based care provider

Application of the Unit

Application

This unit applies to workers providing home based care for children where the home base is either the child's home or that of the worker

This may include the contexts of nanny, governess / home tutor, home help or family day care provider

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify and plan for daily functions related to the provision of care	1.1 Gather *information from primary carer/s* about the home based care to be provided 1.2 Consult and negotiate, according to *policy, legislation and other requirements* where relevant, with parents and/or other family members about the expectations and limitations of the home based care role 1.3 Identify *specific needs of children* in care and in collaboration with primary carer/s plan to accommodate these needs 1.4 Formalise and present to primary carer/s *a plan for attending to daily care functions* 1.5 Clarify with primary carer/s the processes for which concerns about the care provisions or plans can be reviewed and/or renegotiated

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ELEMENT	PERFORMANCE CRITERIA
2. Attend to agreed daily functions of home based care	2.1 Conduct a daily review of intended *care functions* and make variations according to the needs of the child and in consultation with the primary carer/s 2.2 Attend to *developmental needs* of children within *scope of home based care* practice and standards 2.3 Ensure *health and safety* of children in provision of all home based care 2.4 Follow agreed processes, policies or standards for reporting health and safety concerns of children in home based care 2.5 Develop and implement *strategies that support the family's cultural, spiritual and value base* when caring for the child 2.6 Respect and ensure confidentiality of *family information* accessed as part of job role and within provisions of legislation and duty of care
3. Respond to unexpected changes in home based care	3.1 Consult and negotiate with primary carer/s about provision for *unforeseen circumstances* that may occur in home based care 3.2 Discuss, clarify and document changes to expected daily tasks, to address unexpected circumstances and ensure best possible outcomes for the child 3.3 Communicate *inability to attend to daily functions* to child's primary carer to provide opportunity for *alternative arrangements* 3.4 Communicate to primary carer/s as early as possible any emergency situations relating to changes to home based care arrangements

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ELEMENT	PERFORMANCE CRITERIA
4. Review daily care functions	4.1 Engage with primary carer/s to regularly review daily functions of home based care 4.2 *Modify home based care* activities and tasks to incorporate information gained from regular consultations with primary carer/s 4.3 Communicate regularly with primary carer/s about relevant issues or the needs of the children in home based care environment

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Planning processes for immediate, medium and long term functions of the job role
- Relationship dynamic between children, primary carer/s and the home based carer
- Developmental stages of babies and children and how this relates to the primary functions of home based care planning and implementation
- A range of experiences suitable to all children in the care environment
- Communication needs of a range of children and families with diverse cultural and linguistic needs
- Contingency management processes
- Attachment theory
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
  - excursions and travel situations
  - outdoor and indoor play areas
  - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
  - allergies and related medications
  - basic home fire safety
- Legislation and policy and procedures relevant to the home based care environment
- Obligations under child protection legislation in the relevant jurisdiction

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work effectively with babies and young children within a home based care environment
- Select appropriate experiences and materials to support all areas of children's development
- Interact effectively with children to holistically support development and learning
- Communicate with children
- Identify indicators of emotional, social and psychological difficulties
- Establish respectful relationship with primary carer/s
- Negotiate care arrangements with primary carer/s

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- Maintain safety of children in all home based care contexts

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Reflect on own practices
- Apply an understanding of the relationship between brain development and early childhood cognition, language and health development
- Observe children to recognise, report and record emotional and psychological difficulties
- Engage with children to ensure psychological and emotional development experiences are appropriate for their developmental age
- Support culturally appropriate celebrations of special occasions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Primary carer/s may include:

- Parents
- Grandparents
- Other relative
- Significant other person deemed by law or culture to be the child's primary carer or guardian

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Information from primary carer/s about home based care to be provided may include:	• Number of children, ages, gender, developmental needs • Preferences for food, activities, routines • Arrangements for child to be cared for in their own home (nanny arrangement) • Home based care in the carers home • Specific need for care e.g. child with disability • Overnight care • Daily care • Transportation arrangements • Activities for children outside of school hours • Excursions and outings • Frequency of care arrangements • Live in care (nanny) arrangements
Policy may relate to:	• Confidentiality • Medical and allergy management • Health and safety • Travel, transport and outings • Insurances • Behaviour support procedures
Legislation and other requirements may include:	• Standards for family day care • Standards for home based care • Food preparation, handling and management • Industrial legislation - pay and conditions, awards • Child protection • Work health and safety (WHS) • Privacy

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Specific needs of children may include:

- Developmental
- Cultural
- Routines
- Dietary
- Educational
- Environmental
- Behavioural
- Practical
- Disability

A plan for attending to daily care functions may include:

- Meal planning consultation with primary carer/s
- Transportation itinerary (buses, pick ups)
- Planning for attending set appointments or activities e.g. doctors, music lessons, sports
- Discussing with the primary carer priorities for the plan of children's home based care
- Reviewing any documentation provided by the primary carer/s about the children preferences, unique needs, routines, dislikes, fears, health needs
- Establishing a profile of each child to establish and understand their individual needs

Care functions may include:

- Cleaning
- Washing
- Cooking
- Meal preparation and/or provisions
- Bathing
- Toilet training
- Ensuring sleep routines
- Transporting and travel for planned activities
- Pick up and drop off
- Setting up resources for activities
- Planning outings and activities

Developmental needs to consider may include:

- Emotional, social and psychological
- Physical
- Cognitive
- Language and communication

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Scope of home based care may include:

- Nanny - day or live in
- Caring for the child in the carers own home e.g. family day care
- Parent home helper

Health and safety may include:

- Gates on stairs
- Covers on electrical sockets
- Removal/locking away of dangerous substances
- Close supervision of any children in kitchens
- Fences and gates, locking mechanisms
- Out of bounds areas
- Vacuuming/sweeping floors to remove small or dangerous objects
- Particularly close supervision in some areas
- Placing babies/infants to sleep in positions recommended for prevention of SIDS
- Children being seated and supervised at meal and snack times
- Sun safe practices

Basic home fire safety includes knowledge of:

- High fire risk groups
- Behaviour that may contribute to fire injury and/or fatality
- Role of a working smoke alarm
- Types of smoke alarms
- Optimum placement of smoke alarms
- Smoke alarm testing and cleaning
- Referring client for smoke alarm installation and maintenance

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Strategies that support the family's cultural, spiritual and value base may include:	• Acknowledging and celebrating with the family on special days of celebration • Inclusion of specific cultural practices and beliefs in care routines • Developing activities that are inclusive of diversity and particular references to the families cultural and spiritual needs • Ensuring that any tasks or functions of home based care do not offend or breach cultural beliefs or customs • Encourage children to maintain their first language • Encourage children to explore and maintain cultural practices according to the primary carer/s requests • Research the families culture and seek confirmation from the family about any relevant family values to be observed
Family information may include:	• Receipt and collection of person correspondence • Medical records • Conversations carried out between family members and others within hearing range of the home based carer • Documentation related to care arrangements
Unforeseen circumstances include, for example:	• Illness or unexpected health needs of the carer • Family related illness or death • Infectious conditions
Inability to attend to daily functions may include:	• Child's illness • Primary carer's needs change • Home based carer experiences unforseen circumstance • Holiday or leave arrangements of home based carer
Alterative arrangements may include:	• Accessing and/or referring the primary carer/s and children to another home based care arrangement • Contacting the employing agency/coordinator to seek alternative care

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Modify home based care may include:	• Changes to the original arrangement for home based care and may be:
	  • number of children in care
	  • type of care (overnight, day, live in, holiday)
	  • variation to aspect of the original agreements
	  • improvements to daily care routines of children based on collaborative review of children's progress in the home based care environment

Unit Sector(s)

Not Applicable

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CHCNET301D Participate in networks

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to participate in a network in order to gather information, forge links with other workers and services and to promote activities

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and select appropriate *networks*	1.1 Identify and prioritise networking needs in order to enable the organisation and the worker to optimise client service delivery 1.2 Identify and prioritise networks relevant to work role, organisation's priorities and target groups
2. Make effective use of relevant networks	2.1 Contribute appropriately to network within principles and resource constraints of worker and organisation 2.2 Identify information and other support that network may provide and seek to optimise and support collaboration on client service delivery 2.3 Use knowledge of values, beliefs and perspectives of network participants to inform communication within the network 2.4 Implement appropriate confidentiality measures to protect client, organisation and network 2.5 Monitor ongoing participation in networks against benefits to worker, organisation and client group 2.6 Report outcomes in networks to worker's own organisation and other stakeholders where appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevance of networking and specific networks and target group in relation to the organisation and own work role
- Networking principles and needs required to support service delivery
- Resource constraints in relation to networking
- Appropriate communication techniques and constraints, such as confidentiality within networks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Participate in both formal and information network
- Participate in a network as a member not representing an organisation
- Participate in a network as a representative of the workers' own organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills including asking questions, listening to information, providing information, in particular by:
  - engaging in interpersonal exchanges, clarifying meaning and maintaining interaction, for the purposes of establishing, and maintaining relationships
  - exploring issues
  - problem solving

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REQUIRED SKILLS AND KNOWLEDGE

- eliciting and providing factual information and opinions

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communications systems • Assessment may be conducted on one or more occasions but must include a range of network types relevant to the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Networks may be informal and include:	• Other workers, particularly those in the community services industry • Trainers, teachers and academics • Contacts in policy and funding bodies
Networks may be formal and include:	• Local interagency networks • Interest and support groups • Regional, specialist and peak associations • Professional/occupation associations

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RANGE STATEMENT

The purposes of networks and networking may include:

- Learning about the role, services and resources of other organisation
- Learning about the roles and resources of other workers
- Providing advice and information about own service and organisation
- Peer support and review
- Professional development
- Maintaining coordination among organisations and workers
- Supporting joint programs or activities
- Providing information for policy development
- Supporting the interests of young people

Unit Sector(s)

Not Applicable

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CHCNET402B Establish and maintain effective networks

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCNET402A Establish and maintain effective networks	CHCNET402B Establish and maintain effective networks	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to establish and maintain formal and informal groups which directly impact on the effective operation of the organisation

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop cooperative working relationships and strategic alliances with other organisations	1.1 Gather information about relevant services, organisations and key people and store, maintaining currency and accessibility 1.2 Provide information about own service to other organisations and liaise with staff from relevant organisations on a formal and informal basis to optimise client service delivery 1.3 Share resources, where possible, with other organisations to overcome duplication in service delivery
2. Represent the organisation	2.1 *Promote a positive image of the organisation* at available opportunities 2.2 Effectively communicate issues, policies and practices of the organisation to a range of audiences in an appropriate format 2.3 Handle complaints about services in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain networks	3.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the organisation
	3.2 Apply appropriate time and effort to establishing and maintaining networks to assist achievement of work outcomes
	3.3 Follow protocols for communication between network participants and services including those relating to confidentiality
	3.4 Provide advocacy to develop working relationships between client and other organisations/agencies
	3.5 Identify cultural diversity within networks and ensure communication is appropriate

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Approaches to networking
- Relevant organisations, services and individuals
- Promotional strategies applicable to the service or organisation

The candidate must also be able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Funding bodies and lines of contact

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain a network of formal and informal groups relevant to the work situation
- Represent organisation in both formal and informal settings in a positive manner
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - promotion
  - negotiation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communications systems • Assessment must include a range of group settings and networks
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace environment

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Promote a positive image of the organisation include to:	• Internal and external clients • Professional networks • Managers • Funding bodies • Political groups • Community groups and associations
Networks include:	• Formal and informal groups which are directly related to work activities or which make a valuable contribution to effective performance

Unit Sector(s)

Not Applicable

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CHCNET404B Facilitate links with other services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCNET404A Facilitate links with other services	CHCNET404B Facilitate links with other services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to liaise and facilitate linkages between community services including specialist and generalist services in the community to ensure support of people in need

Application of the Unit

Application

The skills described in this unit may be applied across a range of workplace contexts, especially involving related service delivery, sharing of information and client referral

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and maintain *links* with *relevant services*	1.1 Gather and store *information on relevant services* as appropriate 1.2 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links 1.3 Maintain active participation in relevant networks 1.4 Maintain information on the organisation's range of services
2. Provide relevant information to services	2.1 Respond to information requests from other organisations as appropriate 2.2 Maintain knowledge of and access to internal means of support within own organisation 2.3 Provide information and resources to support community groups as appropriate 2.4 Ensure materials and resources provided are relevant and current 2.5 Seek feedback on the materials and resources and use in developing future materials and resources

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ELEMENT	PERFORMANCE CRITERIA
3. Work with and *support* other organisations to enhance service delivery	3.1 Define the type and level of support to be provided and negotiate with the relevant organisation 3.2 Maintain appropriate support and contact with people referred 3.3 Provide information to services in line with organisation confidentiality, consent and privacy policies and procedures 3.4 Develop and negotiate longer term plans to assist services to operate self-sufficiently

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Existing information systems
- Referral networks - criteria and procedures for referral
- Current community services issues
- Language used in community services work
- Range of community services and how to access
- Confidentiality and privacy
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate effective working relationships within community services and within the general community

In addition, the candidate must be able to effectively do the task outlined in elements and

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performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - questioning
  - active listening
  - verbal and non-verbal communication
  - referral
  - participating and conducting interagency meetings
  - promotion
  - negotiation
  - liaison and networking
- Recognise own limitations and agency boundaries
- Develop and provide information about community services
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the community services networking and liaison requirements within the workplace

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Links may be:

- Referral to and from other services
- Telephone contact
- Worker networks
- Informal contacts
- Case conferences
- Inter agency meetings
- Community consultative committees
- Joint projects

Relevant services may include:

- Consumer groups
- Commercial enterprises such as real estate agents, and financial institutions
- Community services departments
- Aboriginal and Torres Strait Islander services
- Employment services
- Community based disability support services
- Income support services
- Accommodation services
- Services specific to the person's needs
- Trans-cultural
- Religious organisations
- Judicial
- Correctional
- Police
- Emergency services

Information on relevant services may include:

- Pamphlets and other information sources
- List of all relevant services
- Information on own agency
- Criteria for referral to each agency
- Contacts
- Information to provide to clients

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Support may include:	• Visits • Consultations • Joint initiatives • Participation in case conferences • Telephone advice • Provision of staff development and training • Exchanging of reports • Community education
Policies and procedures may include:	• Referral protocols

Unit Sector(s)

Not Applicable

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CHCNET501C Work effectively with other services and networks

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCNET501B Work effectively with other services and networks	CHCNET501C Work effectively with other services and networks	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to liaise and facilitate linkages between a comprehensive range of community services to ensure ongoing development of the organisation and provision of support to the relevant client group

Application of the Unit

Application

The skills described in this unit may be applied across a range of community work contexts, including specialist and generalist services in the community

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and maintain *links* with *relevant services*	1.1 Identify and prioritise needs relating to organisation and professional *networks*
	1.2 Identify, gather, store and maintain *information on appropriate services* to meet client and organisation needs
	1.3 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links
	1.4 Incorporate significant cultural practices, needs and traditions into liaison and *networking* with other services
	1.5 Implement *strategies to develop effective links with new services and networks* in consultation with key people and in accordance with organisation objectives

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ELEMENT	PERFORMANCE CRITERIA
2. Reflect social and cultural awareness in working with other services	2.1 Identify potential discrimination or culturally based obstacles to agencies accessing a service 2.2 Identify potential discrimination or culturally based obstacles to accessing other agency's services 2.3 Develop and implement strategies to address any culturally based obstacles that arise 2.4 Value cultural difference and diversity of others as a resource for the agency in the liaison and service delivery process 2.5 Where individual relationships interfere with the liaison and networking with other services, take timely remedial action in accordance with organisation procedures, to ensure continued linkage and ongoing benefits for clients
3. Provide relevant information to services	3.1 Maintain knowledge of and access to internal means of support within own organisation 3.2 Provide information and resources to *support* other agencies and community networks as appropriate 3.3 Ensure materials and resources provided are relevant and current 3.4 Seek feedback on the materials and resources provided and act appropriately to address feedback received and ensure ongoing quality and linkage to other services

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ELEMENT	PERFORMANCE CRITERIA
4. Work in collaboration with other organisations to enhance networks and service delivery	4.1 Define the type and level of service or collaboration to be provided and negotiate with the relevant organisation 4.2 Define the scope of the agency's participation in the network 4.3 Maintain appropriate contact where client referrals have occurred 4.4 Ensure provision of appropriate support to the network where applicable 4.5 Provide information and services to clients and networks in line with organisation's confidentiality, consent, privacy policies and procedures and relevant legislation 4.6 Develop and negotiate longer term plans to assist services to operate self sufficiently, where appropriate 4.7 Regularly evaluate effectiveness and relevance of services and networks against organisation goals and client needs in consultation with key people and modify as necessary

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Confidentiality and privacy
- Current community services issues
- Existing information systems
- Existing relevant networks
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Importance of principles and practices to enhance sustainability in the workplace,

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including environmental, economic, workforce and social sustainability
- Language used in community services work
- Lobbying in the context of organisation protocols
- Power relationships within and between organisations
- Processes of initiating and supporting community development planning
- Range of community services and how to access
- Referral networks - criteria and procedures for referral
- Relevant agency policies and procedures
- Relevant legislation
- Strategic planning
- Values, limitations and dynamics of networks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure networks developed meet the needs of the organisation and its clients
- Facilitate effective working relationships within community services and within the general community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop and provide information about community services
- Develop promotional material
- Develop appropriate agency forms such as intake and referral forms
- Demonstrate application of skills in:
  - negotiation
  - reporting and record-keeping
  - lobbying
  - dealing with diverse and/or specific cultural groups
  - questioning
  - active listening
  - verbal and non-verbal communication
  - referral
  - participating and conducting interagency meetings
  - promotion
  - liaison and networking
- Recognise own limitations and agency boundaries
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the community services networking and liaison requirements within the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Links may be:

- Case conferences
- Community consultative committees
- Informal contacts
- Inter agency meetings
- Joint projects
- Memorandum of understanding
- Referral to and from other services
- Service level agreements
- Telephone contact
- Worker networks

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Relevant services may include:

- Aboriginal and Torres Strait Islander services
- Accommodation services
- Commercial enterprises such as real estate agents, and financial institutions
- Community based disability support services
- Community services departments
- Consumer groups
- Correctional
- Emergency services
- Employment services
- Income support services
- Judicial
- Police
- Religious organisations
- Services specific to the person's needs
- Trans-cultural

Information on appropriate services may include:

- Contacts
- Criteria for referral to each agency
- Information on own agency
- Information to provide to clients
- List of all relevant services
- Pamphlets and other information sources

Support may include:

- Community education
- Consultations
- Exchanging of reports
- Joint initiatives
- Participation in case conferences
- Provision of staff development and training
- Telephone advice
- Visits

Policies and procedures may include:

- Referral protocols

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Formal networks may include:	• Advisory committees • Associations • Businesses • Government ministers/departments • Interest and support groups • Key people • Law enforcement agencies • Lobby groups • Local organisations • Regional specialist and peak associations
Networks may serve the purpose of:	• Accessing the services and resources of other organisations • Achieving corporate objectives • Encouraging coordination amongst organisations and workers • Enhancing service delivery • Promotion of organisation and/or programs • Strategic planning
Networking needs may be as a result of, or leading to:	• Enhanced service delivery • Funding imperatives • New government policies • New or reviewed strategic plan • New organisations/services starting up • Restructuring of organisation
Strategies to develop effective links with new services and networks may include:	• Liaison with other network organisations • Liaison with relevant government, community, business and other representatives • Negotiating with relevant organisations for network participation • Participating and managing formal network committees

Unit Sector(s)

Not Applicable

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CHCNET503D Develop new networks

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCNET503C Develop new networks	CHCNET503D Develop new networks	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to setup formal networks to benefit the organisation and clients

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain appropriate *networks*	1.1 Identify and prioritise organisation, professional and individual *networking needs* and established new networks as required to meet client needs and organisation objectives
	1.2 Incorporate significant cultural practices, needs and traditions into the networking strategy and its development
	1.3 Implement *strategies to develop effective new networks* in consultation with key people and in accordance with organisation objectives
	1.4 Make available information about new network to other staff and others as appropriate
	1.5 Develop and implement processes for engaging relevant community members to collect and disseminate information as appropriate to ensure effective operation of the network

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ELEMENT	PERFORMANCE CRITERIA
2. Reflect social and cultural awareness in developing and maintaining networks	2.1 Identify potential discrimination or culturally based obstacles to effective networks and develop and implement strategies to avoid them 2.2 Value cultural difference and diversity as a resource in networks and integrate into practices, relationships and strategies where relevant 2.3 Where individual relationships interfere with the effective operation of networks, take timely remedial action in accordance with organisation procedures, to ensure maximum benefit to clients 2.4 Regularly evaluate effectiveness and relevance of networks against organisation goals and client needs in consultation with key people, and modify appropriately as necessary 2.5 In evaluating effectiveness of networks, consider issues related to cultural expectations, client needs and organisation's philosophy

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Power relationships within and between organisations
- The values and limitations of networks
- The dynamics of networks
- Processes of initiating and supporting community development planning
- Strategic planning
- Existing relevant networks
- Lobbying in the context of organisation protocols

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure networks developed meet the needs of the organisation and its clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - negotiation
  - reporting and record-keeping
  - lobbying
  - dealing with diverse and/or specific cultural groups
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communications systems

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Networks may include formal networks such as:

- Key people
- Local organisations
- Interest and support groups
- Lobby groups
- Regional specialist and peak associations
- Advisory committees
- Associations
- Businesses
- Law enforcement agencies
- Government ministers/departments

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Networks may serve the purpose of:	• Achieving corporate objectives • Accessing the services and resources of other organisations • Promotion of organisation and/or programs • Strategic planning • Encouraging coordination amongst organisations and workers • Enhancing service delivery
Networking needs may be as a result of, or leading to:	• New government policies • New or reviewed strategic plan • New organisations/services starting up • Restructuring of organisation • Enhanced service delivery • Funding imperatives
Strategies to develop effective new networks may include:	• Liaison with relevant government, community, business and other representatives • Participating and managing formal network committees • Negotiating with relevant organisations for network participation • Liaison with other network organisations

Unit Sector(s)

Not Applicable

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CHCOHC303B Use basic oral health screening tools

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCOHC303A Use basic oral health screening tools	CHCOHC303B Use basic oral health screening tools	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by workers to carry out basic oral health screening of clients using tools that are accepted by the oral health sector

Application of the Unit

Application

This unit is appropriate for workers in a range of health and community services environments whose work roles involve the type of interactions with clients that would enable the use of basic oral health screening tools

Application could be stand alone or as part of other screening processes to identify the need for referral to an oral health practitioner or for additional education or instruction in oral health care

Examples of tools that are accepted by the oral health sector for oral health screening are listed in the Range Statement of this unit

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for and participate in *basic routine oral health screening services*	1.1 Explain *screening* procedure and rationale to clients 1.2 Take into account client's ability to self report 1.3 Seek information and guidance on *tools to work with certain individuals* and the most suitable approach, taking into consideration factors such as, cognitive ability, communication methods and culture 1.4 Obtain feedback from client to determine that procedure is understood and obtain consent from client or relevant *substitute decision maker* to conduct screening 1.5 Prepare screening materials and documents 1.6 Perform basic routine screening in line with *legislative requirements*, organisation requirements and within own work role 1.7 Use only *screening tools that are currently accepted by the oral health sector* and are fit for basic oral health screening as part of client support work 1.8 Use tools correctly, strictly according to instructions, guidelines and/or training approved by the oral health sector'

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ELEMENT	PERFORMANCE CRITERIA
2. Follow screening tool questioning, observation and recording requirements	2.1 Use screening tool to question clients about their oral health taking into account *specific individual issues* 2.2 *Document and record* client responses to questions 2.3 Record observations about client's oral health in appropriate format according to tool and *organisation guidelines* 2.4 Consult with *other health personnel* where necessary to assist with, confirm or clarify screening and recording processes and outcomes 2.5 Complete reporting processes using information from client, significant others and own observations 2.6 Confirm available and appropriate referral pathways to address identified client needs in line with own work role 2.7 Where appropriate and in consultation with others where necessary, refer clients to address identified needs for oral health education and/or assessment 2.8 Where screening was unsuccessful report and follow up appropriately
3. Review screening process and outcomes	3.1 Ask for *feedback* from clients and other relevant stakeholders to determine the effectiveness of screening processes and identify any issues in own use of screening tool/s 3.2 Where appropriate, discuss with clients and other relevant stakeholders any issues or obstacles relating to referrals made 3.3 Discuss feedback with other members of the team and take appropriate action to address feedback where required

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own role in oral health screening
- Relevant referral pathway options
- Relevant screening tools and procedures and associated rationale for use
- Relevant workplace policies, procedures and programs for screening

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively to provide information and ensure understanding of information provided in a range of formats
- Consult effectively with other health and community services personnel
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use appropriate referral practices and pathways
- Use approved simple oral health screening tool/s appropriately and effectively in line with established oral health sector guidelines
- Use communication skills to effectively establish a relationship of trust with clients and/or family or significant others
- Use relevant technology, including information technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Incorporate oral health screening processes with other organisation screening
- Work effectively with clients, colleagues and supervisors

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

Access and equity considerations:

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

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Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes • Consistency of performance should be demonstrated over a range of relevant workplace conditions
Related units:	• This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Basic routine oral health screening services may include:	• Routine screening by age, sex, ethnicity and regional disease prevalence • Screening practices in line with relevant, organisation, local, state, territory and national guidelines
Screening refers to:	• Following a process to collect specific information and determine a prescribed course of action

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Tools to work with certain individuals may include but not be limited to:	• Abbey pain scale - an augmentative pain screening tool for people with cognitive impairment, such as that caused by dementia • Augmentative or alternative communication systems, such as symbols or picture cards • Bite blocks • Tongue depressors • Torch

Substitute decision maker (*in relation to consent*) *must be*:	• The person appointed with the right to speak for the client and may include:
	  • advocate
	  • carers
	  • guardians
	  • health attorneys
	  • medical power of attorney
	  • members of family
	  • other practitioners
	  • parent of child
	  • person responsible
	  • public trustee

Legislative requirements refers to:	• Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

Screening tools that are currently accepted by the oral health sector include:	• Basic instruments that are appropriate for use in simple oral health screening, such as:
	  • computer-assisted triaging tools, such as 'Relative Needs Index' and 'Information System for Oral Health'
	  • 'Lift the Lip'

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Specific individual issues may include but not be limited to:

- Ability to self-report
- Age
- Cultural and socioeconomic background
- Current knowledge and practices
- Developmental stage

Document and record may include the use of:

- Photographs
- Verbal reports
- Written reports

Organisation guidelines may include but are not limited to:

- Clinical protocols
- Position descriptions
- Workplace policies and procedures, including:
  - infection control
  - work health and safety (WHS)

Other health personnel may include but are not limited to:

- Aboriginal and/or Torres Strait Islander health workers
- Allied health professionals, such as:
  - dietitians
  - health promotion officers
  - nutritionists
  - occupational therapists
  - physiotherapists
  - speech therapists
- General practitioners
- Members of the community who provide health care
- Nurses
- Oral health practitioners
- Specialists

Feedback may be provided:

- As a recording using sound or visual media
- In writing
- Using symbols or drawings
- Verbally

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Unit Sector(s)

Not Applicable

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CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by workers to provide educational and motivational information that promotes oral health care in a way that encourages clients to take action to improve and maintain their own oral health as a contributing factor to general health

Application of the Unit

Application

This unit is intended to address skills and knowledge appropriate for workers in a range of health and community services environments whose work roles provide them with an opportunity to:

- promote the importance of good oral health care
- encourage clients to use good oral health care practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain understanding of oral health information and issues	1.1 Develop and maintain knowledge and understanding of what constitutes *good oral health*, including *oral health messages*
	1.2 Develop and maintain an understanding of *oral health issues*, including *risk factors for oral diseases*, and risk factors and outcomes of poor oral health and hygiene practices
	1.3 Develop and maintain an understanding of *oral hygiene techniques* appropriate to address specific client needs and preferences
	1.4 Demonstrate own commitment to oral health through awareness and application of effective self-care oral health practices
	1.5 Recognise *social and cultural determinants of health* as well as varying *individual motivations* and capacity to carry out good oral health care practices

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ELEMENT	PERFORMANCE CRITERIA
2. Provide information related to oral health in a planned, individualised, client focused and outcomes based manner	2.1 Access and provide accurate, current and relevant *oral health information* as required to address *planned outcomes* 2.2 Ensure information provided is relevant to the *target audience* and is presented in a manner that engages the client and/or group, addresses their needs and encourages them to ask questions and improve their oral health 2.3 Provide accurate information to clients about risk factors, including the *importance of diet and nutrition* 2.4 Provide information on the causes and problems of poor oral health, including *dental plaque*, *dental caries*, *dental erosion* and *periodontal disease* 2.5 Provide information on the causes and *prevention of oral diseases*, *consequences of oral diseases* and the impact of oral health on general health and well being 2.6 Provide information on prevention of oral injury and injury management 2.7 Provide information on oral pain and options for appropriate management 2.8 Provide information on available oral health care resources, services and referral pathways, including *oral health practitioners*, *other health practitioners* and specialist resources 2.9 Ensure flexible approach to delivery, using materials and *methods* that take into account social and cultural determinants of health, location, economic and physical circumstances, age, culture, capability and communication needs of the target audience 2.10 Maintain client confidentiality in line with organisation and legislative guidelines

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ELEMENT	PERFORMANCE CRITERIA
3. Provide specific information on oral hygiene self-care techniques and *appropriate aids*	3.1 Provide information on and demonstrate a variety of relevant oral hygiene techniques, including appropriate infection control practices 3.2 Provide information on the use of appropriate aids and explain their advantages in terms of achieving and maintaining effective oral hygiene 3.3 Provide appropriate information to assist people with *special needs* with their oral hygiene self care technique 3.4 Encourage clients to follow effective oral hygiene practices and to make *knowledge, attitude and behavioural changes* where necessary
4. Follow up and reinforce oral health information	4.1 Obtain feedback from the client and/or group to determine whether the information is correctly received and understood 4.2 Implement a review strategy to determine the effectiveness of the oral health information session and whether planned outcomes for the target audience were met 4.3 Implement changes to information or delivery processes based on review outcomes 4.4 Regularly update and maintain records of oral health care programs according to organisation policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health
- Causes and prevention of tooth wear, including erosion, abrasion and attrition
- Effective self-care practices for oral health
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances and over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - client education
  - correct infant feeding practices
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions
  - medical history
  - oral piercings
  - psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
  - salivary function
  - smoking

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REQUIRED SKILLS AND KNOWLEDGE

- social and cultural determinants of health
- susceptible tooth surfaces
- transmission of bacteria particularly from parent to child
- trauma, such as from seizures
- Guidelines for use of relevant technology, including information technology
- Healthy eating and drinking recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian Dietary Guidelines
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation
- Individual motivating factors for improving oral health

continued ...

Essential knowledge (*cont'd*):

- Legislation and organisation policies and procedures relating to client confidentiality, documentation and infection control standards
- Oral disease and broad treatment options available
- Oral health information, including oral hygiene techniques
- Oral injury prevention and management:
  - first response e.g. falls, teeth falling out, swallowing teeth, soft tissue damage, such as that related to seizures
  - mouth guards
- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Own role in client health education and where it fits on the continuum of health promotion e.g. policy, communication and action
- Referral pathways for both private and public oral health services
- Relevant evaluation criteria for monitoring effectiveness of oral health care program
- Risk and preventive factors associated with oral disease
- Roles of oral health practitioners
- Saliva and its role in the maintenance of oral health:
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
  - its effect on the ability to swallow
  - protecting teeth by neutralising acid
- Specific oral health information related to special needs due to disability, aged care, children's needs, general health, language, culture and social circumstances
- Symptoms and signs that suggest a need for further assessment
- The interaction between oral health and general health

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Acknowledge client ability with oral health self-care and encourage and motivate them to improve, including encouraging friends, family and/or carers where appropriate
- Carry out effective oral health self-care practices
- Communicate effectively with a wide range of people to provide information that addresses their oral health care needs in a manner that takes into account their specific requirements, including the use of augmentative and alternative communication strategies where required
- Evaluate how well target audience has understood information provided
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use evaluation skills to review the effectiveness of oral health information provided
- Use initiative in finding opportunities to promote oral health care
- Use relevant technology, including information technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Work effectively with clients, colleagues and supervisor

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

Access and equity considerations:

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

Related units:

- This unit may be assessed independently or in conjunction with other units with associated workplace application, such as:
  - CHCPROM401B Share health information
  - BSBCMM401A Make a presentation
  - Chronic disease self-management skill set
- Where this function involves working with groups, candidates may need to undertake a unit in working with groups, such as:
  - CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Good oral health refers to but may not be limited to:	• A person's mouth that has:
	  • breath without offensive odour
	  • inflammation and lesion-free soft tissue
	  • intact and stable teeth without cavities
	  • moist lips without chapping
	  • no build up of food, calculus or plaque
	  • no oral pain
	  • pink, moist, uncoated tongue
	  • watery plentiful saliva
	• Looking after the whole mouth, including natural and artificial teeth, gums, tongue, lips and inside the cheeks
	• Oral health related quality of life factors, such as appearance, social interaction and self esteem

Oral health messages refers to:	• State, territory or national statements that include evidence based current best practice techniques and strategies for maintaining good oral health

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RANGE STATEMENT

Oral health issues may be related to:

- Damage to teeth due to trauma
- Damage to soft tissues e.g. due to smoking or prescribed and non-prescribed drugs and over the counter and herbal treatments
- Dental decay
- Developmental abnormalities
- Non-carious tooth wear:
  - abrasion
  - attrition
  - erosion (acid)
- Oromotor impairment
- Periodontal disease
- Physical impairment
- Poor nutrition and eating and drinking habits
- Poor oral hygiene
- Poorly fitting or lack of dentures and other prosthesis
- Quality and quantity of saliva
- Soft tissue lesions
- Systemic conditions

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RANGE STATEMENT

Risk factors for oral diseases may include but not be limited to:

- Age-related deterioration
- Bleeding gums
- Chronic conditions, such as diabetes
- Cognitive, physical or psychological disability
- Diet and nutrition related factors, including:
  - consumption and frequency of foods with high sugar content and/or highly acidic drinks, such as carbonated drinks, fruit juices and sports drinks
  - incorrect use of infant feeding and dummies in babies/children
- Eating disorders
- Exposure to radiation and chemotherapy
- High levels of plaque
- Impact of chewing tobacco
- Impact of smoking
- Lack of fluoride
- Lack of regular dental visits
- Mental illness or disorder
- Metabolic disorders
- Oral piercing
- Poor oral hygiene
- Salivary function
- Use and misuse of alcohol, licit and illicit drugs and substances and over the counter and herbal treatments e.g. opioids and psychotropic drugs

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RANGE STATEMENT

Oral hygiene techniques refer to the care of teeth, soft tissue and prostheses and may include, but not be limited to:	• Appropriate use of oral health products, including fluoride toothpaste and alcohol-free mouthwash when recommended • Cleaning and maintaining of full and partial dentures and all natural teeth • Manual and electric tooth brushing technique • Modifications to toothbrush handles for specific needs of client/carer e.g. as modified by an occupational therapist • Techniques for clients with specific needs e.g. cognitive impairment, physical disability, aged clients and carer, young children and babies • Techniques required for clients wearing oral appliances e.g. braces, crowns, implants and dentures • Use of other specific oral hygiene techniques and aids as specified in client's oral health care plan
Social and cultural determinants of health refer to:	• The socio-economic and cultural factors that affect the living circumstances, quality of life, health literacy and in turn the health and wellbeing of individuals and communities
Individual motivations may include but are not limited to:	• Access to services • Financial priorities • General health and wellbeing • Independence • Pain management • Potential consequences of poor oral hygiene, including impact on general health and specific health issues • Previous experience of oral health care • Psychological e.g. fear of being seen without dentures • Self-awareness of personal appearance • Self-esteem and social interaction

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RANGE STATEMENT

Oral health information may include but is not limited to:	• Brochures, posters and information sheets • Models and mirrors • PowerPoint presentations • Resources available for specific groups, such as children, people from culturally and linguistically diverse backgrounds and people with disabilities • Videos/DVDs/CD-ROMs • Web based resources, such as those available on the National Oral Health Clearinghouse and government health department websites, including oral health messages
Planned outcomes refer to:	• The intended change in oral health knowledge, attitude and behaviour specific to the needs of the individual or group
Target audience may include but is not limited to individuals and groups who are:	• Aboriginal and Torres Strait Islander peoples • Children and adolescents • Financially or socially disadvantaged • Friends, families and/or carers of clients • From culturally and linguistically diverse backgrounds, including refugees and migrants • Living in rural, remote or isolated areas • Older people • Palliative care clients • People with chronic disease e.g. diabetes and osteoporosis • People with disability and/or support needs • People with immunosuppressed conditions • People with mental health issues • People with substance misuse issues • Pregnant women • Taking medications that affect oral health • Young parents

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RANGE STATEMENT

Importance of diet and nutrition on oral health may include:

- Ensuring dietary habits, including fluids are in line with current Australian Dietary Guidelines and taking into consideration:
  - composition
  - consistency
  - following
  - frequency of intake
  - quantity of intake
- Impact of cariogenic and acidic food and drinks

Dental plaque refers to:

- A biofilm containing bacteria deposited on the teeth and associated with the development of dental caries

Dental caries refers to:

- A disease where bacterial processes damage hard tooth structure (enamel, dentine, and cementum)
  - also known as tooth decay

Dental erosion refers to:

- Erosion of the tooth enamel and possibly the dentine caused by acids not of bacterial origin, such as those in acidic foods, acidic drinks and stomach acids

Periodontal disease refers to:

- Diseases of the gum and/or the supporting bone that range from simple gingival or gum inflammation to serious disease that results in major damage to the soft tissue and bone that support the teeth:
  - gingivitis and periodontitis
  - characterised by:
    - bad breath (halitosis)
    - bleeding gums
    - discomfort in the gums
    - inflammation/infection
    - loosening of the teeth
    - receding of the gums
    - spaces opening between teeth

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RANGE STATEMENT

Prevention of oral diseases may include but is not limited to:

- Addressing alcohol, drug and substance misuse issues within a harm minimisation framework
- Appropriate timing of oral hygiene e.g. after food or medication
- Dietary change
- Effective oral health self-care practices
- Encouraging smoking cessation
- Increasing salivary flow and optimising its composition
- Increasing water intake to recommended amount
- Plaque control and removal
- Preventing oral trauma from sports and other injuries
- Promoting the use of fluorides
- Regular visits to oral health practitioners

Consequences of oral diseases may include but are not limited to:

- Behavioural change
- Emotional and psychological issues
- Financial impact e.g. loss of employment
- Ill health
- Impaired social interaction
- Inability to concentrate related, for example, to pain
- Infection
- Missed school or work days
- Nausea
- Noticeable physical changes
- Nutritional deficiencies
- Pain which may vary from minor to extreme levels
- Possible systemic illness
- Reduced life span
- Reduced quality of life
- Reduced self-esteem
- Speech impairment

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RANGE STATEMENT

Oral health practitioners include:

- Dental assistants
- Dental hygienists
- Dental prosthetists
- Dental specialists e.g. orthodontist
- Dental technicians
- Dental therapists
- Dentists
- Oral health therapists

Other health practitioners include but are not limited to:

- Aboriginal and/or Torres Strait Islander health workers
- Dietitians
- Enrolled nurses
- General practitioners
- Health promotion officers
- Nutritionists
- Occupational therapists
- Registered nurses
- Speech pathologists

Methods of delivery may include but are not limited to:

- Audio visual presentation
- Augmentative and alternative communication systems
- Pamphlets and flyers
- Pictures
- Verbal presentation
- Written documents

Appropriate aids may include:

- Face mirror for client
- Range of interdental aids
- Range of manual and electric toothbrushes
- Range of toothpastes
- Range of topical self-care products e.g. alcohol-free mouthwash, fluoride supplements and tooth remineraliser
- Resources e.g. teaching models

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RANGE STATEMENT

Special needs include but are not limited to:

- Anxiety, including as a trigger for seizures
- Cognitive impairment
- Communication impairment
- Cultural preferences
- High gag reflex
- Homelessness/rough sleeping
- Immunosuppressed conditions
- Intellectual disability
- Language barriers
- Mental illness
- Oromotor impairment
- Physical impairment
- Swallowing disorder

Knowledge, attitude and behavioural changes may include:

- Appropriate infant feeding, including:
  - breast and bottle feeding
  - introduction of solids
- Cessation of smoking
- Ensuring fluoride intake
- Improved diet and nutrition, including reduced frequency of drinks containing acid and sugars, such as carbonated drinks, fruit juices and sports drinks
- Improved oral hygiene techniques and practices, including increased salivary flow
- Increased sense of control over own oral health
- Increased use of oral health services
- Limiting foods or drinks that stay in the mouth for long periods of time
- Minimised harm from illicit drug use
- Reduced frequency of snacking

Unit Sector(s)

Not Applicable

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CHCOHC402A Support clients and groups to learn practical aspects of oral health care

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required by workers to provide practical information and instruction to clients and groups in relevant aspects of oral health self-care

Application of the Unit

Application	This unit is intended to address skills and knowledge required by those working in a range of health and community services environments whose work roles involve a level of interaction with clients that enables them to provide practical demonstration and instruction of oral hygiene practices and techniques

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use appropriate oral health care resources to address the needs of the *target audience*	1.1 Access and provide *oral health information* as required to address *planned outcomes* 1.2 Prepare information so that it is relevant to the target audience and use a *person-centred* approach to identify and respond effectively to individual needs 1.3 Ensure flexible approach to delivery, using materials and methods that take into account social and cultural determinants of health, location, economic and physical circumstances, age, language, culture, capability and communication needs of the target audience 1.4 Respond to client enquiries or concerns by providing accurate information about *oral health issues* and risk factors related to oral health, including the *importance of diet and nutrition* 1.5 Address identified client issues where appropriate by providing information about the importance of regular oral checks, *risk factors for oral disease*, *prevention of oral disease*, *consequences of oral disease* and the need to follow up oral problems

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate and provide information and instruction on *oral hygiene techniques* and *appropriate aids to* meet planned outcomes	2.1 Ascertain requirements specific to client by questioning, observing and accessing available information 2.2 Provide accurate instruction in a variety of relevant oral hygiene techniques and demonstrate techniques addressing specific client requirements 2.3 Use *standard precautions* to address infection control requirements 2.4 Work with clients to ensure effective *toothbrushing* and soft tissue care with both manual and electric toothbrushes and other oral hygiene aids where relevant 2.5 Demonstrate and provide instruction on the care of partial and full dentures 2.6 Provide instruction on the use of fluoride toothpaste and the option of topical self-care products, advising clients to further discuss with their oral health care practitioner as appropriate 2.7 Provide support in a person-centred manner that engages the target audience, provides a basis for making informed decisions and encourages them to actively participate and ask questions 2.8 Provide opportunities for participants to demonstrate learned skills 2.9 Encourage clients to follow effective oral hygiene practices and make positive *knowledge, attitude and behavioural changes* 2.10 Maintain client confidentiality in line with organisation and legislative guidelines

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ELEMENT	PERFORMANCE CRITERIA
3. Follow up and reinforce oral health information and instruction	3.1 Implement a review strategy to determine the effectiveness of the oral health information and instruction and whether planned outcomes were met 3.2 Implement changes to oral health information and instruction processes based on review outcomes 3.3 Regularly update and maintain records of oral health care programs delivered according to organisation policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health
- Broad understanding of oral hygiene techniques, including for soft tissues and natural and artificial teeth
- Causes and prevention of tooth wear, including erosion, abrasion and attrition
- Client-specific issues such mental health, disability, age and general health
- Effective self-care practices for oral health
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances and over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - client education
  - correct infant feeding practices
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions
  - medical history
  - oral piercings
  - psychological issues, such as fear of being seen without dentures or persisting with ill

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REQUIRED SKILLS AND KNOWLEDGE

  - fitting dentures for satisfaction of others
  - salivary function
  - smoking
  - social and cultural determinants of health
  - susceptible tooth surfaces
  - transmission of bacteria particularly from parent to child
  - trauma, such as from seizures
- Guidelines for use of relevant technology, including information technology
- Healthy eating recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian Dietary Guidelines
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation

continued....

Essential knowledge (*contd*):

- Modifications to oral health information related to special needs due to disability, aged care, child needs, language and culture
- Oral disease and broad treatment options available
- Oral hygiene aids and the associated use and advantages of each
- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Organisation policies and procedures and legislation relating to client confidentiality and infection control
- Own role in client health education
- Person-centred practice
- Relevant evaluation criteria for monitoring effectiveness of oral health care program
- Saliva and its role in the maintenance of oral health:
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
  - protecting teeth by neutralising acid
- The interaction between oral health and general health
- The role of properly constructed and fitted mouth guards in preventing oral injuries

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adapt information, communication and delivery techniques as necessary to meet the needs of individuals and specific groups in the provision of oral health information and practical instruction and demonstration of oral hygiene practices and techniques
- Carry out effective oral health self-care practices

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REQUIRED SKILLS AND KNOWLEDGE

- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use a person-centred framework to apply fundamental motivational and learning skills
- Use evaluation skills to review the effectiveness of oral health information and instruction provided
- Evaluate how well target audience has understood information and instruction provided
- Use initiative in finding opportunities to promote oral health care
- Use relevant technology, including information technology safely and effectively

continued....

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem-solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Work effectively with clients, colleagues and supervisors

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the particular workplace context
Access and equity considerations:	• All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include:
	  • access to appropriate workplace where assessment can take place
	  • simulation of realistic workplace setting

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

Related units:

- This unit may be assessed independently or in conjunction with other units with associated workplace application, such as:
  - CHCPROM401B Share health information
  - BSBCMM401A Make a presentation
  - Chronic disease self-management skill set
- Where this function involves working with groups, candidates may need to undertake a unit in working with groups, such as:
  - CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Target audience may include but is not limited to individuals and groups who are:

- Aboriginal and Torres Strait Islander peoples
- Children and adolescents
- Financially or socially disadvantaged
- Friends, families and/or carers of clients
- From culturally and linguistically diverse backgrounds, including refugees and migrants
- Living in rural, remote or isolated areas
- Older people
- Palliative care clients
- People with chronic disease e.g. diabetes and osteoporosis
- People with disability and/or support needs
- People with immunosuppressed conditions
- People with mental health issues
- People with substance misuse issues
- Pregnant women
- Taking medications that affect oral health
- Young parents

Oral health information may include but is not limited to:

- Brochures, posters and information sheets
- Models and mirrors
- PowerPoint presentations
- Resources available for specific groups, such as children, people from culturally and linguistically diverse backgrounds and people with disabilities
- Videos/DVDs/CD-ROMs
- Web-based resources, such as those available on The National Oral Health Clearinghouse and government health department websites, including oral health messages

Planned outcomes may refer to:

- The intended change in oral health knowledge, attitude and behaviour specific to the needs of the individual or group

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RANGE STATEMENT

Person-centred refers to:

- Involving clients in discussions about service delivery options and issues
- Involving clients in informed decision-making relating to their care/service
- Listening to and addressing complaints
- Obtaining informed consent
- Providing effective service delivery
- Putting clients, carers and their preferences at the centre of service delivery

Oral health issues may include but are not limited to:

- Damage to teeth due to trauma
- Damage to soft tissues e.g. due to smoking or prescribed and non-prescribed drugs and over the counter and herbal treatments
- Dental caries
- Developmental abnormalities
- Non-carious tooth wear:
  - abrasion
  - attrition
  - erosion (acid)
- Oromotor impairment
- Periodontal disease
- Physical impairment
- Poor nutrition and eating and drinking habits
- Poor oral hygiene
- Poorly fitting or lack of dentures and other prosthesis
- Quality and quantity of saliva
- Soft tissue lesions
- Systemic conditions

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RANGE STATEMENT

Importance of diet and nutrition on oral health may include:

- Ensuring dietary habits, including fluids are in line with current Australian Dietary Guidelines and taking into consideration:
  - composition
  - consistency
  - following
  - frequency of intake
  - quantity of intake
- Impact of cariogenic and acidic food and drinks

Risk factors for oral disease may include but not be limited to:

- Age-related deterioration
- Bleeding gums
- Chronic conditions, such as diabetes
- Cognitive, physical or psychological disability
- Diet and nutrition related factors in the development of dental caries, including:
  - consumption and frequency of foods with high sugar content and/or highly acidic drinks, such as carbonated drinks, fruit juices and sports drinks
  - incorrect use of infant feeding and dummies in babies/children
- Eating disorders
- Exposure to radiation and chemotherapy
- High levels of plaque
- Impact of chewing tobacco
- Impact of smoking on oral soft tissues
- Lack of fluoride
- Lack of regular dental visits
- Mental illness or disorder
- Metabolic disorders
- Oral piercing
- Poor oral hygiene
- Salivary function
- Use and misuse of alcohol, licit and illicit drugs and substances and over the counter and herbal treatments e.g. opioids and psychotropic drugs

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RANGE STATEMENT

Prevention of oral disease may include but is not limited to:

- Addressing alcohol, drug and substance misuse issues within a harm minimisation framework
- Appropriate timing of oral hygiene e.g. after food or medication
- Dietary change
- Effective oral health self-care practices
- Encouraging smoking cessation
- Increasing salivary flow and optimising its composition
- Increasing water intake to recommended amount
- Plaque control and removal
- Preventing oral trauma from sports and other injuries
- Promoting the use of fluorides
- Regular visits to oral health practitioners

Consequences of oral disease may include but are not limited to:

- Behavioural change
- Emotional and psychological issues
- Financial impact e.g. loss of employment
- Ill health
- Impaired social interaction
- Inability to concentrate related, for example, to pain
- Infection
- Missed school or work days
- Nausea
- Noticeable physical changes
- Nutritional deficiencies
- Pain which may vary from minor to extreme levels
- Possible systemic illness
- Reduced life span
- Reduced quality of life
- Reduced self-esteem
- Speech impairment

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RANGE STATEMENT

Oral hygiene techniques may include, but are not limited to:

- Appropriate use of oral health products, including fluoride toothpaste and alcohol-free mouthwash when recommended
- Cleaning and maintaining of full and partial dentures and all natural teeth
- Manual and electric tooth-brushing techniques
- Modifications to toothbrush handles for specific needs of client/carer e.g. as modified by an occupational therapist
- Techniques for clients with specific needs e.g. cognitive impairment, physical disability, aged clients and carers, young children and babies
- Techniques required for clients wearing oral appliances e.g. braces, crowns, implants and dentures
- Use of other specific oral hygiene aids when specified in client's oral health care plan

Appropriate aids may include:

- Alcohol-free mouthwash
- Face mirror for client
- Interdental brushes
- Range of manual and electric toothbrushes
- Range of oral hygiene aids e.g. mouth props
- Range of toothpastes

Standard precautions refer to infection control which includes:

- Wash hands before and after oral care
- Appropriate use of personal protective equipment (PPE):
  - eye/facial protection e.g. glasses/face shield
  - gloves
  - gown
  - mask
- Disposal of PPE

Toothbrushing may include:

Using currently accepted methods to clean:

- natural teeth
- fixed and removable prostheses
- soft tissue

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RANGE STATEMENT

Knowledge, attitude and behavioural changes may include:

- Appropriate infant feeding, including:
  - breast and bottle feeding
  - introduction of solids
- Cessation of smoking
- Ensuring fluoride intake
- Improved diet and nutrition, including reduced frequency of drinks containing acid and sugars, such as carbonated drinks, fruit juices and sports drinks
- Improved oral hygiene techniques and practices, including increased salivary flow
- Increased sense of control over own oral health
- Increased use of oral health services
- Limiting foods or drinks that stay in the mouth for long periods of time
- Reduced frequency of snacking
- Use of strategies to minimise harm from licit and illicit drugs

Unit Sector(s)

Not Applicable

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CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to recognise and respond appropriately to signs and symptoms that may indicate a potential for oral health issues in clients

Application of the Unit

Application	This unit is intended to address skills and knowledge appropriate for direct care workers in a range of health and community services environments whose work roles enable them to recognise potential oral health issues through observation of the behaviour, habits and physical condition of clients

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify variations in *client* behaviour	1.1 Identify *client behaviour and habits* that may indicate oral health issues or associated pain or discomfort 1.2 Observe, listen for self-reports and question client and/or carer or *other relevant people* as required to determine whether the client is experiencing any pain or discomfort that may be associated with oral health issues 1.3 Take into account *contributing factors* that may produce variation from normal behaviour

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ELEMENT	PERFORMANCE CRITERIA
2. Undertake basic visual oral check and questioning	2.1 Obtain consent from the client or *substitute decision maker* to conduct basic visual oral check and questioning 2.2 Ensure comfort of client by developing trust and rapport and working in an appropriate environment and at an optimal time 2.3 Ensure client is in a position which provides access to the mouth seeking their assistance to open their own mouth limiting contact inside the mouth 2.4 Provide support for client's head or chin if necessary to enhance visual access without creating discomfort for the client 2.5 Perform basic visual oral check in line with *legislative requirements*, *organisation guidelines*, policies and procedures and within own work role 2.6 Ensure visual check is conducted in accordance with *standard precautions* 2.7 Identify *signs and symptoms of potential oral health issues* that may indicate variation from normal and actively listen to and be aware of self-reports

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ELEMENT	PERFORMANCE CRITERIA
3. Follow up and promote ongoing oral health care	3.1 Complete reporting processes, using *information from client* and/or carer or other relevant people as well as own observations in relation to potential oral health issues 3.2 Discuss potential oral health issues with client and/or relevant others in line with organisation policies and procedures and respecting client priorities and choices 3.3 Take appropriate action within work role, including discussing with supervisor in consultation with client 3.4 Provide client with information relevant to promoting and maintaining *good oral health* using appropriate communication strategies 3.5 Support clients to take a self-care approach to oral health in line with individual needs where possible 3.6 Identify and address key barriers to management or self-management of oral health

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- Causes and prevention of tooth wear, including erosion, abrasion and attrition
- Effective self-care practices for oral health
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances and over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - client education
  - correct infant feeding practices
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions
  - medical history
  - oral piercings
  - psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
  - salivary function

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REQUIRED SKILLS AND KNOWLEDGE

- smoking
- social and cultural determinants of health
- susceptible tooth surfaces
- transmission of bacteria particularly from parent to child
- trauma, such as from seizures

- Guidelines for use of relevant technology, including information technology
- Healthy eating recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian Dietary Guidelines
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation
- Infection control standards and guidelines

continued ...

Essential knowledge (*contd*):

- Key elements of accurate reporting
- Oral disease and broad treatment options available
- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Organisation policies and procedures relating to:
  - client confidentiality and consent
  - limits to own role and authority/responsibility
  - referral, including various levels of urgency
- Own ability and role in relation to client oral health
- Range of behavioural changes that may be indicative of oral health issues
- Range of relevant oral health referral options
- Saliva and its role in the maintenance of oral health:
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
  - protecting teeth by neutralising acid
- Systemic conditions which influence the development of oral disease
- The interaction between oral health and general health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Accurately differentiate between healthy and unhealthy oral presentation
- Carry out effective oral health self-care practices
- Communicate effectively to provide information of processes and protocols to be undertaken

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REQUIRED SKILLS AND KNOWLEDGE

- Consistently apply standard precautions where necessary
- Elicit relevant information from client or documents
- Identify situations when assistance is required
- Recognise changes in clients behaviour, habits and physical condition that might indicate potential oral health issues
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use active listening and questioning skills
- Use appropriate reporting and documentation practices
- Use communication skills to effectively establish a relationship of trust with clients, their family and/or carers and other relevant people
- Use initiative in finding opportunities to promote oral health care
- Use relevant technology, including information technology safely and effectively

continued ...

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem-solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Work effectively with clients, colleagues and supervisors

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the particular workplace context
Access and equity considerations:	• All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include:
	  • access to appropriate workplace where assessment can take place
	  • simulation of realistic workplace setting

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

Related units:

- This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Client refers to those living in the community and/or facilities and may include:	• Children receiving care, including in children's services • Older people • Palliative care clients • People in care facilities • People with dementia • People with disabilities • People with mental health issues
Client behaviour and habits may include:	• Anxiety around or avoidance of specific events • Apparent pain or discomfort in or around the mouth • Behaviours of concern • Change in eating habits • Change in mood or demeanour • Changes in communication • Crying • Difficulty with eating, including spitting out food • Hands in the mouth • Inconsistent wearing of dentures • Lethargy • Physical aggression • Refusal to open mouth • Rubbing own teeth or gums • Seemingly normal behaviours e.g. coughing could be indicator that food is in the lungs • Self-harming behaviour • Social isolation or withdrawal
Other relevant people may include but not be limited to:	• External health care providers • Other service providers • Personnel internal to the service provider

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RANGE STATEMENT

Contributing factors may include but not be limited to:	• Abuse • Ageing • Disability • Injury • Medications • Substance misuse • Systemic illness

Substitute decision maker (*in relation to consent*) *must be*:	• The person appointed with the right to speak for the client, such as:
	  • advocate
	  • carers
	  • guardians
	  • health attorneys
	  • medical power of attorney
	  • members of family
	  • other practitioners
	  • parent of child
	  • person responsible
	  • public trustee

Legislative requirements refers to:	• Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

Organisation guidelines may include but are not limited to:	• Clinical protocols
	• Position descriptions
	• Workplace policies and procedures, including:
	  • infection control
	  • occupational health and safety

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RANGE STATEMENT

Standard precautions refer to infection control and may include:

- Wash hands before and after oral care
- Appropriate use of personal protective equipment (PPE):
  - eye/facial protection e.g. glasses/face shield
  - gloves
  - gown
  - mask
- Disposal of PPE

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RANGE STATEMENT

Signs and symptoms of potential oral health issues may include but not be limited to:

- Observed and/or reported signs in or around the mouth, such as:
  - bad breath (halitosis)
  - bleeding
  - broken teeth
  - brown or discoloured teeth
  - calculus (mineralised plaque that will not brush off) on teeth particularly at gum line
  - change in colour or coating of tongue
  - dry mouth
  - eruption issues for children
  - evidence of build up of dental plaque on teeth, particularly at gum line
  - holes in teeth
  - lip blisters, sores or cracks
  - loose or mobile teeth
  - mouth debris/excessive food left in mouth
  - mouth ulcers
  - premature loss of baby teeth
  - receding or enlarged gums
  - soft tissue lesions e.g. red or white spots
  - swelling of face or localised swelling/inflammation
  - tooth sensitivity

- Issues reported by client and/or others, such as:
  - tooth sensitivity
  - refusal of oral care
  - sore mouth, gums, tongue or teeth

- Other observations, such as:
  - change in appetite
  - change in demeanour or mood
  - difficulty eating/speaking
  - inability to open mouth very wide
  - irritability
  - refusing to open mouth
  - weight loss

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RANGE STATEMENT

- Observed and/or reported issues with dentures, such as:
  - broken metal wires/clips on partial denture
  - calculus on denture
  - chipped or missing teeth on denture or chipped or broken acrylic areas on denture
  - denture movement when client is speaking or eating
  - refusal or failure to wear denture
  - sore spots caused by wearing denture
  - unclean denture

Information from client may include but is not limited to:

- Basic dietary information on eating patterns and cariogenic food and drink intake
- Client concerns, beliefs and preferences regarding their signs and symptoms
- Clinical progress notes relevant to the presenting problem
- Current prescribed and other medications
- Current support mechanisms
- Family and community circumstances, including environmental factors that may contribute to client's health
- History of the presenting problem e.g. character, severity and duration of symptoms and past dental visits
- Medical history, e.g. chemotherapy
- Significant ongoing health conditions

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RANGE STATEMENT

Good oral health refers to but is not limited to:

- A person's mouth that has:
  - breath without offensive odour
  - inflammation and lesion-free soft tissue
  - intact and stable teeth without cavities
  - moist lips without chapping
  - no build up of food, calculus or plaque
  - no oral pain
  - pink, moist, uncoated tongue
  - watery plentiful saliva
- Looking after the whole mouth, including natural and artificial teeth, gums, tongue, lips and inside the cheeks
- Oral health related quality of life factors, such as appearance, social interaction and self-esteem

Unit Sector(s)

Not Applicable

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CHCOHC406B Provide or assist with oral hygiene

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCOHC406A Provide or assist with oral hygiene	CHCOHC406B Provide or assist with oral hygiene	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by workers to provide or assist a client with their oral hygiene needs within the framework of an individualised care support plan and within their designated role and responsibilities

Application of the Unit

Application

This unit is intended to address skills and knowledge appropriate for workers who provide direct client care in a range of health and community services environments and whose work role requires them to provide hands on provision of or assistance with a client's oral hygiene where the client is unable to do any or all of this task for themselves

This work is carried out to achieve planned outcomes in the client's individual oral health care plan as part of their overall support plan

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of either:

- HLTIN301C Comply with infection control policies and procedures

or

- CHCWHS312A Follow safety procedures for direct care work

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify client's *oral hygiene requirements* and work within a *person-centred* approach to ensure *good oral health*	1.1 Review *individualised care support plan* with *client* and/or supervisor to confirm support requirements to address client's oral hygiene needs 1.2 Work effectively with clients from a diverse range of backgrounds to meet individual preferences in relation to provision of support or assistance with oral hygiene 1.3 Discuss and confirm the client's level of participation in meeting their own oral hygiene preferences and provide information to the client and/or carer or *substitute decision maker* as required 1.4 Confirm oral hygiene requirements are within scope of own knowledge, skills and work role and seek appropriate assistance where client requirements are outside scope 1.5 Take into account and address *potential impacts* that provision of oral hygiene may have on the client and address any *situations of risk or potential risk* associated with the provision of support and confirm actions with supervisor 1.6 Identify oral hygiene products, processes and aids for providing assistance and promoting independence in line with client's individualised care support plan 1.7 Ensure all actions are in line with *legislative requirements*, *standards* and *organisation guidelines*

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ELEMENT	PERFORMANCE CRITERIA
2. Assist and support clients in their identified oral hygiene needs	2.1 Prepare and use in an appropriate, safe and client preferred manner: • *oral hygiene products and aids for teeth and soft tissue* • *oral hygiene products and aids for dentures* • *other materials required for oral hygiene* 2.2 Inform client of processes to take place 2.3 Provide support or assistance with oral hygiene tasks according to the individualised care support plan, organisation policies and procedures and with awareness of identified individual client preferences or risk, including: • *toothbrushing* • *soft tissue care* • *care of dentures* • *use of alcohol-free mouthwash* • *interdental cleaning* 2.4 Incorporate *standard toothbrush care* into procedures 2.5 Where appropriate encourage client to wear, insert and remove own dentures in line with care plan and, where necessary, support and assist clients with care of dentures to industry standards 2.6 Use *techniques to improve oral hygiene practices* and *modified oral hygiene methods and aids* where identified as needed 2.7 Use *standard precautions* and, where necessary, *additional precautions* to address infection control requirements in all oral hygiene practices

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ELEMENT	PERFORMANCE CRITERIA
3. Assist and support clients in an appropriate manner	3.1 Provide oral hygiene support or assistance in an *appropriate environment* 3.2 Use *effective communication*, *appropriate body language* and a *caring attitude* to facilitate client understanding of, and comfort with, oral hygiene processes taking place 3.3 Clarify and address difficulties in providing support, including *client behavioural responses* with client and supervisor within organisation protocols 3.4 Use recommended alternative techniques or arrangements in case of client refusal or inability to comply as recommended in the individualised care support plan 3.5 Recognise signs that indicate potential for an oral health problem, including distress or behaviours of concern, especially in clients unable to articulate their symptoms or concerns 3.6 Maintain confidentiality, privacy, dignity and respect of the client within organisation policies and procedures
4. Recognise and report changes in client oral hygiene requirements	4.1 Regularly *review* oral hygiene techniques being used to ensure oral health is maintained according to the oral health care plan 4.2 Identify variations in oral hygiene support requirements and/or *report* to supervisor and/or other appropriate personnel 4.3 Work with client and/or supervisor and/or other appropriate personnel to identify required changes to procedures and aids

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ELEMENT	PERFORMANCE CRITERIA
5. Identify *variations in client behaviour and habits* and if appropriate undertake visual oral check	5.1 Identify client behaviour and habits that may indicate oral health issues or associated pain or discomfort 5.2 Identify *signs and symptoms of potential oral health issues* that may indicate variation from normal or warrant attention by an oral health practitioner 5.3 Observe, listen for self-reports and question client and/or carer, and/or *other relevant people* as required to determine whether the client is experiencing any pain or discomfort that may be associated with oral health issues 5.4 Take into account *contributing factors* that may produce variation from normal behaviour 5.5 Obtain consent from the client or substitute decision maker to conduct a basic visual oral check and questioning if necessary in line with legislative requirements, organisation guidelines and within own work role 5.6 Ensure comfort of client by developing trust and rapport and working in an appropriate environment and at an optimal time 5.7 Ensure client is in a position which provides visual access to the mouth seeking their assistance to open their own mouth to minimise contact with the mouth using appropriate infection control procedures 5.8 Provide support for client's head or chin if necessary to enhance visual access without creating discomfort for the client
6. Complete reporting and documentation according to organisation policies and procedures	6.1 Document and report oral hygiene practices performed 6.2 Document and report any concerns arising during oral hygiene practices 6.3 Maintain and file documentation

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health and hygiene, including what is considered healthy and unhealthy
- Basic understanding of variations in oral hygiene care support requirements
- Basics of oral health and hygiene
- Common and specialised equipment, products and aids utilised in provision of oral hygiene care support
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances and over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - client education
  - correct infant feeding practices
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions
  - medical history
  - oral piercings
  - psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
  - salivary function
  - smoking
  - social and cultural determinants of health
  - susceptible tooth surfaces
  - transmission of bacteria particularly from parent to child

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  - trauma, such as from seizures
- Guidelines for use of relevant technology, including information technology
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation
- Individualised care support plans, including terminology
- Infection control standards and guidelines
- Methods of communication with clients in accordance with their communication needs
- Mobility issues for some clients and the impact this may have on oral hygiene
- Work health and safety (WHS) issues and procedures, including those related to manual handling

continued ...

Essential knowledge (*contd*):

- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Organisation requirements for documentation and report writing
- Own work role and responsibilities in provision of oral hygiene
- Personal safety and security risks associated with provision of oral hygiene care support and strategies to minimise risks
- Principles and practices in undertaking technical skills associated with supporting or assisting people to meet oral hygiene care needs
- Principles and practices of confidentiality, privacy, respect and dignity
- Processes and strategies to support people with and provide oral hygiene care needs
- Role of carers and substitute decision makers in relation to oral hygiene decisions and support
- Roles of oral health practitioners
- Significance of service setting, including specific contexts of supporting oral hygiene care needs in a client care setting and in a client's private home
- Signs and symptoms of an allergic reaction
- The interaction between oral health and general health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Accurately document activities and observations within organisation policies and procedures
- Adhere to own work role and responsibilities within organisation policies and procedures
- Carry out effective oral health self-care practices
- Communicate effectively with people requiring oral hygiene care support, including use of active listening and questioning skills
- Consistently apply standard precautions

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- Differentiate between healthy and unhealthy oral presentation
- Identify and respond to risks associated with providing oral hygiene care support
- Identify variations to oral hygiene care support requirements
- Liaise and report appropriately to supervisor and/or health practitioners
- Obtain and follow relevant information from an individualised care support plan
- Provide and/or assist with oral hygiene care support within the individual personal care context
- Recognise changes of clients behaviour, habits and physical condition that might indicate potential oral health issues and report accordingly
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Support a person's direction and participation in provision of oral hygiene care support responding to personal preferences wherever appropriate
- Use initiative in finding opportunities to promote oral health care and its interaction with general health
- Use processes, aids and equipment appropriately in provision of oral hygiene care support, including tooth brushing, soft tissue cleaning, use of mouthwash, care of dentures, care of crowns, bridges, implants and braces
- Use relevant technology, including information technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem-solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Work effectively with clients, colleagues and supervisors

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the particular workplace context
Access and equity considerations:	• All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include:
	  • access to appropriate workplace where assessment can take place
	  • simulation of realistic workplace setting

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Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes • Consistency of performance should be demonstrated over a range of relevant workplace conditions
Related units:	• This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Oral hygiene requirements appropriate to the client include care of:	• Teeth • Crowns, bridges, implants, braces and other orthodontic appliances • Dentures • Mouth • Soft tissue

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Person-centred refers to:

- Effective service delivery
- Involving clients in discussions about service delivery options and issues
- Involving clients in informed decision-making relating to their care/service
- Listening to and addressing complaints
- Obtaining informed consent
- Putting clients, carers and their preferences at the centre of service delivery

Good oral health refers to but may not be limited to:

- A person's mouth that has:
  - breath without offensive odour
  - inflammation and lesion-free soft tissue
  - intact and stable teeth without cavities
  - moist lips without chapping
  - no build up of food, calculus or plaque
  - no oral pain
  - pink, moist, uncoated tongue
  - watery plentiful saliva
- Looking after the whole mouth, including natural and artificial teeth, gums, tongue, lips and inside the cheeks
- Oral health related quality of life factors, such as appearance, social interaction and self-esteem

Individualised care support plan may include:

- A stand-alone individualised oral health care support plan
- Care plan written by an appropriate health practitioner
- Oral hygiene care plan
- Personal care tasks embedded in a wider individualised plan

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Client refers to those living in the community and/or facilities and may include:	• Children receiving care, including in children's services • Older persons • Palliative care clients • People in care or health facilities • People with acquired brain injury • People with dementia • People with disabilities • People with mental health issues

Substitute decision maker (*in relation to consent*) *must be*:	• The person appointed with the right to speak for the client, such as:
	  • advocate
	  • carers
	  • guardians
	  • health attorneys
	  • medical power of attorney
	  • members of family
	  • other practitioners
	  • parent of child
	  • person responsible
	  • public trustee

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Potential impacts may include but not be limited to:

- Positive impacts, such as:
  - able to chew food
  - clean mouth
  - improved general health and wellbeing
  - improved social engagement or interaction
  - increased self-esteem
  - longevity
- Negative impacts, such as:
  - discomfort
  - disempowerment
  - embarrassment
  - fear
  - humiliation
  - pain
  - trauma particularly as a result of poor technique

Situations of risk or potential risk, may include but not be limited to:

- Complex care clients, such as those with dementia or parkinson's disease
- Emotional reaction from client, such as those related to dementia or anxiety
- Infection control
- Manual handling
- Oral side effects of medication
- Physical reaction from client
- Pre-existing medical conditions
- Reaction to contact with sensitive teeth
- Resistance from client
- Triggers for seizures

Legislative requirements refers to:

- Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

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Standards may include but not be limited to:

- Aged Care Standards
- Community Care Common Standards
- Disability Service Standards
- Home and Community Care (HACC) National Health Standards
- Infection Control Standards
- National Standards for Mental Health Services

Organisation guidelines may include but are not limited to:

- Clinical protocols
- Position descriptions
- Workplace policies and procedures, including:
  - infection control
  - WHS

Oral hygiene products and aids for teeth and soft tissue may include but not be limited to:

- Alcohol-free mouthwash directed by an oral health practitioner as part of an oral health care plan
- Fluoride toothpaste
- Interdental brushes
- Manual and electric toothbrushes
- Modified toothbrushes
- Mouth props (if trained in their use)
- Saliva substitutes
- Soft toothbrush suitable for bending
- Specialised aids
- Sprays
- Sugar-free gums
- Tongue scraper
- Tooth remineraliser

Oral hygiene products and aids for dentures may include:

- Denture adhesive
- Denture brush
- Denture disinfection product
- Denture labeling kit
- Denture soaking products
- Denture-friendly cleaner
- Named denture storage container (disposable or non-disposable)

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Other materials required for oral hygiene may include:	• Bowl or hand basin • Cup of fresh water • Disposable gloves • Hand towel to be placed across clients chest • Lip balm • Towel

Toothbrushing may include:	• Using currently accepted methods to clean:
	  • natural teeth
	  • fixed and removable prostheses
	  • soft tissue

Soft tissue care refers to:	• Care of all soft tissue, including:
	  • cheeks
	  • gums
	  • lips
	  • palate
	  • tongue

Care of dentures refers to:	• Cleaning, identifying and storing using currently accepted methods taking into account individual needs and preferences in line with the care plan
Use of alcohol-free mouthwash may refer to:	• That which is directed by a health practitioner as part of an oral health care plan to enhance oral hygiene
Interdental cleaning refers to:	• Cleaning between the teeth
Standard toothbrush care refers to:	• Cleaning, storage and replacement of toothbrush to currently accepted standards

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Techniques to improve oral hygiene practices may include but are not limited to:

- Bridging:
  - engages clients senses especially sight and touch
  - engage client first and describe and show toothbrush
  - mimic brushing of own teeth to provide physical prompt
  - place brightly coloured toothbrush in client's preferred hand and they may mirror behaviour
- Chaining:
  - if not initiated through bridging, gently bring clients hand and toothbrush to mouth, describing activity and then encourage the client to continue
- Hand over hand:
  - if chaining does not work, place hand over client's hand and start brushing client's teeth so you are doing it together

continued...

Techniques to improve oral hygiene practices may include but are not limited to (*cont'd*):

- Distraction:
  - if hand over hand method is not successful, place a familiar item, such as towel, cushion or activity board, in client's hand while brushing their teeth
- Rescuing:
  - if attempts at oral hygiene are not successful tell client you will leave it for now
  - ask for assistance and perhaps have someone else take over

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Modified oral hygiene methods and aids may include but are not limited to:	• Appropriate alcohol-free mouthwash and gel • Backward bent toothbrush, or similar implement to retract cheek while brushing with another toothbrush • Bite block • End tufted brush • Flossers • Hand grip on toothbrush for clients with reduced grip strength • High fluoride toothpaste wiped onto teeth instead of brushing as a short term alternative only • Mouth props for clients who clench or bite or who have difficulty opening mouth (specific training required) • Mouth spray • Mouth swabs • Saliva substitute • Suction swabs • Tongue scraper and/or brush

Standard precautions refer to infection control and may include:	• Wash hands before and after oral care
	• Appropriate use of personal protective equipment (PPE):
	  • eye/facial protection e.g. glasses/face shield
	  • gloves
	  • gown
	  • mask
	• Disposal of PPE

Additional precautions refer to:	• Those infection control precautions that should be used, in addition to standard precautions, when these alone might not contain transmission of infection

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Appropriate environment may include but is not limited to:	• Choosing location where client is most comfortable • Ensuring good lighting • Maintaining client's preferred routines • Turning off competing background noise, such as television or radio • Using aids that may ease client anxiety e.g. hand mirror • Using brightly coloured toothbrush that can be easily seen e.g. for children or for clients with dementia or visual impairment
Effective communication includes but is not limited to:	• Active listening and questioning • Always explaining actions and processes and reinforcing with gestures where appropriate • Asking questions that require a yes or no response when oral hygiene practices are being carried out • Giving one instruction or piece of information at a time • Observing client closely as lack of response, signs of frustration, anger, disinterest or inappropriate responses may suggest communication is too complex or that client is uncomfortable • Speaking at appropriate volume, clearly and at clients pace • Using reassuring words and positive feedback • Using words client can understand
Appropriate body language may include but is not limited to:	• Being aware of approaching client appropriately e.g. diagonally from the front and at eye level • Gently touching the client on the hand or lower arm to get attention, if necessary • Positioning self at eye level and maintaining eye contact, as appropriate • Being aware that personal space of clients can vary • Being consistent in approach with positive expression and caring language

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Caring attitude includes but is not limited to:	• Allowing plenty of time for client to respond to questions or instructions • Focusing on building a good relationship before starting oral hygiene • Using the client's name • Using a calm, friendly and non-demanding manner • Working with a person-centred approach
Client behavioural responses may include but are not limited to:	• Biting toothbrush • Coughing • Distress induced vomiting • Fear response • Gagging • Grabbing or hitting out • Leaving • Not opening the mouth • Not responding to directions • Spitting • Verbal aggression
Review may include but not be limited to the following questions and suggestions:	• Are the oral hygiene aids appropriate for the client? • Do others e.g. family and/or carer have input? • Has the observed behaviour improved? • Is attitude and approach considerate of client needs? • Is the approach and routine consistent for client? • Is the client more receptive to oral hygiene support? • Is the environment, timing, language and expression right for client?

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Report may include:

- Non-verbal:
  - care plans
  - case notes
  - hazard and incident reports
  - photographs
  - progress reports
- Verbal:
  - face-to-face
  - telephone
  - recorded

Variations in client behaviour and habits may include:

- Anxiety around, or avoidance of, specific events
- Apparent pain or discomfort in or around the mouth
- Behaviours of concern
- Change in eating habits
- Change in mood or demeanour
- Changes in communication
- Crying
- Difficulty with eating, including spitting out food
- Hands in the mouth
- Inconsistent wearing of dentures
- Lethargy
- Physical aggression
- Refusal to open mouth
- Rubbing own teeth or gums
- Seemingly normal behaviours e.g. coughing could be indicator that food is in the lungs
- Self-harming behaviour
- Social isolation or withdrawal

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Signs and symptoms of potential oral health issues may include but not be limited to:

- Observed and/or reported signs in or around the mouth, such as:
  - bad breath (halitosis)
  - bleeding
  - broken teeth
  - brown or discoloured teeth
  - calculus (mineralised plaque that will not brush off) on teeth particularly at gum line
  - change in colour or coating of tongue
  - dry mouth
  - eruption issues for children
  - evidence of build up of dental plaque on teeth, particularly at gum line
  - holes in teeth
  - lip blisters, sores or cracks
  - loose or mobile teeth
  - mouth debris/excessive food left in mouth
  - mouth ulcers
  - premature loss of baby teeth
  - receding or enlarged gums
  - soft tissue lesions e.g. red or white spots
  - swelling of face or localised swelling/inflammation

continued.....

Signs and symptoms of potential oral health issues may include but not be limited to (*cont'd*):

- Issues reported by client and/or others, such as:
  - tooth sensitivity
  - refusal of oral care
  - sore mouth, gums, tongue or teeth
- Other observations, such as:
  - change in appetite
  - change in demeanour or mood
  - difficulty eating/speaking
  - inability to open mouth very wide
  - irritability
  - refusing to open mouth
  - weight loss
- Observed and/or reported issues with dentures, such as:
  - broken metal wires/clips on partial denture
  - calculus on denture

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- chipped or missing teeth on denture or chipped or broken acrylic (gum) areas on denture
- denture movement when client is speaking or eating
- refusal or failure to wear denture
- sore spots caused by wearing denture
- unclean denture

Other relevant people may include but is not limited to:

- External health care providers
- Other service providers
- Personnel internal to the service provider

Contributing factors may include but not be limited to:

- Abuse
- Ageing
- Disability
- Injury
- Medications
- Substance misuse
- Systemic illness

Unit Sector(s)

Not Applicable

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CHCOHC407B Apply and manage use of basic oral health products

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCOHC407A Apply and manage use of basic oral health products	CHCOHC407B Apply and manage use of basic oral health products	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by workers to apply and manage use of basic oral health products and provide assistance to clients in the use of those products for oral health care as identified in an individualised oral health care plan and where approved within their designated role

Application of the Unit

Application

This unit is intended to address specialised skills and knowledge appropriate for a limited range of health and community services workers whose work roles specifically include the application of identified oral health products in line with legislative, regulatory and jurisdictional requirements, organisation guidelines and standard precautions and excluding the application of fluoride varnish

The work involves implementation of oral or written individualised oral health care plans that have been prepared by or under advice from an appropriate registered health practitioner and ideally an oral health practitioner

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of either:

- HLTIN301C Comply with infection control policies and procedures

or

- CHCWHS312A Follow safety procedures for direct care work

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for and participate in the application of *basic oral health care products*	1.1 Identify and comply with *organisation guidelines* relating to each product and its administration 1.2 Identify *high risk products* and comply with specific guidelines relating to their administration 1.3 Explain product application process and purpose to *client* and/or *substitute decision maker* in line with product guidelines, oral health care benefits and any potential risks 1.4 Obtain feedback from client to determine that procedure is understood and obtain consent from client or relevant substitute decision maker to undertake process 1.5 Ensure client is positioned as comfortably as possible according to their individual needs 1.6 Prepare products and equipment as required and ensure that product has not expired by checking the expiry date on product 1.7 Ensure all actions are in line with *legislative requirements*, organisation guidelines, *standard precautions* and within own work role
2. Apply basic oral health care products	2.1 Apply product in safe and effective manner in line with *oral health care plan* and product guidelines 2.2 Support client to apply own product where able 2.3 Where assistance is required *position self* to suit client or situation 2.4 Use appropriate amount of product and apply as recommended in line with oral health care plan 2.5 Ensure application is undertaken using correct applicator at correct location 2.6 Use recommended alternative techniques or arrangements outlined in the oral health care plan in case of client refusal or inability to comply

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ELEMENT	PERFORMANCE CRITERIA
3. Support *oral health* and oral hygiene of clients with *special care needs*	3.1 Support client with special care needs in line with oral health care plan 3.2 Be aware of *common oral health problems associated with clients with palliative care needs* and take appropriate action in line with their needs 3.3 Be aware of *common oral health problems associated with nil by mouth instructions* and take appropriate action in line with client needs 3.4 Be aware of *common difficulties associated with dementia that may result in oral health problems* and take appropriate action in line with client needs 3.5 Be aware of *common oral side effects of medication* and take appropriate action in line with client needs 3.6 Ensure identified *preventive measures* are implemented in line with oral health care plan
4. Complete reporting and documentation according to organisation policies and procedures	4.1 Document and report processes undertaken and any concerns arising during oral health practices 4.2 Maintain and file documentation

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health and hygiene
- Benefits and risks associated with basic oral health products
- Common equipment and aids utilised in the application of oral hygiene products e.g. mouth props
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances, and over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - client education
  - correct infant feeding practices
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions
  - medical history
  - oral piercings
  - psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
  - salivary function
  - smoking
  - social and cultural determinants of health
  - susceptible tooth surfaces
  - transmission of bacteria particularly from parent to child
  - trauma, such as from seizures
- Healthy eating recommendations as identified in the National Health and Medical

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Research Council's (NHMRC) Australian Dietary Guidelines
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation
- Individualised oral health care support plans, including terminology
- Work health and safety (WHS) issues and procedures, including those related to manual handling and infection control

continued...

Essential knowledge(*contd*):

- Oral disease and broad treatment options available
- Oral health issues for identified high risk sub-populations
- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Own work role and responsibilities in oral health care
- Personal safety and security risks associated with provision of oral hygiene care support
- Practical use of oral health products
- Principles and practices in undertaking technical skills associated with the application of oral health products
- Principles and practices of confidentiality, privacy, respect and consent
- Processes and strategies to support people with oral hygiene care needs
- Role of carers in relation to oral health care needs of clients
- Saliva and its role in the maintenance of oral health:
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
  - protecting teeth by neutralising acid
- Significance of service setting, including specific contexts, such as providing oral hygiene in a client care setting or in a client's private home
- Signs and symptoms of an allergic reaction
- Specialist oral care and support for clients in circumstances, such as those who:
  - are aged
  - are on nil by mouth instructions
  - are receiving palliative care
  - are undergoing chemotherapy
  - who have enteral feeding, such as via a nasogastric tube or a percutaneous endoscopic gastrostomy (PEG) tube
  - have dementia
  - have epilepsy
  - have intellectual or physical disability
  - have loss of tooth through extraction
  - have loss of tooth through injury
  - have medical or psychiatric conditions
  - have post-surgery or trauma needs

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- Strategies to minimise personal safety and security risks associated with provision of oral hygiene care support
- Symptoms and signs that suggest a need for further assessment and/or treatment
- The interaction between oral health and general health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities in line with organisation policies and procedures
- Apply identified oral health products (excluding fluoride varnish) safely and effectively in line with product guidelines and oral health care benefits
- Communicate effectively with people requiring application of oral health care products
- Identify and respond to risks associated with the application of oral health care products
- Liaise and report appropriately to supervisor and/or health practitioners
- Make informed observations and report appropriately, including the identification of variations to oral health care support requirements
- Obtain and follow relevant information from an individualised care support plan
- Provide physical and psychosocial support to the person when assisting with oral care needs including, meeting personal preferences, wherever appropriate
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use processes, aids and equipment appropriately in application of products
- Use relevant technology, including information technology, safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving-skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy, when relating to people from a range of backgrounds and abilities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the particular workplace context
Access and equity considerations:	• All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include:
	  • access to appropriate workplace where assessment can take place
	  • simulation of realistic workplace setting

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

Related units:

- This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Basic oral health care products include:

- Products specified in the client's individualised oral health care plan, such as:
  - alcohol-free mouthwash
  - antibacterial products
  - lip moisturiser
  - non-medically prescribed therapeutic agents and topical analgesic
  - remineralisation products
  - saliva substitutes/stimulants:
    - chewing gum
    - gels
    - liquids
    - lozenges
    - sprays

Organisation guidelines may include but are not limited to:

- Clinical protocols
- Position descriptions
- Workplace policies and procedures, including:
  - infection control
  - WHS

High risk products may include:

- Pharmacy only products, such as:
  - antifungal products
  - fluoride gel
  - high fluoride toothpaste
  - topical anaesthetic

Client refers to those living in the community and/or facilities and may include:

- Children receiving care, including in children's services
- Older persons
- Palliative care clients
- People in care or health facilities
- People with acquired brain injury
- People with dementia
- People with disabilities
- People with mental health issues

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Substitute decision maker (*in relation to consent*) *must be*:

- The person appointed with the right to speak for the client, such as:
  - advocate
  - carers
  - guardians
  - health attorneys
  - medical power of attorney
  - members of family
  - other practitioners
  - parent of child
  - person responsible
  - public trustee

Legislative requirements refer to:

- Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

Standard precautions refer to infection control and include:

- Washing hands before and after oral care
- Appropriate use of personal protective equipment (PPE):
  - gloves
  - mask
  - eye/facial protection e.g. glasses/face shield
  - gown
- Disposal of PPE

Oral health care plan may include:

- A stand-alone individualised oral health care support plan
- Care plan written by an appropriate health practitioner
- Oral hygiene care plan
- Personal care tasks embedded in a wider individualised plan

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Position self may include but is not limited to:

- Front position:
  - sit client in chair facing you
  - if in bed, support their head with pillow
  - support client's chin with index finger and thumb without placing pressure on throat
  - use thumb holding chin to roll down and hold lower lip for better vision and access
  - client mouth to be partly opened to comfortable level
- Stand behind position/head support position:
  - stand behind and to the side of client
  - rest client's head against side of your body and in the crook of your arm
  - support client's chin with your index finger and thumb without placing pressure on throat
  - use thumb holding chin to roll down and hold lower lip for better vision and access
  - client mouth to be partly opened to comfortable level

Oral health refers to but may not be limited to:

- A person's mouth that has:
  - breath without offensive odour
  - inflammation and lesion-free soft tissue
  - intact and stable teeth without cavities
  - moist lips without chapping
  - no build up of food, calculus or plaque
  - no oral pain
  - pink, moist, uncoated tongue
  - watery plentiful saliva
- Looking after the whole mouth, including natural and artificial teeth, gums, tongue, lips and inside the cheeks
- Oral health related quality of life factors, such as appearance, social interaction and self-esteem

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Special care needs may include but are not limited to:	• Support for clients:
	  • following loss of tooth through injury
	  • following loss of tooth through extraction
	  • post-surgery or trauma
	  • receiving palliative care
	  • undergoing chemotherapy
	  • who are ageing
	  • who have enteral feeding, such as via a nasogastric tube or a percutaneous endoscopic gastrostomy (PEG) tube
	  • who have a communication deficit
	  • who have intellectual or physical disability
	  • who have medical or psychiatric conditions
	  • who have nil by mouth instructions
	  • who have swallowing issues (dysphagia)
	  • who have dementia

Common oral health problems associated with clients with palliative care needs may include but are not limited to:	• Angular cheilitis • Candida (thrush) • Debris • Dental caries • Dry mouth and/or lips • Excessive saliva • Hairy leukoplakia • Herpes simplex • Kaposis sarcomis (HIV patients only) • Sensitive mouth • Ulcers, including viral and traumatic
Common oral health problems associated with nil by mouth instructions include but are not limited to:	• affected vocal function • dry mouth (xerostomia) which can decrease saliva and may result in discomfort • increased bacteria and decreased protection against bacteria

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Common difficulties associated with dementia that may result in oral health problems include but are not limited to:	• Behavioural, such as not eating or drinking water • Memory difficulties • Paranoia • Side effects of medications • Skill deterioration
Common oral side effects of medication include but are not limited to:	• Dry mouth • Effects of sugar content • Excessive saliva • Metallic taste • Rash • Ulcers
Preventive measures include but are not limited to:	• Good hydration • Oral hygiene as recommended in the oral health care plan, including when unable to wear denture • Regular observation of oral mucosa

Unit Sector(s)

Not Applicable

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CHCORG201C Follow policies, procedures and programs of the organisation

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG201B Follow policies, procedures and programs of the organisation	CHCORG201C Follow policies, procedures and programs of the organisation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work according to organisation policies, procedures and programs

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow *organisation guidelines*	1.1 Follow *workplace instructions* and policies
	1.2 Support organisation programs and procedures within the job role
	1.3 Use organisation resources for the purpose intended
	1.4 Seek and obtain clarification when necessary

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ELEMENT	PERFORMANCE CRITERIA
2. Work ethically	2.1 Ensure decisions and actions align within job description and are consistent with organisation philosophy
	2.2 Perform duties promptly and consistently in all workplace activities
	2.3 Ensure inappropriate gifts are not accepted
	2.4 Use client resources and possessions for the purpose intended
	2.5 Behave in a reasonable and careful manner at all times
	2.6 Maintain confidentiality in accordance with organisation requirements
	2.7 *Report* difficulties in carrying out duties to appropriate person/supervisor

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal and ethical issues associated with work role
- Organisation work health and safety (WHS) policies and procedures
- Organisation philosophy
- Organisation policies, procedures and programs relating to the work role
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow relevant policies, protocols, guidelines and procedures of the organisation in relation to workers activities
- Work within legal and ethical requirements of job role

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate language, literacy and numeracy competence appropriate to the requirements of the organisation policies and procedures:
  - this may vary from listening skills when workplace instructions are delivered verbally, to reading skills when worker has to refer to an instruction manual
  - language used may be English or community language
- Use basic workplace technology and equipment in line with workplace requirements and instructions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • Assessment must include normal range of workers' activities
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace environment

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation guidelines relevant to work role may include those relating to:	• Administrative systems of the workplace including: filing; record-keeping; workplace programs and timetable management systems; use of equipment; staff rosters • Appropriate relationships with clients • Confidentiality requirements • Gifts and gratuities • Grievance procedures • Job descriptions • WHS • Workplace agreements
Workplace instructions and policies may be:	• Written or verbal
Report may be:	• Face-to-face reports • Letters • Memos • Notes • Records • Reports via phone

Unit Sector(s)

Not Applicable

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CHCORG202C Work with others

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with others

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan own *workload* with supervisor	1.1 Actively seek assistance and direction as required 1.2 Plan sequence of tasks with supervisor 1.3 Develop strategies to cope with unexpected demands, with supervisor
2. Communicate with others about work matters	2.1 Share *information* relevant to the work with *co-workers* 2.2 Communicate clearly, concisely and with the focus on the issue 2.3 Listen appropriately to opinions and suggestions of others 2.4 Address concerns using workplace procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Work cooperatively with others	3.1 Identify and show respect for different roles and responsibilities 3.2 Demonstrate respect for rights of other workers 3.3 Keep work area well organised and safe in accordance with relevant standards/policies 3.4 Complete assigned tasks according to planned workload

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Roles and responsibilities of self and others in the workplace
- Grievance procedures of the organisation
- Worker's rights and responsibilities as outlined in awards, workplace agreements, legislation etc.
- Working conditions as outlined in award, workplace agreement, policy manuals etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of and adherence to own and others roles and responsibilities in the workplace
- Work cooperatively with other workers

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply positive communication skills including active listening and appropriate use of body language
- Demonstrate language, literacy and numeracy competence appropriate to the requirements of the organisation, job role and client group, including:
  - language skills such as asking questions, clarifying, listening for instructions
  - language used may be English or a community language
- Use basic workplace technology and equipment in line with workplace requirements and instructions

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment must include the worker interacting and cooperating with the normal range of other workers from the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Co-workers may include:

- Other staff
- Unpaid workers
- Students on placements
- Resources workers
- Ancillary staff
- Staff from other related organisations/agencies

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RANGE STATEMENT

Information which could be communicated with co-workers includes:	• Suggestions about the service • Equipment or materials required • Relevant information about a client • Opinions and suggestions
Communication may be in:	• English • Community language as required by the workplace
Workload plan may be recorded in the following manner:	• On whiteboards • On rosters • In diaries • In verbal instructions

Unit Sector(s)

Not Applicable

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CHCORG303C Participate effectively in the work environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG303B Participate effectively in the work environment	CHCORG303C Participate effectively in the work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work effectively as an individual and in work groups to contribute to achievement of organisation objectives

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the effective operation of the workgroup	1.1 Identify own job responsibilities and their contribution to service delivery
	1.2 Work within defined job role and responsibilities
	1.3 Seek assistance and direction and obtain as required
	1.4 Work in a manner that complements that of others according to policies and rules of workplace practice
	1.5 Complete activities to standard expected in workplace
	1.6 Carry out set tasks in a positive and courteous manner
	1.7 Identify *resources* needed to carry out own work duties
	1.8 Deal with shortages of resources according to *organisation practices*
	1.9 Keep work area well organised and safe in accordance with relevant standards/policies

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ELEMENT	PERFORMANCE CRITERIA
2. Review and develop own work performance	2.1 Monitor own work according to requirements for job quality and customer service 2.2 Plan work activities to achieve individual objectives and organisation expectations 2.3 *Report to supervisor* when work requirements are unable to be met 2.4 Clearly communicate to supervisor/appropriate person, *need for additional support* to improve performance 2.5 Report need for training to supervisor, as required 2.6 Undertake training as appropriate 2.7 Take opportunities for support and supervision as required
3. Work cooperatively with others	3.1 Use problem solving when necessary so work is completed according to *organisation policies and practices* 3.2 Demonstrate respect for individual differences of workers in workplace relationships 3.3 Demonstrate understanding and application of the value of cultural differences and diversity when working with others 3.4 Identify and show respect for different roles and responsibilities 3.5 Behave appropriately in the workplace, in a manner likely to promote cooperation 3.6 *Share information with others* in order to complete set activities 3.7 Report conflicts in the workplace to supervisor

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ELEMENT	PERFORMANCE CRITERIA
4. Contribute to the development of policies, practices and structures of an organisation	4.1 Report concerns regarding administrative policies, practices and procedures to supervisor 4.2 Report concerns regarding job responsibilities to supervisor 4.3 Provide information, ideas and suggestions to supervisor when requested 4.4 Participate in staff meetings/working groups, if required

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislation relevant to organisation and work carried out, including work health and safety (WHS) and privacy/confidentiality
- Organisation mission, philosophy, organisation structure, policies and procedures
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Carry out work within own role, responsibilities and organisation objectives in an effective manner
- Interact in a cooperative manner with both individuals and work groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - awareness and understanding of effective teams operation
  - time management and work planning
  - basic negotiation
  - effective communication and interpersonal relationship
  - safe and effective use of relevant information technology in line with OHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment must include working with both individuals and work groups in the organisation/ service and under the normal range of workplace conditions
- This may include the use of languages other than English and alternative communication systems
- Assessment is recommended to be conducted on more than one occasion or information for assessment gathered over time

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment, especially testimonials from colleagues

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Related units:	This unit should be assessed in conjunction with other compulsory units packaged in a qualification

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for working with others include:	• Full time, part time, casual employee of a government or non government organisation • Working within a voluntary capacity for an organisation
Working with others will be carried out within requirements established by:	• Organisation policy and procedures • Relevant program standards • State and commonwealth legislation
Organisation requirements/ constraints may include:	• Money • Other resources • Time
Resources may be:	• Cleaning equipment • Financial assistance for programs • Office supplies • Pamphlets
Organisation practices dealing with shortages of resources may include:	• Ordering more supplies • Telling a supervisor • Writing submissions or requests for additional resources

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Report to supervisors may be:	• Email and electronic transfers • Provided in person or by telephone • Provided in writing or using workplace forms e.g. Memos, notes • Through discussion
Need for additional support may be communicated:	• Conveyed in verbal exchanges • During meetings • In writing according to organisation practices
Share information with others may be:	• By note/message/memo • Email and electronic transfers • In person or by phone
Organisation policies and practices include those relating to:	• Equal employment opportunity • First aid • Grievance resolution • Infection control • WHS • Workplace behaviour • Workplace harassment

Unit Sector(s)

Not Applicable

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CHCORG322B Contribute to implementation of service delivery strategy

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to ensure own work is carried out according to organisation guidelines and client needs

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Carry out work activities according to *organisation procedures*	1.1 Identify and follow responsibilities 1.2 *Report* difficulties in carrying out duties as required 1.3 Obtain *advice* and direction when appropriate 1.4 Contribute to feedback processes as part of organisation improvement
2. Contribute to implementation of service delivery	2.1 Contribute information when the client service is reviewed 2.2 Maintain documentation according to continuous improvement processes 2.3 Operate according to organisation's procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own role and responsibilities delivery services
- Quality improvement processes of the organisation
- Roles and responsibilities of other workers
- Relevant policies, protocols, and practices of the organisation in relation to own work activities
- Basic knowledge of service delivery methodologies
- Basic knowledge of development processes
- Identification of the main needs of specific client groups
- Different religious, cultural, spiritual, physical and ceremonial perspectives
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - alcohol and other drugs (AOD)
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Contribute information and opinions to service delivery strategy

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - Oral communication skills (language competence) required to fulfil organisation procedures
  - language used may be English or community language
  - Written communication skills required to fulfil organisation procedures
  - these may vary from writing a few sentences on a work topic to completing forms
  - literacy competence may be required in English or community language

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is recommended to be assessed in a workplace setting or one that accurately simulates workplace conditions under the normal range of workplace conditions • Assessment may be gathered over one assessment period

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation procedures may include:

- Plan of care
- Program plan
- Workplace practices
- Care plan
- Code of conduct

Changes in needs and circumstances may include:

- Behaviour
- Physical capabilities
- Financial
- Emotional
- Family support
- Housing

Report may be verbal or written and may be:

- By telephone
- Face-to-face
- Verbal 'handovers' at the end of a shift
- Written:
  - notes
  - memos
  - reports
  - client records

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RANGE STATEMENT

Advice might be sought from appropriate persons who may include:	• Colleagues • Immediate supervisor • Registered or enrolled nurse • General practitioner • Other health workers • Administrator • Relatives

Unit Sector(s)

Not Applicable

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CHCORG405E Maintain an effective work environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG405D Maintain an effective work environment	CHCORG405E Maintain an effective work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to meet individual responsibilities within a work group

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work to achieve identified outcomes	1.1 Define and agree own work roles and responsibilities with appropriate people 1.2 Develop and implement work plans to ensure: • desired outcomes are achieved • objectives are met • agreed timeframes are met • compliance with relevant *guidelines and procedures* • contingencies are managed • duty of care responsibilities are met • ethical practice • the work of the organisation is promoted 1.3 Where appropriate to work role, incorporate understanding of relevant legislation and awards into workplace practices and decisions 1.4 Where relevant to work role, provide unpaid workers and others with appropriate training, briefing and supervision 1.5 Where problems arise in meeting work plans, take appropriate action to re-negotiate or seek assistance

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ELEMENT	PERFORMANCE CRITERIA
2. Establish and maintain appropriate work relationships	2.1 Use effective communication and interpersonal skills to ensure all workplace interactions contribute to achievement of organisation objectives and promotion of the community services industry 2.2 Demonstrate consideration of the full range of individual and cultural differences in workplace relations 2.3 Deal with any issues related to well being of work colleagues promptly and in accordance with organisation procedures 2.4 Handle potential and actual conflicts in the workplace to minimise disruption
3. Facilitate operation of the workgroup	3.1 Actively participate in all *team* processes to ensure team objectives are met 3.2 Ensure individual responsibilities within team are achieved to identified standards and timeframes 3.3 Appropriately inform individuals for whom you are responsible of workplace performance standards 3.4 Develop and use range of own skills and knowledge as required to enhance team performance 3.5 Apply appropriate effort to maximise effective communication and to ensure resolution of issues within the team and conflict
4. Review and develop own performance	4.1 Regularly monitor own performance against workplans, organisation objectives and client needs 4.2 Seek out and access opportunities for formal and informal development of skills and knowledge to optimise performance

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Effective team management
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Legislation relevant to organisation and work carried out
- Organisation mission, philosophy, organisation structure, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective team operation
- Manage conflict
- Meet legal, legislative and industrial requirements
- Undertake assessment of own training and development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - team building
  - time management and prioritising
  - work planning and evaluation
  - effective communication and interpersonal relationship
  - motivating, directing and facilitating a work team or group
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Utilise relevant information technology and workplace equipment effectively in line with work health and safety (WHS) guidelines

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment may be conducted over one or more occasions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Team includes:	• Formal and informal arrangements • Workgroups including members from outside the organisation
The context for creating, maintaining and enhancing productive working relationships includes with:	• Clients • Peers • Significant others • Staff for whom worker is responsible • Supervisors • Unpaid workers
Guidelines and procedures include:	• Equal employment opportunity • First aid • Grievance management • Harassment • Infection control • Work health and safety (WHS) • Workplace behaviours
Creating, maintaining and enhancing productive working relationships will be carried out within requirements established by:	• Organisation policy, procedures and standards • State and commonwealth legislation

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Unit Sector(s)

Not Applicable

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CHCORG406C Supervise work

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG406B Supervise work	CHCORG406C Supervise work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit describes the skills and knowledge required of a worker with responsibility for supervising the work of workers who are part of a team/workgroup or working alone

It includes induction of new staff, planning work, monitoring performance and supporting workers to manage their workload

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts and may involve supervision of work undertaken within an organisation by staff or contract workers

Work to be supervised may be undertaken in a range of locations including 'in-house', in other venues or agencies and/or in clients' homes

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Induct and orient staff	1.1 Establish and maintain working relationship with workers
	1.2 Provide new workers with information about the organisation, *team*/*workgroup* and their work roles and responsibilities
	1.3 Provide workers with access to resources, support and networks required in their role
	1.4 Ensure new workers have a job description and *work plan*
	1.5 Provide new workers with information about available skills development options if required

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ELEMENT	PERFORMANCE CRITERIA
2. Clarify and review work plan with worker and/or team / workgroup	2.1 Discuss and clarify implications, expectations and potential issues arising from work plan from the perspective of the worker, the organisation and, where appropriate, clients 2.2 Consult with individual worker and associated workgroup where appropriate and clarify how work plan is to be implemented to address identified objectives in accordance with *organisation values*, *standards and guidelines* and specific work role requirements 2.3 Review work plan regularly in discussion with worker and workgroup, where appropriate 2.4 Discuss work role, functions and issues and adjust work plan if necessary
3. *Monitor performance* in consultation with worker	3.1 Identify, agree and document performance goals 3.2 Regularly review worker's performance against agreed criteria/expectations in line with organisation guidelines 3.3 Provide feedback to worker on performance and discuss 3.4 Identify short and longer term skills and knowledge development needs or preferences in consultation with worker 3.5 Develop and document individual training and development plans in consultation with worker 3.6 Develop strategies and provide support for ongoing development of worker and/or workgroup

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ELEMENT	PERFORMANCE CRITERIA
4. Support workers in their work role	4.1 Discuss work load and other work-related issues with workers on a regular basis 4.2 Explore and implement support mechanisms to address issues in line with individual, workgroup and organisation requirements 4.3 Support workers and workgroup to identify and resolve work-related issues 4.4 Support workers to establish and maintain effective relationships with colleagues, clients, communities and other service providers in line with requirements of their work role 4.5 Identify areas of tension or conflict in relationships and take steps to address contributing factors and issues 4.6 Provide coaching as required to develop and enhance workers' skills and knowledge in line with work role requirements
5. Provide leadership to the team	5.1 Assist team to identify and work towards goals and objectives in line with organisation's values and directions 5.2 Provide support and encouragement to the team and take steps to maintain or improve cooperation and cohesiveness 5.3 Identify barriers to team effectiveness and potential causes or factors contributing to those barriers 5.4 Put in place *strategies to enhance team effectiveness* by addressing identified barriers

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ELEMENT	PERFORMANCE CRITERIA
6. Assist workers to plan career paths	6.1 Discuss worker's career options and preferences 6.2 Identify opportunities for career progression or development 6.3 Identify training and development needs in line with individual preferences and organisation requirements 6.4 Develop and document an individual training and development plan to reflect individual and organisation requirements 6.5 Assist workers to develop their skills and knowledge in line with individual and organisation guidelines

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Available workplace support mechanisms
- Effective team management
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Industrial relations - principles and current issues
- Legislation relevant to organisation and work carried out
- Level of underpinning knowledge as required by individual being supervised
- Networking and information exchange processes
- Organisation mission, philosophy, organisation structure, policies and procedures and relevant organisation guidelines, especially human resource management policies
- Strategies and available resources to meet staff development needs
- Union documents/ guidelines/ policies and relevant unions and contacts
- Workplace employment awards or agreements and work conditions

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Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support effective team processes and work functions
- Address legal, legislative and industrial requirements
- Monitor work performance and provide support to individual workers and workgoups
- Manage work-related issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - team building
  - time management and prioritising
  - work planning and evaluation
  - effective communication and interpersonal relationships
  - oral and/or written report writing, as required to fulfil job requirements
  - networking
  - negotiation
  - communication
  - area of skill to the level required by individual being supervised
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Utilise relevant information technology and workplace equipment effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • Assessment may be conducted over one or more occasions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Teams/workgroup may include:

- Formal and informal arrangements
- Workgroups including members from outside the organisation

Organisation values, standards and guidelines may relate to:

- Community development
- Duty of care
- Equal employment opportunity
- First aid
- Grievance management
- Harassment
- WHS
- Person-centred approach
- Service delivery standards
- Specific values, standards and approaches relevant to work role
- Workplace behaviours

Work plan may be operational or strategic and may include:

- Organisation standards relating to service delivery or outcomes specific to work role
- Resources required
- Specific plans for implementing identified work arrangements
- Timeframe for achieving outcomes
- Training plans to develop required knowledge and skills

Monitor performance will take into account:

- Discussions between worker and supervisor
- Identified training and development needs
- Review of and discussion about factors that have affected the individual work plan
- Review of the individual work plan

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Strategies to enhance team effectiveness may include:	• Review of policies or procedures • Review of roster arrangements or associated work condition • Review of systems, equipment or work practices

Unit Sector(s)

Not Applicable

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CHCORG423C Maintain quality service delivery

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG423B Maintain quality service delivery	CHCORG423C Maintain quality service delivery	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to perform work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of clients

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate commitment to the delivery of high quality services to clients	1.1 Demonstrate consideration and understanding of the *context*, models of service delivery, *underpinning values and philosophy of the sector* in all work undertaken 1.2 Ensure all work undertaken is consistent with relevant *current policies and legislative requirements* 1.3 Demonstrate understanding of the *issues* facing clients and their carers in all work 1.4 Demonstrate *commitment to access and equity principles* in all work in the sector
2. Develop and implement a framework for quality service delivery	2.1 Devise strategies to ensure delivery of high quality services which continue to reflect best practice 2.2 Establish and implement *protocols* and procedures to manage service delivery and reflect best practice work in community services industry 2.3 Identify and address *barriers* in the organisation that impact on delivery of high quality service 2.4 Regularly update procedures for managing service delivery to reflect current best practice, relevant legislative changes, and changing client *needs*

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and review *service delivery*	3.1 Monitor implementation of *strategies* to evaluate delivery of services 3.2 Review service delivery and revise procedures as required to reflect best practice work 3.3 Ensure staff receive necessary competency development to support delivery of current best practice, address relevant legislative changes and respond appropriately to changing client needs

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of discriminatory actions
- Awareness of own attitudes to client groups
- Common health problems of the clients and their effects
- Common risks to safety
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required (e.g. palliative care)
- Holistic and client-centred care
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Organisation occupational health and safety policies and procedures
- Organisation philosophy and guidelines
- Organisation policies, practices and programs relating to the work role
- Principles and practices of confidentiality
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Rights and responsibilities of the client
- Understanding of stereotypes of client groups

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of accountability and responsibility to perform work within legislative and ethical frameworks
- Provide and support a high quality of care for clients
- Uphold and support the rights and interests of clients in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and

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performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal communication with clients and other stakeholders:
  - communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/ service
  - language used may be English or a community language, depending on the client group
  - literacy and numeracy competence required to fulfil organisation reporting requirements and according to the literacy support available in the workplace:
  - literacy support may include the use of dictionaries, explanations of medical terminology
  - program development, review and revision
  - counselling
  - resource management and financial accountability
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment could be conducted in one time period but must include a range of aged people's rights, needs and interests identified in the Range Statement

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. the current economic situation as it relates to and affects clients and the subsequent impact on client needs
- Historical context of work e.g. changing approaches to working with clients
- Political context e.g. government policies and initiatives affecting clients
- Statutory framework within which work takes place

The underpinning values and philosophy of the sector may include:

- A holistic and client / consumer-centred approach
- Commitment to empowering clients
- Commitment to meeting the needs and upholding the rights of clients
- Community education
- Early intervention
- Promotion of mental health and well being
- Targeting of appropriate services

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Current policies and legislative requirements include:

- Aged Care Act 1997
- Case Management Society of Australia national standards
- Corporations Law
- Disability Discrimination Act
- Equal Employment Opportunity principles
- Freedom of Information Act
- Guardianship Act
- Individual rights
- Medical Act
- Medication regulations
- Nurses Act
- Others
- Pharmacy Act
- Poisons Act
- Privacy Act
- Residential Aged Care Service Standards

Issues may include:

- Access to community resources
- Changing needs for physical comfort, sleep and rest
- Death, grieving and loss
- Development
- Need for support and care

A commitment to access and equity principles includes:

- A non discriminatory approach to all people using the service, their family and friends, the general public and co workers
- Creation of a client oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Rights include principles expressed in:

- Charters of rights
- Freedom from discrimination
- Freedom of information
- General human rights
- Outcomes standards
- Outcomes standards documents
- Service standards

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Rights may be detailed in:

- Industry and organisation service standards
- Legislation
- Mission statements
- Resident handbooks

Rights may include:

- Access to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Privacy
- To be treated in a dignified, safe and comfortable manner
- To express own feelings

Needs may include:

- Accommodation
- Financial
- Personal
- Physical comfort
- Recreational
- Safety
- Security
- Social

Service delivery may include:

- Care and support
- Case management
- Community development and education
- Health promotion
- Home based support
- Peer support/self help
- Residential services
- Respite care
- Unpaid work
- Working with families

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Strategies may include those to address:

- Accreditation
- Client lifestyle
- Continuous improvement
- Health and personal care of the client
- Management systems, staffing and organisation development
- Physical environment and safety systems
- Service standards
- Visitors

Protocols may include:

- Assessment of client needs
- Collection, recording and reporting of information
- Communication with clients
- Processes for decision-making for consideration of client needs

Barriers may include:

- Client service strategies
- Economic
- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Physical
- Social, cultural and religious

Unit Sector(s)

Not Applicable

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CHCORG428A Reflect on and improve own professional practice

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to evaluate own work, continuing self-development and effective supervision within an ethical code of practice

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reflect on own practice	1.1 Undertake *self-evaluation* in conjunction with supervisors and/or peers
	1.2 Demonstrate understanding of own limitations in self awareness, self management, social awareness, relationship management
	1.3 Provide and receive open and evaluative feedback to and from co-workers
	1.4 Actively seek feedback and accept it non-defensively

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ELEMENT	PERFORMANCE CRITERIA
2. Ensure continuing self-support and supervision	2.1 Identify a range of support networks both within and outside the organisation 2.2 Seek *specialist advice/further training* where need is identified 2.3 Observe agency guidelines in relation to professional development 2.4 Undertake an appraisal of current industry developments and apply these to improve practice 2.5 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge 2.6 Evaluate current and likely future needs and take action to keep abreast of evolving trends
3. Operate within an agreed code of ethics or practice	3.1 Assess own practice against identified agency objectives or code of ethics, using a range of valid evidence 3.2 Recognise the effect of values, beliefs and behaviour in work with clients 3.3 Establish realistic goals and targets for self development 3.4 Adhere to legal parameters relevant to practitioner's profession where this is a requirement of employment

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation and agency guidelines and codes of ethics or practice standards
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a personal development plan
- Agency's policies, plans and procedures
- Types of work methods and practices which can improve personal performance
- Types of learning style/s and how they relate to the individual
- Personal development opportunities and options
- Functions of supervision - educative, administrative and supportive

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice
- Work with an awareness and sensitivity to conflict, culture and context
- Apply skills in negotiation, communication and decision-making
- Demonstrate understanding and implementation of relevant procedures
- Demonstrate ongoing reflection on and development of personal capability to meet professional standards, in particular to:
  - actively seek professional development opportunities
  - seek and reflect upon feedback

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REQUIRED SKILLS AND KNOWLEDGE

- seek opportunities for supervision / mentoring
- identify and participate in personal development
- integrate learning into improved practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work to increase social justice and to identify and respond to inequality and discrimination
- Research information to develop personal development and work plans
- Elicit, analyse and interpret feedback
- Analyse culturally different viewpoints and taking them into account in personal development and professional practice
- Monitor research trends related to roles and responsibilities
- Use information systems to assist establish work plans
- Assess the effectiveness of own skills development
- Develop and maintain professional networks
- Manage or seek support to manage complex ethical issues, dilemmas
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Demonstrate application of:
  - functional literacy skills to interpret written and oral information about workplace requirements
  - communication skills including receiving and analysing feedback and reporting

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

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EVIDENCE GUIDE

Method of assessment:

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to self development

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively.

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RANGE STATEMENT

Setting:	• Employees may work independently or within an agency setting.
Self-evaluation includes:	• Journal documentation and structured discussion and supervision with others.
Specialist advice / further training may include:	• Accessing on the job mentoring / professional supervision or through peer work or training

Unit Sector(s)

Not Applicable

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CHCORG501B Facilitate workplace change and innovation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to facilitate change and innovation as a basis for achievement of organisation and strategic objectives

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support staff to identify areas for *workplace change*	1.1 Implement ongoing continuous improvement processes to review relevance and effectiveness of workplace processes and systems
	1.2 Identify potential for change in order to more effectively achieve organisation's objectives and contribute to meeting client and stakeholder needs
	1.3 Work collaboratively with staff to foster innovation and generate ideas for improved processes, practices and/or systems
	1.4 Acknowledge staff contributions and provide *support* and guidance to build on and enhance ideas in positive and beneficial ways
	1.5 Review and discuss potential outcomes of identified changes and their alignment with client needs and issues and with organisation's values, philosophy and strategic objectives
	1.6 Identify and discuss potential barriers to change and determine strategies to address identified challenges during the change implementation process

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate implementation of change in the workplace	2.1 Consult and negotiate with relevant stakeholders to facilitate understanding of and agreement with planned changes being implemented 2.2 Undertake risk assessment prior to implementing change and communicate risks to involved stakeholders 2.3 Ensure staff have a clear understanding of the purpose and nature of changes being implemented and implications specific to their work practices 2.4 Provide support as required to facilitate implementation of agreed changes 2.5 Address barriers and challenges to changes as required and in consultation with relevant stakeholders 2.6 Demonstrate acceptance of failure in trials of ideas or changes and focus on resolving issues and minimising impacts on clients and risk and cost to the organisation
3. Review the impacts of change and innovation in the workplace	3.1 Put in place processes to enable ongoing review of outcomes of change against expectations and previous outcomes or performance 3.2 Ensure prompt action is taken to address issues where changes have a negative impact 3.3 Identify and implement measures, where required, to enhance the implementation of change 3.4 Acknowledge, reinforce and promote the benefits of effective changes achieved

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of approaches to planning and management of workplace change and innovation
- Consultation and collaboration mechanisms appropriate to the workplace
- Funding/income strategies
- Principles and practices of change management theory
- Relevant government policies and systems
- Scope and outcomes of the workplace

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult and work collaboratively with staff to plan and implement change and innovation
- Identify and address barriers to change in the workplace
- Implement organisation continuous improvement policies and procedures
- Review and adjust implementation of change
- Support and guide effective change in the workplace, including celebration of success and acceptance of failure

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - continuous improvement principles and practices

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REQUIRED SKILLS AND KNOWLEDGE

- literacy
- communication and negotiating with relevant decision-makers and stakeholders associated with change
- community consultation
- planning and review processes
- coordinating a complex range of issues and relationships
- analysis
- leadership and motivation
- service quality maintenance
- cost management
- effective and safe facilitation of workplace change
- Facilitate processes to recognise and address environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace under the normal range of workplace conditions • It is recommended that assessment take place on more than one occasion or evidence gathered that provides evidence of competence over a period of time

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Workplace change may relate to:

- Community expectations
- Levels and sources of funding
- Management decision-making processes
- Nature and focus of service, programs and activities
- Service users/funding providers
- Staff requirements
- Technological changes
- Use and availability of resources
- Workplace policies and approaches
- Workplace processes, practices and systems

Support may include:

- Emotional support
- Organisation resources
- Professional guidance
- Training or related skills and knowledge development

Unit Sector(s)

Not Applicable

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CHCORG502B Work autonomously

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG502A Work autonomously	CHCORG502B Work autonomously	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work as a member of a team or as an individual for periods of time without direct supervision and for coaching and mentoring colleagues

Application of the Unit

Application

This unit may be applied across a range of areas of work in the community sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake work *activities*	1.1 Identify and address *work requirements* within own role and area of responsibility 1.2 Demonstrate understanding of instructions and directions, clarify where necessary, and implement appropriately 1.3 Undertake responsibilities and duties consistent with decisions made by the team, instructions given by management and agreed policies and procedures 1.4 Maintain communication with team leader advising of progress of task/activity 1.5 Modify tasks or performance if required in line with approved procedures and, if possible, agreed in advance with the appropriate person 1.6 Determine needs for additional support and communicate clearly and in a suitable format to management or appropriate person 1.7 Provide reports about progress and completion of work clearly in a form and at times and frequencies as agreed 1.8 Share information about own area of work and responsibility with *colleagues* in a way which helps them to carry out their own work and to put agreed plans into action 1.9 Ensure sharing of information complies with agreed boundaries of confidentiality 1.10 Maintain personal safety and safety of others 1.11 Communicate to team leader any legal requirements and/or ramifications of activities
2. Accept responsibilities	2.1 Accept responsibilities according to organisation's policy and procedures 2.2 Ensure team leader is appraised of outcome/s of tasks or activities in line with agreed guidelines 2.3 Ensure any activity that exceeds the scope of the defined task is referred to the team leader

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ELEMENT	PERFORMANCE CRITERIA
3. Set performance requirements	3.1 Set performance requirements based on objectives and goals 3.2 Ensure *performance requirements* are agreed with team leader
4. Maintain team performance	4.1 Monitor individual performance against defined *performance requirements* and take appropriate action to maintain performance if required 4.2 Monitor performance of others and take appropriate action through coaching and mentoring to ensure objectives and goals are met 4.3 Respond to unsatisfactory practice of colleagues in a manner that balances organisation needs and goals with consideration for the individual 4.4 Provide team leader with feedback, positive support and clear accurate advice 4.5 Refer *performance issues* which cannot be rectified or addressed to *appropriate personnel* according to organisation policy 4.6 Advise team leader of any changes in priorities or tasks 4.7 Complete all *required documentation* relevant to performance

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ELEMENT	PERFORMANCE CRITERIA
5. Act as a team leader as required	5.1 Identify *work requirements* and present to team members
	5.2 Communicate instructions and directions to team members clearly and unambiguously
	5.3 Recognise, discuss and deal with team members' concerns and queries
	5.4 Adhere to equal opportunities codes of practice and respond to cultural and religious beliefs and practices of colleagues in a way that demonstrates that diversity is valued and that discrimination and prejudice will be challenged
	5.5 Communicate any legal requirements and/or ramifications of team activities to team members
	5.6 Allocate duties, rosters and responsibilities to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation policy and procedures
	5.7 Make comments and give constructive criticism to colleagues in a manner which identifies their good practice and reinforces their self confidence
	5.8 Use opportunities to communicate informally with colleagues as far as possible within the time constraints of the work environment to develop shared attitudes and to extend relationships
	5.9 If colleagues experience discrimination, offer support that helps them assert their individual rights and sustain their confidence and self-esteem

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ELEMENT	PERFORMANCE CRITERIA
6. Contribute to team *meetings*	6.1 Undertake adequate meeting preparation to enable the supply of suitable information and effective contribution to discussion 6.2 Participate in meetings, planning and decision-making consistent with own role and the role of other members of the team 6.3 Ensure information given and views expressed to those outside the team are consistent with the decisions of the team 6.4 Manage any decisions made which *conflict* with own viewpoint in a manner which is likely to promote the aims of the team and organisation

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ELEMENT	PERFORMANCE CRITERIA
7. Respond to stress and conflict in the team	7.1 Respond to indications that colleagues are stressed or need support in a manner that encourages them to share their concerns and difficulties 7.2 Ensure any offers made in a work context to help colleagues alleviate stress or develop support are within own area of responsibility and competence 7.3 Share information to help colleagues identify sources of support or expertise and further training opportunities, if it can potentially enhance their competence and ability to cope 7.4 Respond to conflict with colleagues or between colleagues in a manner that does not disrupt the work of the organisation 7.5 Promptly refer to an appropriate person if conflict cannot readily be resolved 7.6 Respond to solutions proposed to reduce conflict in a way that demonstrates willingness to compromise and to amend practices in a flexible and positive manner in the interests of the effective working of the organisation 7.7 Where there is evidence of prejudice and/or discrimination on the part of a team member, challenge behaviour in a manner likely to bring about change 7.8 Offer support to colleagues in conflict with others consistent with organisation requirements and procedures, and in a manner that balances needs of the individual colleague with the maintenance of quality of the organisation

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal requirements and ramifications of team activities
- Organisation's policy relevant to hours of work and work allocation
- Procedures and methods of setting performance expectations
- Organisation's policy for referring performance issues
- Organisation's requirements for documenting team performance and activities
- Team members duties and responsibilities
- Method of monitoring performance
- Knowledge of current principles and practices required to work in a team
- Follow defined work health and safety (WHS) policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate performance expectations
- Provide feedback and assistance to team members in the work environment
- Perform and allocate work duties
- Identify the roles and areas of responsibilities of self and other team members and clearly and accurately communicate these
- Identify support systems within the organisation and the sources of information about support within the wider community
- Identify sources of information about training
- Apply organisation procedures for dealing with conflict
- Apply knowledge of:
  - group dynamics
  - the organisation's structure, role and policies
  - current practice and objectives of the organisation
  - equal opportunities codes of practices of the organisation
  - acknowledged good practice and legal obligations
  - rules of confidentiality of the setting
  - meeting procedures and decision-making processes

In addition, the candidate must be able to effectively do the task outlined in elements and

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performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate instructions and directions
- Represent issues to management
- Complete a range of documentation
- Encourage team members
- Undertake informal performance counselling
- Apply team building skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
  - human resources consistent with the range of workplace variables

Method of assessment:

- Observation in the workplace
- In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Activities may include:

- Non operational activities (tasks, projects, preparing documentation)
- Operational activities (responding to emergencies and non-emergency operations including sport and recreation events, public relations activities, special events and activities)

Appropriate personnel may include:

- Manager
- Human resource personnel
- Team leader
- Supervisor

Colleagues may include:

- Experienced colleagues
- New or inexperienced colleagues
- Work experience students/trainees

Conflict may be:

- Between the learner and a colleague or colleagues
- Between two or more colleagues

Meetings may include:

- Regular full meetings of the team
- Special meetings related to specific tasks
- Meetings of part of the team only

Performance issues may include:

- WHS
- Hours of work details
- Concerns about ability to complete work
- Inadequate resources

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Performance requirements include:	• Goals • Objectives • Plans • Standards
Required documentation may include:	• Forms • Proformas • Incident reports • Rosters • Timesheets • Written reports • Logs
Work requirements may include:	• Tasks • Projects • Activities • Timelines • Other personnel involved • Equipment to be used

Unit Sector(s)

Not Applicable

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CHCORG506E Coordinate the work environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG506D Coordinate the work environment	CHCORG506E Coordinate the work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake supervisory and coordinating activities in work groups in community service organisations

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to and promote effective work practices	1.1 Routinely identify and implement effective ways of working to sustain ongoing health and morale 1.2 Develop and implement work plans to ensure: • client needs are addressed • desired outcomes are achieved • objectives are met • agreed timeframes are met • compliance with relevant guidelines and procedures • contingencies are managed • duty of care responsibilities are met • ethical and non discriminatory practices • the work of the organisation is promoted 1.3 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes, including addressing barriers and constraints 1.4 Where relevant to work role, implement effective measures to ensure new and existing staff: • are fully informed of what is expected of them • are provided with appropriate orientation, induction and development opportunities • contribute to ongoing review of workplace practices • have written workplans which are regularly reviewed 1.5 Make every effort to implement processes and practices that promote cooperative work practices and maintain positive relationships with staff and management 1.6 Take responsibility for own behaviour and identify and implement ways to develop effective working relationships

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ELEMENT	PERFORMANCE CRITERIA
2. Promote effective workplace relations	2.1 Model and promote effective communication in the workplace, including open discussion and active listening 2.2 Identify potential and actual conflict situations, and develop and implement appropriate strategies to deal with these, to minimise effects on the workplace and address rights and responsibilities of all parties 2.3 Throughout conflict resolution processes, ensure access to appropriate support, mediation, facilitation and debriefing for parties within organisation constraints 2.4 Make every effort to resolve issues which may disrupt work unit activities
3. Facilitate work group activities	3.1 When conducting meetings, clarify purpose, agree procedures, negotiate roles and responsibilities, adhere to agreed timeframes and maintain equality of participation and input by group members 3.2 Seek feedback on operation of group processes, encourage suggestions for change and implement appropriate action 3.3 Provide feedback in a supportive manner appropriate to individuals and the group

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ELEMENT	PERFORMANCE CRITERIA
4. Develop and implement staffing processes as required	4.1 Maintain confidentiality in relation to staff processes according to organisation policy and to protect individuals 4.2 Plan appropriately to identify areas of need and develop proposals to address them, including arranging resourcing and staffing 4.3 Participate in recruitment processes as required 4.4 If staff performance is unsatisfactory, provide counselling and support to improve performance 4.5 Address staff performance issues as required in accordance with organisation's procedures 4.6 Encourage and facilitate staff access to appropriate training to enable the achievement of outcomes in the workplace and organisation
5. Advocate for workplace health and safety and fair employment practices	5.1 Make staff and management aware of Commonwealth and State legislation and organisation guidelines relating to occupational health and safety (OHS), equal employment opportunities and anti-discrimination in the workplace and promote and model compliant practices 5.2 Negotiate, develop and implement work practices within the above legislative and organisation guidelines 5.3 Document and communicate individual workers rights and obligations in a manner and language that can be clearly understood by relevant parties 5.4 Where there are breaches of relevant workplace legislation, take timely and appropriate action according to level of responsibility in the organisation

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Effective team management
- Legislation relevant to organisation and work carried out
- Organisation mission, philosophy, organisation structure, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop effective working relationships with all staff
- Establish effective procedures to maximise staff work performance
- Use positive communication with all staff

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - effective workplace communication
  - organisation policies and procedures
  - relevant industrial relations conditions, requirements and awards
  - broad implications of relevant legislation
  - legal, health and safety requirements as they relate to the organisation
  - computer hardware and software technology, as required by the workplace
  - recruitment techniques
  - basic contract management
- Coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines
- Coordinate processes to recognise and address environmental responsibility and sustainable practice issues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • It is recommended that this unit be principally assessed in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace • Assessment should be gathered principally from material drawn from workplace or from work experience in a relevant simulation

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Staffing requirements may cover the following staff:

- Full time/part time
- Paid/unpaid
- Permanent/casual
- Secondments and work exchanges
- Temporary/contract
- Trainees

Staffing proposals will include:

- Delegations, accountability
- Hours of work
- Implications for the organisation
- Outcomes and performance requirements
- Resources costs, equipment, office space, furniture, travel
- Salary conditions
- Skills, education, experience
- Supervision
- Team members
- Terms of engagement

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Organisation policies and procedures will relate to:

- Accountability
- Accounting of income and expenditure
- Administrative processes
- Career development and progression
- Case Management Society of Australia national standards
- Contracts
- Employment conditions
- Grievance, complaints and discipline processes
- Induction
- Management and decision-making processes
- Monitoring
- WHS
- Recruitment and employment practices
- Recruitment and termination practices
- Rosters
- Training and development practices
- Use of equipment and venue

Management may be by:

- Board of management
- Collective
- Government program or unit director
- Project management committee
- Voluntary community management committee

Unit Sector(s)

Not Applicable

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CHCORG525D Recruit and coordinate volunteers

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop and support volunteer workers in an agency

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the need and roles for *volunteers* in the organisation	1.1 Identify potential *roles for volunteers* 1.2 Discuss roles and reach agreement with management 1.3 Develop role descriptions 1.4 Identify processes to support volunteers
2. Recruit volunteers	2.1 Seek volunteers through advertising in relevant media and community networks 2.2 Arrange and complete interviews with potential volunteers 2.3 Make selections and advise management 2.4 Advise successful volunteers of their selection 2.5 Where necessary, maintain a waiting list of appropriate applicants 2.6 Implement an on-going recruitment program as required

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ELEMENT	PERFORMANCE CRITERIA
3. Provide orientation to the organisation	3.1 Provide volunteers with an orientation to the organisation 3.2 Provide training for specific role in a manner appropriate to organisation needs and resources
4. On-going support of volunteers is provided	4.1 Establish regular meetings of volunteers 4.2 Regularly review roles and performance 4.3 Provide individual support and debriefing when necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation and public policies relating to the employment of unpaid workers
- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker
- The implications of differences in attitudes and values in working in the agency

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake volunteer recruitment and coordination to meet both the needs of the organisation and support requirements for volunteer roles

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - coordination of people, processes and information
  - provision of support to a diverse range of people
  - conflict resolution/negotiation and mediation
  - cross cultural communication and negotiation
  - verbal and written communication
- Communicate the importance of recognising and addressing environmental responsibility and sustainable practice issues

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the community or in a simulation which relates closely to the experience of the workplace and the community
- Consistency in performance should consider the volunteer recruitment and coordination requirements of the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace or community where assessment can take place
  - simulation of realistic workplace or community setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Volunteers may include:	• Unpaid workers who are in paid employment elsewhere • Unpaid workers who are not in paid employment
Roles for volunteers may include:	• Agency management • Direct service including reception, telephone advice lines, service user support

Unit Sector(s)

Not Applicable

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CHCORG529B Provide coaching and motivation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide on-the-job coaching to clients or colleagues

Application of the Unit

Application	This unit reflects the situation in many community services workplaces where 'buddy' systems and on job coaching are extremely common

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for on job coaching	1.1 Identify the need for coaching based on a range of *factors*
	1.2 Identify individual coaching needs through discussion with client or colleague to be coached
	1.3 Where appropriate, organise with client or colleague a specific time and place for coaching in accordance with organisation policy
	1.4 Identify specific coaching needs through observation and evaluation of specific on-the-job procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Coach on the job	2.1 Explain to the colleague the overall purpose of coaching 2.2 Explain and demonstrate specific *skills to be coached* 2.3 Communicate clearly any *essential knowledge required* 2.4 Check the client/colleague's understanding 2.5 Provide opportunity for client/colleague to practise the skill and ask questions 2.6 Provide feedback in a constructive and supportive manner
3. Follow up coaching	3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required 3.2 Report progress to appropriate person as required 3.3 Identify *performance problems or difficulties* with the coaching and rectify them or refer them to the appropriate person for follow up

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of basic training principles
- Basic principles of coaching and adult learning principles (e.g. explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- Coaching session procedures including planning, conducting and reviewing session
- Planning procedures for staff practice opportunities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide supportive on job coaching with constructive and supportive feedback
- Demonstrate clarity in communication
- Demonstrate knowledge of basic training principles
- Provide non-judgemental education or client contact
- Demonstrate understanding of and ability to monitor own attitudes and values

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate competency in the skill being coached
- Create a positive learning environment
- Develop, implement and evaluate coaching programs to achieve identified competency outcomes
- Work with cultural and linguistic diversity

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REQUIRED SKILLS AND KNOWLEDGE

- Analyse relevant technical or service processes
- Appreciate the impact of disability on work skills or abilities
- Demonstrate effective communication and consultation with clients, colleagues and workplace personnel, specifically in:
  - effective use of questioning techniques
  - clarity in oral communication

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment must ensure:
  - project or work activities that allow the candidate to demonstrate coaching skills under normal workplace conditions including real work tasks to coach others in, use of suitable equipment and materials
  - for generic pre-employment training and assessment, a range of industry contexts must be addressed
  - where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Method of assessment:

- Assessment methods must be chosen to ensure that communication skills can be practically demonstrated on more than one occasion, over time to demonstrate the full range of skills and contexts
- Methods must include assessment of knowledge as well as assessment of practical skills
- The following examples are appropriate for this unit:
  - direct observation of the candidate coaching a colleague in a required work skill
  - role plays in which the candidate demonstrates training and coaching techniques, or communication skills such as questioning and providing feedback
  - questions about training principles
  - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Factors which could influence the decision whether or not to conduct coaching may include:	• Request for coaching from client, colleague or workplace personnel • Own observation and workplace experience • Direction from other colleagues • Consent for coaching gained from client/colleague
Coaching sessions could be conducted in a range of contexts including:	• On-the-job during work hours • Before or after work • In a simulated location away from the actual workplace
Skills to be coached are generally those which do not require formal or extended training sessions but which are short, commonly-used tasks such as:	• Client/customer service skills • Technical or practical skills such as operating equipment or completing documentation • Selling or promoting products and services • Job seeking and interview skills • Project management skills
Essential knowledge required to carry out tasks or undertake skills effectively such as:	• Knowledge of products or services • Principles underpinning skills such as communication • Reasons for undertaking various tasks • Legislative or occupational health and safety requirements

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RANGE STATEMENT

Performance problems or difficulties may be due to	• Shyness or lack of confidence • Breakdown in communication • Language or cultural barriers • Insufficient opportunity to practise • Inappropriate circumstances for coaching • Inadequate modification to match client's learning style or needs

Unit Sector(s)

Not Applicable

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CHCORG605B Manage human resources in a community sector organisation

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG605A Manage human resources in a community sector organisation	CHCORG605B Manage human resources in a community sector organisation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skill required to undertake the management of people within an organisation

Application of the Unit

Application

The skills described in this unit may be applied across a range of community work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage staff recruitment	1.1 Analyse and prioritise human resource needs for organisation involved in community work and/or services
	1.2 Implement *recruitment processes* in line with organisation needs, resources and relevant legislation
	1.3 Screen applications and conduct interviews to select appropriate applicants against identified criteria
	1.4 Provide induction and initiate performance planning in line with requirements of organisation and work role

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ELEMENT	PERFORMANCE CRITERIA
2. Manage staff development	2.1 Establish systems and policies to support development of human resources to address issues in organisation development, change management, workforce planning and career management 2.2 Analyse organisation and staff needs and resources as a basis for identifying staff development priorities and strategies 2.3 Use benchmarking, strategic networking and research processes to anticipate ongoing staff development needs 2.4 Establish and maintain strategic networks with similar and associated organisations 2.5 Establish and maintain partnership arrangements with relevant providers of learning and development programs 2.6 Monitor social, political and economic trends or events which may impact the organisation's development strategies and respond appropriately
3. Manage *human resource issues* in a community services workplace	3.1 Manage financial and payroll issues relating to recruitment 3.2 Manage financial and payroll issues relating to staff development 3.3 Manage industrial relations issues in line with organisation's policies and procedures and legislative / regulatory requirements 3.4 Address stress management as an ongoing issue in the community services workplace 3.5 Manage contract work in the community services environment 3.6 Manage complex work groups and teams, including multi-disciplinary, multi-organisation and government/non-government combinations

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ELEMENT	PERFORMANCE CRITERIA
4. Manage the workforce strategy	4.1 Identify current capabilities and skill set within the workforce 4.2 Develop strategy to address gaps and desired future state of workforce 4.3 Guide staff development processes to address identified workforce development strategies and succession planning needs 4.4 Develop and implement projects to address gaps and desired future state of workforce

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Models of good practice in human resource management
- Workforce development issues, trends and practices especially in the community services industry
- Organisation policies, procedures and principles in relation to human resource recruitment, development and management
- Strategic goals of the organisation and their implications for current and ongoing human resource requirements
- Human resource strategy and planning
- Equal employment opportunity, equity and diversity principles
- Jurisdictional legislation applying to human resources including work health and safety (WHS) and environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and implement organisation policies and procedures in human resource management
- Analyse human resource requirements for a community services organisation
- Undertake staff recruitment, selection and induction to address identified needs in a community services organisation
- Use benchmarking, strategic networking and research processes to anticipate ongoing staff development needs
- Establish and maintain strategic networks
- Establish and maintain partnership arrangements with relevant providers of learning and development programs
- Monitor social, political and economic trends or events which may impact the organisation's development strategies and respond appropriately
- Manage human resource issues in a community services workplace
- Address industrial relations issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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These include the ability to:

- Form and maintain relationships with staff and other stakeholders
- Explain complex ideas to different audiences and interpret and explain complex, formal documents and assisting others to apply them in the workplace
- Prepare written strategies requiring reasoning and precision of expression
- Apply OHS and environmental requirements in the context of human resource development
- Demonstrate application of high level skills in:
  - communication
  - reporting and record-keeping
  - dealing with diverse and/or specific cultural groups
  - liaison and networking

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the community services networking and liaison requirements within the workplace

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Recruitment processes include:

- Needs identification
- Developing selection criteria and processes
- Developing and implementing strategies for sourcing appropriate candidates
- Screening and reviewing applications
- Interviewing candidates
- Following up referees

Human resource issues may include:

- Performance management issues
- Financial and payroll issues
- Industrial relations issues
- Grievance issues
- Stress management issues
- Management of contract work
- Management of complex work groups, such as:
  - multi-disciplinary work teams
  - multi-organisation work combinations
  - government/non-government combinations
- Complaints about workers

Unit Sector(s)

Not Applicable

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CHCORG607D Manage workplace issues

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG607C Manage workplace issues	CHCORG607D Manage workplace issues	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to implement appropriate people management processes and structures to maximise work outcomes

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage staff planning and recruitment	1.1 Assess staffing requirements and implement recommendations in the *context* of available resources and organisation priorities 1.2 Develop job specifications and position responsibilities through appropriate consultation and agreement 1.3 Recruit staff as required using timely and appropriate processes and providing all relevant documentation as required by the organisation

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ELEMENT	PERFORMANCE CRITERIA
2. Manage work allocation	2.1 Ensure work allocation optimises use of resources and existing competencies of staff 2.2 Clearly define, agree and communicate team and individual responsibilities and authority 2.3 Provide workers with appropriate access to, and supervision by, people best able to satisfy their agreed work and development needs 2.4 Where work allocations prove unrealistic or organisation demands change, make adjustments to minimise impact on resources and client service delivery 2.5 Put in place mechanisms to continually evaluate and improve work practices
3. Evaluate workgroup effectiveness	3.1 Provide constructive feedback in an appropriate way to maximise personal and organisation effectiveness and includes: • recognising performance and achievement and encouraging self assessment • keeping details of feedback sessions in line with organisation guidelines • encouraging individuals to take responsibility for their own decisions and actions 3.2 Ensure any staff *counselling* undertaken is within organisation guidelines and to address individual skill levels 3.3 Make referrals to counselling services as appropriate 3.4 Ensure all discussions with individuals to aim to encourage and assist them to take responsibility for their own decisions and actions 3.5 Undertake appropriate work to address areas of potential conflict in a timely way to minimise impact on workplace performance and relations 3.6 Implement appropriate mechanisms to ensure the workplace is safe and healthy and to minimise bias and discrimination

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ELEMENT	PERFORMANCE CRITERIA
4. Implement *disciplinary and grievance procedures*	4.1 Ensure any disciplinary action taken meets organisation and legal requirements 4.2 Keep all records of such actions according to organisation policies and procedures 4.3 Implement appropriate grievance procedures 4.4 Seek advice from appropriate sources to address difficulties in implementing action or procedures, and provide feedback to contribute to evaluation processes

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation objectives, policies and procedures
- Human resource management theory, principles and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan and recruit staff
- Allocate work
- Manage and facilitate team work
- Undertake coaching, counselling of staff
- Manage staff performance

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - team management
  - effective interpersonal and communication skills
  - managing people
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • Assessment must include the range of management processes in the workplace • Assessment may be conducted over more than one occasion or use material drawn from the workplace for a period of time
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The context for managing people includes:	• Management of a work unit project team organisation • Government/non government organisations
Managing people will be carried out within requirements established by:	• State and commonwealth legislation • Agency policy and procedures • Relevant program standards • Recognised good human resource management practice
Disciplinary and grievance procedures take place in a framework of:	• Statutory procedures • Organisation procedures including joint agreements between employers and employees
Counselling is concerned with:	• Matters of a personal nature which affect the individual's behaviour at work

Unit Sector(s)

Not Applicable

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CHCORG608E Establish and manage new programs or services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG608D Establish and manage new programs or services	CHCORG608E Establish and manage new programs or services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to establish new programs or services, lead organisation restructure and develop new structures and systems

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Complete strategic planning activities	1.1 Research, assess and identify the need for development and change and consult all relevant people in an appropriate way
	1.2 Clarify, negotiate and agree with key stakeholders and target groups, goals and objectives consistent with the purpose and philosophy of the organisation
	1.3 Recognise risks associated with implementing the strategy and take steps to maximise outcomes to ensure compliance with duty of care and meet all objectives
	1.4 Evaluate the proposed strategy against existing programs and services, and identify gaps
	1.5 Carry out negotiations in a way that generates support and takes account of key stakeholder views
	1.6 Identify and assess financial cost and resource requirements
	1.7 Where required resources are not immediately and readily available, make submissions to potential relevant funding sources
	1.8 Implement appropriate structures to oversee task as relevant

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ELEMENT	PERFORMANCE CRITERIA
2. Manage implementation of new program or service	2.1 Develop implementation plans to suit a variety of *contexts* and to cope with contingencies 2.2 Provide appropriate support to those involved in implementing the strategy to ensure original aims and objectives are pursued 2.3 Establish, monitor and regularly review, policies and procedures to manage the use of staff, equipment and other physical assets 2.4 Convey to relevant personnel all operational details including timeframes, resources, staffing limits and financial procedures, in an appropriate manner 2.5 Develop a budget and monitor expenditure and resources in line with organisation procedures and planned outcomes 2.6 Implement project or strategy in line with all relevant guidelines and legal requirements
3. Establish and manage organisation and operational arrangements	3.1 In conjunction with key clients and stakeholders, determine a structure consistent with purpose, philosophy and roles of organisation, and which meet industrial, legal and policy requirements 3.2 Develop documentation systems and processes to ensure all legal requirements are met, and submit them to relevant decision-makers for authorisation as appropriate 3.3 Maintain and keep required records to ensure legal organisation and statutory requirements are met 3.4 Develop appropriate promotional activities and direct at stakeholders, target groups and relevant personnel within the organisation to optimise effectiveness and support

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ELEMENT	PERFORMANCE CRITERIA
4. Undertake appropriate evaluation and reporting	4.1 Devise evaluation process and related techniques to collect and analyse data and ensure it meets the needs of decision-makers, funding organisations and other people and groups with stake in program or service being evaluated 4.2 In consultation with relevant people, define criteria to be used to judge the value and effectiveness of the program or service 4.3 Actively seek views of interested parties at regular time intervals and use to inform the ongoing development and implementation of the program or service 4.4 Regularly monitor progress in implementing the program or service against the agreed plan 4.5 Use evaluation information for revision, ongoing development and implementation of program or service

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Project management models/processes
- Submission writing protocols
- Funding sources and submission protocols
- Referral protocols
- Range of services available across organisations
- Marketing models/systems
- Financial management models/systems
- People management models/systems
- General management principles/models
- Change management models/principles

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Essential skills:

It is critical that the candidate demonstrate the ability to:

- Devise, initiate, manage and evaluate programs and services
- Demonstrate application of knowledge related to applicable agency and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - project management
  - financial management
  - people management
  - communication
  - delegation
  - safe and effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • It is recommended that assessment be conducted over more than one occasion and that competence be demonstrated in the planning, implementation and evaluation of at least one new program

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating

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conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contexts for planning, managing and evaluating programs and services includes:	• Managing projects or strategies internal to the organisation/agency • Managing projects or strategies across organisation/agencies • Managing projects in collaboration with the community or community based organisations
Planning, managing and evaluating programs and services will be carried out within requirements established by:	• Organisation missions, philosophy, outcomes and goals • Quality standards • Organisation policy, procedures and program standards • State and commonwealth legislation and other statutory requirements • International conventions on the rights of children and young people • Duty of care, code of ethics, professional standards, organisation standards
Evaluating feasibility of programs or services includes:	• Direction and outcomes are evaluated against existing and future organisation mission, objectives and outcomes for consistency and congruity • Stakeholders impacted on by project or strategy are involved as much as is appropriate in setting the direction, providing input e.g. content and/or process, and marketing
Identifying and acquiring resources includes:	• Preparing submissions • Liaising with key stakeholders and assessing the availability and accessibility to funding

Unit Sector(s)

Not Applicable

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CHCORG609D Manage projects and strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to initiate, plan, implement and evaluate project management activities

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Consider the need and scope for the *project/ strategy*	1.1 In considering the need for the project or strategy, review the extent to which existing initiatives and services already address needs and issues, and incorporate results into scoping report 1.2 Clearly articulate to key stakeholders the rationale and underpinning values and beliefs for the proposed project or strategy, and seek their views and involvement as appropriate 1.3 Develop a concept plan and submit to decision-makers for consideration and approval prior to proceeding to the project plan stage

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare a project plan	2.1 Develop project plan, incorporating relevant literature and other information 2.2 Ensure project plan identifies: • a set of aims and specific and assessable objectives which address identified needs • a proposed timetable for the project/strategy • financial costs of project/strategy and relationship with available resources • benefits to client of the proposed project/ strategy 2.3 Ensure plan takes account of anticipated context and specific nature of people who will be involved in developing and implementing the project/strategy 2.4 Undertake an appropriate level of consultation with all contributors to proposed project/strategy and report their views clearly and accurately 2.5 Negotiate aspects of the plan with relevant people as required
3. Identify and acquire resources to make implementation of project plan possible	3.1 Develop funding options for implementing the plan 3.2 Where resources are not available, submit funding proposals to relevant bodies as appropriate 3.3 Make funding submissions in accordance with any guidelines available from funding bodies and written in a format acceptable to decision-makers 3.4 Undertake appropriate liaison and negotiation with decision-makers and potential funding bodies to advance the case to acquire resources
4. Promote and advertise project/strategy	4.1 Develop a marketing/promotion strategy and submit for approval to decision-makers prior to project implementation 4.2 Use a variety of appropriate communication media to promote project to target audience

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ELEMENT	PERFORMANCE CRITERIA
5. Manage implementation of project/strategy	5.1 Support those involved in implementing the project or strategy to establish and maintain clarity about the aim and objectives to be pursued 5.2 Clearly and appropriately convey logistical details to those implementing the project/strategy, including time scales, place, resources, staffing, limits and administrative procedures relating to income and expenditure 5.3 Establish, monitor and regularly review, policies and procedures to manage the use of staff, equipment and other physical assets 5.4 Develop project budget and monitor expenditure and resources against budget, in line with organisation policies, procedures and planned time scales 5.5 Identify risks associated with implementing the project or strategy and take steps to maximise high quality project outcomes 5.6 Implement strategies to ensure project/strategy is implemented in line with relevant guidelines and legal requirements and is sufficiently flexible to suit a variety of contexts and to cope with contingencies 5.7 Implement strategies to ensure project or strategy is adapted in the light of feedback, and to take account of changing social, political and economic contexts

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ELEMENT	PERFORMANCE CRITERIA
6. Evaluate and report on project/strategy	6.1 In choosing an evaluation strategy, examine a variety of models 6.2 Ensure the evaluation strategy employs appropriate techniques to collect data, taking into account the nature of information, time and resource constraints and views of people and groups who have a stake and interest 6.3 Regularly monitor implementation of the project or strategy against the agreed plan 6.4 Ensure collection, collation and reporting of evaluation information meets standards and needs of decision-makers, funding agencies and other people and groups with a stake in the project/ strategy 6.5 Use evaluation information collected to revise project/strategy, and to guide ongoing development and implementation and possible future directions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Business and strategic planning
- Financial management models/systems
- Funding sources and submission protocols
- General management principles/models
- Marketing models/systems
- People management models/systems
- Project management models/processes

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REQUIRED SKILLS AND KNOWLEDGE

- Range of services available across organisations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of knowledge related to applicable organisation and legislative requirements
- Establish, manage and evaluate projects and services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - project planning and management
  - financial /resource management
  - people management
  - research and evaluation
- Manage processes to recognise and address environmental responsibility and sustainable practice issues in relation to specific projects

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment is recommended to be conducted on more than one occasion and should include each phase of managing a project i.e. scoping, preparation, promotion, management and evaluation

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace setting e.g. portfolios, completed reports on projects etc

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Project may:	• Address the interests of either individual clients, groups or communities • Include events and campaigns of social, cultural, economic and political significance • Relate to employment creation, health, housing, legal advocacy initiatives
Strategy may relate to:	• Advertising to attract participation • Awareness raising and community education • Community participation initiatives • Political lobbying
Factors to be addressed in the design of projects/strategies will include:	• Analysis of social, political and economic factors and trends • Assessment of actual and potential impacts both positive and negative for clients

Unit Sector(s)

Not Applicable

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CHCORG610B Manage change in a community sector organisation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to foster and implement constructive and beneficial change in a complex organisation

Application of the Unit

Application	The skills described in this unit may be applied across a range of community sector workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure practices of the organisation are appropriate	1.1 Design and implement processes to regularly review relevance of organisation's philosophy in the light of needs of clients and key stakeholders 1.2 Undertake ongoing monitoring of organisation policies and practices to ensure they: • do not support discrimination • promote ethical behaviour • meet duty of care responsibilities • are based on principles of natural justice • meet funding requirements • continue to be relevant 1.3 Undertake ongoing evaluation of organisation's practices to ensure they: • are consistent with its philosophies and policies • positively contribute to meeting client and stakeholder needs

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ELEMENT	PERFORMANCE CRITERIA
2. Respond to change in the community	2.1 Implement appropriate strategies to provide accurate and current information on *trends* and changes in the community which may impact on the organisation and its clients 2.2 Identify and assess social, political and economic trends and anticipate their impact on the organisation, community and client group 2.3 Where required, commission expert advice and/or research to provide access to detailed information about trends and the likely impact of changes 2.4 Maintain currency with information and trends through membership of professional associations, research organisations and networks 2.5 Assess and revise appropriate management and work practices to reflect trends and research findings

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ELEMENT	PERFORMANCE CRITERIA
3. Initiate and implement *organisation change* within a planning framework	3.1 Identify changing requirements, initiate opportunities to change policies and practices, and promote to relevant staff, clients and stakeholders 3.2 Define the nature and scope of required changes, and develop strategies to successfully implement them, including: • determining budgetary considerations • appropriate consultation, negotiation and communication • addressing possible barriers • promoting effects and benefits of change • risk assessment 3.3 Identify and implement changes that reflect: • consideration of a range of alternatives • appropriate consultation and communication with staff, client and stakeholders • current accepted good practice • appropriate levels of planning • organisation quality assurance processes • provision of relevant training 3.4 Put in place processes to ensure outcomes of changes are evaluated against expectations and previous performance

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of approaches to organisation planning and management
- Community consultation mechanisms
- Funding/income strategies
- Marketing and promotion
- Organisation change strategies
- Principles and practices of change management theory
- Relevant government policies and systems
- Scope and operation of the industry
- The services and products of the research sources listed in the Range Statement

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult research sources identified in the Range Statement
- Develop and implement organisation policies and procedures indicated in the Range Statement
- Work with aspects of organisation change as identified in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - continuous improvement principles and practices

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REQUIRED SKILLS AND KNOWLEDGE

- literacy
- communication and negotiating with senior level decision-makers and community leaders
- preparing and delivering public presentations
- community consultation
- planning and review processes
- coordinating a complex range of issues and relationships
- analysis
- leadership and motivation
- service quality maintenance
- financial management and maintenance
- effective and safe management of technological change
- Facilitate processes to recognise and address environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions
- It is recommended that assessment take place on more than one occasion or evidence gathered that provides evidence of competence over a period of time

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Trends may include:

- Social, political and economic trends driven from a variety of sources

Organisation change may relate to:

- Building and other resources
- Community expectations
- Employment and work practices
- Internal and external policies
- Legislative and statutory framework
- Levels and sources of funding
- Management decision-making processes
- Nature and focus of service, programs and activities
- Service users/funding providers
- Staff requirements
- Technological changes

Research sources will include:

- Academic studies
- Commission of inquiry, royal commissions, senate inquiries reports
- Commonwealth and state government reports
- Conferences, seminars, visiting speakers
- Media
- Peak bodies
- Political party policy
- Professional associations journals and projects
- Publications, newsletters
- Social action and research bodies
- Statutory/government bodies

Unit Sector(s)

Not Applicable

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CHCORG611C Lead and develop others in a community sector workplace

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG611B Lead and develop others in a community sector workplace	CHCORG611C Lead and develop others in a community sector workplace	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to achieve identified work outcomes through managing, leading and developing individuals and teams in the work group or organisation

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide leadership, direction and guidance to the organisation	1.1 Provide regular briefings on work goals, plans and operational issues to work groups to minimise role ambiguity and maximise effectiveness
	1.2 Provide encouragement to develop new and innovative work practices and strategies to optimise work outcomes and better meet client needs
	1.3 Model high standards of performance and practice to staff
	1.4 Provide leadership and supervision appropriate to changing priorities and situations and take into account differing needs and backgrounds of individuals, requirements of task and client needs
	1.5 Use the diversity of individuals' knowledge, skills and approaches to enhance work outcomes
	1.6 Model application of principles and practices of equal employment opportunity, work health and safety (WHS) and participative work practices in the community sector and promote to staff

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ELEMENT	PERFORMANCE CRITERIA
2. Maximise own performance outcomes	2.1 Use effective time and work management techniques, including monitoring workflow and outcomes, to meet priorities and achieve identified objectives 2.2 Plan work and monitor progress to minimise effects of unexpected outcomes 2.3 Ensure all work undertaken complies with established policies and procedures, especially those relating to anti-discrimination and WHS in the community sector 2.4 Regularly review and revise work practices to assist achievement of identified objectives 2.5 Seek and take opportunities for continuous self development/learning
3. Manage effective work relationships	3.1 Clearly articulate the link between the group's function, goals of the organisation and individual responsibilities and communicate to staff routinely 3.2 Routinely use participative decision-making processes to allocate responsibilities and develop, implement and review work of the group 3.3 Where relevant, identify and resolve conflict with minimum disruption to workgroup function and in accordance with organisation procedures 3.4 Allocate tasks within competence of staff and support by appropriate delegation and training 3.5 Adjust interpersonal styles and methods to the social and cultural context 3.6 Communicate and interact with colleagues and management using a variety of appropriate techniques

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ELEMENT	PERFORMANCE CRITERIA
4. Manage and improve the performance of individuals	4.1 Monitor performance of the group in achieving objectives, review regularly and use as the basis for further allocation of work 4.2 Monitor and review individual outcomes in consultation with the workgroup to measure and assess progress against objectives and identify issues for attention or further work 4.3 Revise work practices as required to achieve workgroup, corporate and community sector goals and objectives 4.4 Address performance problems in fair, constructive and timely manner in accordance with relevant guidelines, procedures and natural justice 4.5 Monitor individual and group progress and provide regular feedback to optimise achievement of organisation objectives 4.6 Support the work group to develop mutual commitment and cooperation 4.7 Promote and encourage workgroup effectiveness through active participation in group activities and communication processes
5. Support, participate and review group development	5.1 Put in place development plans for each staff member, identifying relevant development activities 5.2 Develop, agree and implement action plans to meet individual and group training and development needs 5.3 Encourage and support staff to apply skills and knowledge in the workplace 5.4 Identify and deliver relevant specialist training and professional development, as required 5.5 Arrange appropriate training and provide to meet individual and organisation needs 5.6 Encourage staff to be involved in professional development and support staff to *attend training courses and to take up other development opportunities*

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ELEMENT	PERFORMANCE CRITERIA
6. Support and develop staff	6.1 Provide staff with personal and career development opportunities from within and outside of the organisation 6.2 Hold regular meetings with staff to review, adjust and develop strategies and priorities 6.3 Agree priority tasks and monitor achievement of work plans to maximise organisation effectiveness 6.4 Monitor overall performance of staff and provide regular feedback in an appropriate manner 6.5 Provide opportunities for targeted professional development in the community sector context

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Budget processes
- Effective leadership styles
- Effective team management
- Human resource development and management principles and practices
- Industrial relations legislative requirements
- Leadership qualities
- Supervision processes
- Union processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement strategies for managing stress
- Provide development opportunities appropriate to work in the community sector
- Recognise stressors within the team
- Use both participative and consultative management practices
- Use effective leadership styles
- Work effectively in a team environment in the community sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Contribute to leadership of multi-disciplinary and inter-disciplinary teams
- Demonstrate effective communication and interpersonal skills including:
  - language and literacy competence required to fulfil the procedures of the organisation
  - language used may be English, signing or a community language
  - use of interpreters where required
  - negotiation
- Demonstrate awareness and understanding of effective individual and team operations
- Demonstrate awareness of self and impact of self on others in the community sector

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workplace
- Demonstrate effective time management and work planning
- Develop relevant policies and processes if required to manage/lead and develop others in a community sector context
- Provide leadership to encourage others to recognise and address environmental responsibility and sustainable practice issues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant information affecting the workgroup can include:	• Corporate and strategic plans, including human resource management and human resource development strategic plans • Industrial awards • Personnel management guidelines and circulars • Quality standards • Relevant legislation • Work area business plans
Attend training courses and to take up other development opportunities may include:	• Assisted formal study • Conference and seminar attendance • Formal internal and external courses • Induction and orientation • On the job training • Placements at the same level, work experiences and assignments, and higher duties • Support for professional development activities

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Procedures and guidelines can include:	• Financial/administrative procedures • Fraud prevention • WHS

Unit Sector(s)

Not Applicable

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CHCORG612D Review organisation's effectiveness

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to manage the continuous improvement of practices of the organisation

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to the external environment	1.1 Implement strategies to continually identify and analyse *relevant external trends* in terms of their impact on the organisation, its clients and the community
	1.2 Implement strategies to ensure organisation practices and policies reflect current statutory and legislative requirements
	1.3 Gather best practice and comparison data and use to identify potential areas for improvement to respond to changes and trends
	1.4 Implement mechanisms to collect feedback from clients, target groups and the community and use it to review effectiveness of the organisation and relevance of strategic and business plans

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ELEMENT	PERFORMANCE CRITERIA
2. Implement continuous improvement	2.1 Use appropriate mechanisms for performance evaluation to measure organisation effectiveness including review of: • financial and personnel performance data • client satisfaction levels • compliance with current legislative/statutory requirements • protocols, practices and procedures • staff competency levels • staff planning, recruitment and training • information technology 2.2 Revise organisation practices and procedures as appropriate to reflect the outcomes of performance evaluation 2.3 Undertake consultation, including with staff and relevant industrial parties, to facilitate implementing organisation improvements 2.4 Develop and routinely apply appropriate quality assurance procedures and review for continuing relevance
3. Refocus the organisation/service	3.1 Regularly collect information on changing client and community needs and use to review continuing relevance and effectiveness of services provided 3.2 Where indicators suggest a need to change organisation services, practices and directions to reflect changing client requirements, policy or financial environment or community directions, explore a full range of options to ensure revisions are appropriate and meet needs 3.3 Where appropriate, alter strategic plans and organisation objectives and priorities to reflect changing directions in service delivery 3.4 Routinely use consultative processes to ensure staff, clients and stakeholders support changed arrangements 3.5 Provide appropriate staff training to maximise outcomes from continuous improvement processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Organisation management and development
- Process re-engineering
- Quality assurance
- Strategic planning principles and approaches

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult with staff and other relevant parties
- Develop and implement practices to improve organisation effectiveness

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective communication and interpersonal skills including:
  - language competence required to fulfil the procedures of the organisation/service
  - language used may be English, signing or a community language
  - literacy competence required to fulfil organisation's procedures
  - language used may be English or a community language
  - negotiation
- Demonstrate effective time management and work planning

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate awareness and understanding of effective individual and team operations

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on one or more occasions to enable assessment of all aspects of competence in review of organisation effectiveness

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Service/agency improvement options may include:	• Best practice management approaches • Continuous improvement processes • Process re-engineering • Quality assurance mechanisms
Relevant external trends may include:	• Changes in technology • Demographic • Economic • Impact of changing policies and services • Political/social

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RANGE STATEMENT

Internal trends/developments may include:	• Changes to staff and management • Client expectations • Industrial relations issues • Level of staff skill and commitment • New policies and work practices • Quality assurance standards • Staffing levels

Unit Sector(s)

Not Applicable

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CHCORG613D Manage organisation's strategic and business planning

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to undertake ongoing strategic planning to assist in continual improvement of the service or organisation

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Formulate a strategic and business plan	1.1 Develop desired direction and goals of the organisation in consultation with relevant *stakeholders* to reflect client needs
	1.2 Develop *strategic plan* on basis of information obtained through research into client needs, resource requirements, interests of key stakeholders and business viability
	1.3 Formulate *financial plan* to estimate cash flow *projections*, provide budgetary information and define implementation/service plans
	1.4 Formulate work/service plan aimed at supplying services that meet client expectations and satisfy quality assurance criteria
	1.5 Ensure plan identifies options for service delivery in accordance with budgetary constraints, human resource requirements, client requirements and agency objectives
	1.6 Develop promotional strategies to communicate benefits of the service to clients
	1.7 Develop risk management strategies according to agency needs
	1.8 Ensure all aspects of business plan are mutually supportive

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ELEMENT	PERFORMANCE CRITERIA
2. Apply the strategic and business plan	2.1 Implement appropriate operational and revenue control systems and routinely evaluate their ability to provide systematic support to the agency 2.2 Identify systems and key performance indicators and targets and use them to monitor agency performance and client satisfaction 2.3 Clearly communicate the organisation's business plan to relevant stakeholders and staff to ensure their understanding and support 2.4 Design/redesign and implement appropriate organisation structures to optimise achievement of organisation goals and stakeholder expectations

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Organisation development and management
- Process re-engineering
- Quality assurance
- Strategic planning principles and approaches

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use business plan as part of and to assist in improvement of the service or organisation
- Consult with relevant people
- Ensure business plan meets legislative and legal requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective communication and interpersonal skills including:
  - negotiations
  - language competence required to fulfil the procedures of the organisation/service
  - language used may be English, signing or a community language
  - literacy competence required to fulfil organisation's procedures
  - language used may be English or a community language

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REQUIRED SKILLS AND KNOWLEDGE

- numeracy competence required to complete financial plans for the organisation
- Demonstrate effective time management and work planning
- Demonstrate awareness and understanding of effectiveness of individuals and teams in the service

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • Assessment may take place on more than one occasion but must cover assessment of all aspects of formulating and applying a business plan

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Strategic plan will depend on:

- Service/organisation philosophy
- Size and scale of the service/organisation
- The client focus and needs
- The community within which it operates
- The level of available funding and the need to raise finance
- The level of risk involved

Strategic plan should include:

- Cash flow forecast
- Income and expenditure statement
- Mission, goals and objectives
- Performance measures
- Quality assurance mechanisms
- Strategies for achieving goals
- Work plans

Financial plan takes account of:

- A review of financial inputs required sources and forms of finance
- Current financial state of the organisation
- Financial performance to date
- Forms of finance including working capital, fixed capital, debt and equity capital
- Projections of likely financial results budgeting
- Risks and measures to manage or minimise risks

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RANGE STATEMENT

Sources of finance may be:

- Borrowing/investments
- Commercial activities
- Financial institutions
- Government sources
- Industry sources
- Through donations

Projections may include:

- Cash flow estimates
- Estimates of profit and loss
- Resource requirements

Stakeholders may include:

- Clients
- Community
- Government and/or funding bodies
- Industry associations
- Management
- Providers of finance
- Suppliers of resources
- Workers

Unit Sector(s)

Not Applicable

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CHCORG614C Manage a community sector organisation

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG614B Manage a community sector organisation	CHCORG614C Manage a community sector organisation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to plan and monitor the development direction and changes of a complex organisation, range of programs or major program area

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Coordinate organisation planning	1.1 Identify appropriate *strategic alliances* and negotiate and maintain participation
	1.2 Identify overall purpose and philosophy of the organisation and translate into a written or recorded set of aims and objectives which are clearly understood, measurable and attainable and evaluated as appropriate
	1.3 Implement appropriate corporate planning processes that make best use of internal and external consultation processes
	1.4 Implement appropriate corporate planning processes to ensure responsiveness to client needs
	1.5 Undertake appropriate consultation with relevant people and agencies
	1.6 Establish appropriate management structure and process to coordinate corporate planning, advise decision-makers and reflect principles and philosophy of the organisation
	1.7 Analyse the way in which values and beliefs of workers and stakeholders may influence defined organisation purpose and philosophy and communicate to all relevant participants
	1.8 Make resources available as appropriate to support the planning processes at all levels
	1.9 Develop systems, processes and timeframes for all aspects and components of the planning process

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ELEMENT	PERFORMANCE CRITERIA
2. Design and implement the structures and process of the organisation	2.1 Determine appropriate structure for the organisation to match organisation philosophy and purpose 2.2 Develop, agree, implement and monitor lines of decision-making and accountability 2.3 Prepare budgets in line with strategic plan and make allowance for all requirements and components of planning and implementation of programs and services 2.4 Establish financial accountability systems which meet agreed organisation best practice provisions 2.5 Ensure planning guidelines provide for inclusion of appropriate statutory, legislative and practice provisions 2.6 Develop clear, fully documented planning guidelines and systems and make them accessible to all involved
3. Implement evaluation processes	3.1 Hold appropriate consultations with stakeholders to examine issues and trends and advise decision-makers of outcomes as required 3.2 Complete all required reporting in a timely way in accordance with organisation requirements 3.3 Identify, develop and implement appropriate evaluation arrangements with representation from relevant stakeholder groups 3.4 Prepare advice and provide to decision-makers within the negotiated format and timeframe
4. Enable organisation to meet legal requirements	4.1 Implement mechanisms to ensure relevant commonwealth, state and local government legal requirements are identified and adhered to 4.2 Regularly update information about current legal requirements and if appropriate, develop proposals to modify organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Establish the profile of the organisation and market its services	5.1 Use formal and informal networks as channels to communicate the organisation's activities and achievements 5.2 Use a range of communication media and activities to convey information about activities and achievements of the organisation to encourage support and interest 5.3 Seek and utilise opportunities to promote the organisation through media, government and the community 5.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation's activities
6. Give direction for the effective management of the organisation	6.1 When required, develop and articulate policies and procedures for the employment role of the organisation and monitor their implementation 6.2 Promptly address problems in implementing defined procedures to ensure resolution 6.3 Prepare reports to comprehensively and accurately describe organisation's activities and achievements and present to relevant stakeholders and management, as required 6.4 When required, facilitate processes of management and/or board meetings to ensure effective and informed deliberations and decision-making 6.5 Identify and implement mechanisms for effective coordination of activities and services

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ELEMENT	PERFORMANCE CRITERIA
7. Manage *changes in the organisation*	7.1 Identify policy, social, political and economic trends and assess their potential impact on the organisation 7.2 Assess and revise management and work practices relative to social, political and economic trends and impacts 7.3 Define and monitor *indicators for change* within the organisation 7.4 Identify and promote opportunities for positive change and undertake appropriate work to maximise support from staff, clients and stakeholders

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Best practice including:
  - accountability
  - administrative systems and principles
  - consumer focus
  - current information technology and programs relevant to the organisation or industry
  - enterprise agreements
  - information management policies, practices and systems in the community sector
  - management systems and principles
  - management of sustainability
  - performance monitoring and review
  - performance standards
  - service quality development
  - training and skills development and recognition
- Statutory and legislative requirements including:
  - corporate affairs/incorporation/Australian Securities Commission
  - equal employment opportunities principles and practice
  - funding/service contracts/agreements
  - industrial relations/enterprise contracts
  - non discrimination
  - work health and safety (WHS)
  - taxation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Coordinate the use of relevant information technology effectively to address organisation requirements in line with work health and safety (WHS) guidelines
- Design strategies to involve and communicate with all major stakeholders
- Develop strategies for adapting organisation to changes
- Manage organisation change

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- Undertake strategic planning
- Use information technology and software programs as required by the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - strategic thinking
  - decision-making
  - environmental scanning
  - analysis/evaluation
  - facilitation
  - high level liaison
  - high level oral and written communication
- Apply principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Strategies for the development of policies, practices and standards may include:

- Change management
- Organisation development

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Indicators for change include:

- Change in government polices and associated change in organisation focus
- Level of commitment to organisation's aims and objectives
- Management committee
- Organisation executive management turnover
- Relationship with external agencies
- Staff
- User involvement

Communication designed to promote the organisation include:

- Brochures
- Fliers and other written advertisements
- Letters
- Poster and other artwork and audiovisual advertisements
- Verbal presentations

Changes in the organisation may be related to:

- Changing service users
- Different levels of funding
- Employment and work practices
- External policy change
- Legislative change
- Management decision-making processes
- Membership changes
- Nature and focus of service, programs and activities
- New buildings and other resources
- Staff requirements
- Technological change

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Strategic alliances will include:

- Business leaders
- Community leaders
- Funding agencies
- Industry networks
- Key government officers
- Key public policy and decision-makers
- Media
- Ministerial advisers and staff
- Ministerial advisory committees
- Other key agencies/organisations
- Political parties and committees
- Professional associations
- Social/economic/political researchers, analysts and advisers
- Special interest groups
- Specialist services

Information management may relate, for example, to:

- Establishment and maintenance of policies, procedures and systems to ensure security of information where required to address legislative requirements, such as privacy / confidentiality and WHS
- Establishment and maintenance of policies, procedures and systems to support collection and recording of information required for a range of purposes, such as:
  - business analysis, planning and ongoing management
  - quality assurance, accreditation and/or audit purposes
  - sales and marketing
  - organisation review and evaluation processes
- Maintenance of up-to-date client and network database information

Unit Sector(s)

Not Applicable

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CHCORG615D Promote the organisation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop and implement promotional strategies and activities to maximise organisation's effectiveness

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Design and implement a promotional strategy	1.1 Develop and maintain a profile of all potential users of the organisation is as part of the organisation strategic and business plan 1.2 Assess and obtain *resources required* to effectively promote the service 1.3 Develop *promotional materials* and make them accessible to all target groups
2. Monitor, evaluate and review the promotion strategy	2.1 Set and monitor goals for service use by identified client groups in accordance with organisation procedures 2.2 Establish and use *feedback mechanisms* to review and evaluate the impact of service provision and promotional strategies 2.3 Adjust service provision and promotional activities as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Factors which lead to a client being eligible and having priority for service
- Factors which might hinder access to service
- Funding program guidelines
- Marketing/promotional techniques appropriate to the client group and community
- Organisation guidelines for service
- Range of local community services and health agencies
- The users and potential users of the service considering cultural backgrounds, social circumstances, range of abilities and disabilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively promote the organisation using appropriate strategies

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research
  - marketing/promotion
  - communication
  - networking
  - research

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REQUIRED SKILLS AND KNOWLEDGE

- budgeting
- report writing
- evaluation
- presentations
- negotiation

- Promote effective principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • It is recommended that assessment take place on more than one occasion to ensure that all aspects of promotion are assessed i.e. design, monitor and evaluate promotional strategy

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace e.g. Promotional material developed, written strategies for targeting audience etc

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Resources required will include:	• Staff and physical equipment/materials required to promote the organisation effectively
Promotional materials will include:	• Activities such as workshops/forums/presentations/information displays • Articles or advertisements in local or national media • Information about the funding program and organisation eligibility criteria
Appropriate people will include:	• Clients • Colleagues • Community health workers • Funding bodies • Other key stakeholders • Other related service providers as appropriate
Feedback mechanisms may include:	• Surveying clients by questionnaire, informal discussion and/or focus groups

Unit Sector(s)

Not Applicable

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CHCORG616C Manage training

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to plan, develop and implement training as a specialist activity to address individual skill levels to optimise organisation's performance

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain training records	1.1 Establish and maintain appropriate means to store and access information on trainees, training programs and equipment, materials and resources according to: • organisation policies and procedures • legislative requirements • need to protect confidentiality 1.2 Store training records securely and make available to authorised persons and trainees when required according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Report and advise on training	2.1 Prepare reports on training related matters and provide to teams and management as required in accordance with organisation policies and procedures 2.2 Identify impacts of training on skill levels and improvements in service and communicate to relevant personnel 2.3 Make recommendations to teams and management on desirable future training initiatives based on organisation objectives and identified training needs 2.4 Maintain and enable staff to access training literature and information on training techniques and trends 2.5 Promote implementation of current training trends and practices in the organisation
3. Manage training expenditure and resources	3.1 Prepare and write the training budget to reflect organisation resourcing and budget limits and training need priorities 3.2 Maintain training records, including expenditure and costs, and use to develop recommendations for future action 3.3 Maintain required training resources according to organisation procedures 3.4 Make available appropriate training resources and materials as required 3.5 Allocate appropriate staff to training activities 3.6 Access funding sources wherever available to assist in providing training opportunities
4. Maintain training activities within organisation and legal requirements	4.1 Manage and evaluate training activities to determine effects on achieving organisation goals and to ensure compliance with relevant policies, awards and legislation 4.2 Manage training activities to take due account of relevant training reform policies and initiatives

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles and practices of human resource development
- Organisation strategic directions and objectives
- National policy and principles related to training
- Strategic and financial planning models/principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop systems for planning, delivering and monitoring training
- Manage budget processes
- Apply current trends and practices in training
- Apply legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - report and submission preparation
  - financial analysis and planning
  - application of information technology

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment must include all aspects of managing training

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for managing training include:	• As a manager of a training and development unit/branch/section • As a manger of a work area/unit/program

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RANGE STATEMENT

Managing training will be carried out within requirements established by:

- Organisation mission, direction, policies
- Relevant human resource management policies and procedures
- State and commonwealth legislation
- Organisation policies and procedures
- Relevant program standards
- Adult learning principles and education policy
- Training and development principles
- Resourcing arrangements
- Competency based training principles and practices
- Relevant professional bodies

Unit Sector(s)

Not Applicable

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CHCORG619D Manage quality of organisation's service delivery outcomes

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG619C Manage quality of organisation’s service delivery outcomes	CHCORG619D Manage quality of organisation’s service delivery outcomes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to manage quality assurance processes as required to maintain quality service outcomes in line with organisation policy in the community services industry

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate outcomes for clients accessing the service	1.1 Clearly state the service's philosophy, goals and objectives based on client service delivery and use to design criteria for evaluation
	1.2 Investigate and document *the effects of services on all clients*
	1.3 Monitor program quality according to relevant service and industry *standards*
	1.4 Use a range of appropriate processes to review client service outcomes
	1.5 Establish and use feedback mechanisms to involve all users of the service
	1.6 Establish mechanisms to provide clients with information about evaluation results
	1.7 Involve all *relevant parties* in *evaluation processes*
	1.8 Communicate information gained from the evaluation to relevant parties

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ELEMENT	PERFORMANCE CRITERIA
2. Plan and implement changes/strategies to improve outcomes	2.1 Design and implement a *plan to develop the quality of service* with others 2.2 Design and implement policies to foster quality service 2.3 Provide information to relevant parties about the plan and the processes to be used 2.4 Design a plan to develop the quality of service to ensure participation by all those involved 2.5 Respond to and investigate complaints and use as feedback to improve outcomes 2.6 Include in plan priorities, immediate goals and long term goals for improving quality of service 2.7 Obtain or request required resources from appropriate sources
3. Ensure client service standards and codes of practice	3.1 Regularly communicate service criteria regarding quality to all stakeholders 3.2 Establish *procedures to check that appropriate practice* is carried out 3.3 Model and demonstrate good practice to all workers 3.4 Provide information about good practice to all stakeholders 3.5 Promote examples of good practice to workers 3.6 Regularly remind workers of service standards and organisation expectations 3.7 Confront issues with workers and develop a plan for improvement 3.8 Promote a focus on outcomes for the client

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ELEMENT	PERFORMANCE CRITERIA
4. Manage quality assurance processes	4.1 Undertake appropriate planning to ensure involvement of all parties in quality improvement processes 4.2 Define continuous improvement processes and monitor their implementation to ensure quality client service delivery 4.3 Implement processes to promote continuous improvement in the workplace 4.4 Continuously evaluate outcomes of client services for impact on the local community

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Structure of service/organisation
- Network of relevant services
- Service guidelines
- Knowledge of legal/legislative requirements
- Quality assurance processes relevant to service type
- Mission statements, philosophical statements of organisation
- Community needs
- Needs of clients of all abilities, disabilities
- Cultural background, values and beliefs
- Up to date knowledge of 'good practice'
- Role model
- Ethics, duty of care
- Rights of clients
- Relevant accreditation principles e.g. QIAS and service standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement evaluation processes based on relevant service and industry standards
- Apply a model of quality service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - cross cultural communication
  - observation and analysis of information
  - goal setting
  - data collection
  - leadership

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  - persuasive communication
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or under simulation • It is recommended that assessment take place on more than one occasion
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace
Related units:	This unit is recommended (but not required) to be assessed in conjunction with related unit: • CHCPOL504B Develop and implement policy

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Evaluating process relating to outcomes for clients will vary according to the location of the service and may include:	• Observation • Review discussions • Gathering feedback from clients via surveys • Collating observations of workers and interpreting data
The effects of services on all clients may include:	• Social/emotional/physical/well being • Whether client's needs are met • Changing the circumstances for the client

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Relevant standards which maybe used to monitor a service may be:

- Licensing requirements
- Quality assurance
- Legal/legislative requirements
- Accreditation principles
- Service guidelines and policies
- Work health and safety (WHS)
- Guidelines of funding body

Relevant parties may include:

- Carers and significant others of clients
- Management committee
- Funding bodies
- Other professionals
- Workers
- Clients
- Community members
- Experts

A plan to develop the quality of service may include the development of:

- Effective reporting and complaints mechanisms
- Staff training/development of management skills
- Meetings and information exchanges

Procedures to check that appropriate practice may include:

- Observation
- Gathering feedback from all involved
- Co-participating
- Meetings - discussion
- Auditing by outside experts

Quality assurance systems may include:

- Continuous improvement systems
- Accreditation systems
- Quality systems
- Organisation's own internal system

Unit Sector(s)

Not Applicable

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CHCORG620D Promote and represent the service

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG620C Promote and represent the service	CHCORG620D Promote and represent the service	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to promote and represent the organisation to the community

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote community awareness of the clients, their needs and their importance	1.1 Prepare and deliver *presentations* in a way appropriate to the target group 1.2 Design presentations to be relevant to the concerns and interests of the target group

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ELEMENT	PERFORMANCE CRITERIA
2. Promote the service to increase its profile in the community	2.1 Identify stakeholders and supporters in the community and their particular interests and resources 2.2 Target communications to areas where the profile needs raising or clarifying 2.3 Facilitate opportunities for the community to view and contribute to the service 2.4 Prepare and use a range of materials and resources providing information to the community 2.5 Use a range of different *methods of promotion* 2.6 Develop and use a strategy to review the profile of the service in the community 2.7 Develop information campaigns to address particular issues, as required 2.8 Consider and utilise as relevant opportunities for involvement in the community 2.9 Encourage staff to participate in appropriate forums 2.10 Utilise press and other publicity appropriately 2.11 Provide accurate and positive information to the community to develop a positive community image
3. Represent the service	3.1 Clearly and accurately represent the philosophy, purpose, policies and procedures of the service 3.2 Respond to and follow up questions and concerns about the service 3.3 Represent the service's need for resources to appropriate forums/organisations 3.4 Represent the perspective and experience of the service to relevant forums

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ELEMENT	PERFORMANCE CRITERIA
4. Respond to negative publicity and perceptions, as required	4.1 Analyse negative publicity and perceptions for potential outcomes and implications for the service
	4.2 Listen carefully to spokespersons in order to develop an understanding of their position
	4.3 Seek advice from stakeholders and supporters in the community if required
	4.4 Nominate a spokesperson to represent the service if required
	4.5 Ensure communications used do not exacerbate existing negative perceptions
	4.6 Review organisation policies in light of issues raised, as appropriate
	4.7 Develop and implement a strategy to deal with negative publicity and perceptions

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current trends in client service delivery
- Range of organisations and their provision of service
- Ideas about issues where promotion is required relevant to the service
- Awareness of relevant current issues, concerns and debates
- Relevant accreditation principles and service standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and deliver an effective and convincing promotion of the organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Listen to and investigate other points of view about organisations and their practices
- Demonstrate application of skills in:
  - communication skills, both written and spoken
  - negotiation skills
  - conflict resolution skills
  - basic skills in presenting information clearly and with impact, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - commitment to service/field
  - networking skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or under simulation • Assessment may be conducted on one or more occasions but should include demonstration of the critical aspects of assessment and include at least three different methods of promotion
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods of promotion may include:

- Public speaking
- Articles and reports in local media
- Press releases
- Liaison
- Lobbying
- Leaflets
- Radio interviews
- Posters

Presentations may need to vary according to the needs of the target group and may include:

- Age
- Language
- Cultural beliefs and practices

Aspects that may be promoted include:

- Needs for community support
- Contribution of families to the workplace and/or community
- Examples of achievements
- Breaking down stereotypes
- Dispelling myths
- Changing needs in the community with regard to needs

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Promotion and representation of the service may be targeted to:	• The local community • Specific stakeholders or key people • Specific groups within the community • Organisations who have a related role • Existing and potential referral sources • Parent groups • Service users • Government agencies • Existing and potential funding sources • Local schools and organisations
Represent the service may be required in a range of contexts such as:	• Meetings and forums • Consultation processes • Enquires to the service • Training opportunities • Conferences and seminars • Community education
Managing negative publicity, as well as promoting a service may depend on:	• The financial resources of the service/organisation

Unit Sector(s)

Not Applicable

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CHCORG621D Act as a resource to other services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG621C Act as a resource to other services	CHCORG621D Act as a resource to other services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for a worker to act as a resource to other services

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Identify needs/issues* in consultation with the service	1.1 Consult all relevant people/stakeholders to identify main issues and relevant *information* 1.2 Identify different perceptions about issues 1.3 Identify contextual pressures, restraints and resources relevant to issues 1.4 Identify areas of common understanding

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ELEMENT	PERFORMANCE CRITERIA
2. Provide information and advice	2.1 Develop appropriate and relevant information materials and provide in suitable formats and a timely manner to address issues and needs of services 2.2 Organise and facilitate meetings 2.3 Appropriately safeguard and develop the confidence of workers in the services 2.4 Recommend alternative processes/structures to improve the service 2.5 Develop and communicate innovative models for service delivery 2.6 Identify and recommend services which can offer additional advice or information 2.7 Provide appropriate information to extend people's awareness of potential outcomes and strategies
3. Develop and implement models and strategies, in consultation with the service	3.1 Discuss a range of options and develop an action plan with relevant people 3.2 Include in plan a process for review and follow up 3.3 Implement strategies with service personnel as requested and needed 3.4 Identify resources to implement the action plan and support the service to gain them 3.5 Provide demonstrations as required to assist implementation of new approaches 3.6 Provide appropriate support coaching to develop necessary competence 3.7 Undertake mediation and negotiation as required to assist in resolving any *conflict*

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Management structures and processes relevant to the service type
- Industrial relations-explain/interpret award, rights and responsibilities of different parties, places to contact for advice
- Legislative requirements for service type
- The development of policies and procedures
- Employment processes
- Budgeting, taxation, superannuation, wages
- Role of external resource person
- Up-to-date knowledge of issues in the sector
- Group dynamics of teams
- Organisation cultures
- Work health and safety (WHS)
- Resources required
- Relevant accreditation principles and service standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Integrate a range of current thinking and practice in the area of service delivery to define an operational framework which meets client needs and is consistent with organisation practice
- Act as an expert to influence others

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - conflict resolution and mediation
  - monitoring, coaching, demonstrating
  - promotion of services
  - meetings-chair, facilitate

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- high level communication skills
- developing written information resources, including effective use of relevant information technology in line with work health and safety (OHS) guidelines
- research information that is required
- reflective practice-awareness of personal bias
- submission writing
- lobbying

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or under simulation • Assessment may be conducted on one or more occasions but should include demonstration of the capacity to integrate a range of current thinking and practice in the area of service delivery to define an operational framework which meets client needs and is consistent with organisation practice and to act as an expert to influence others

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Identify needs/issues in the service may be via:	• Observation of environment, interactions, practices, equipment, program • Conversations • Meetings • Collecting and analysing data e.g. promotional materials, demographic information, policies, programs • Analyse feedback from parents, community members etc. • Visiting service
Issues and needs of services may include:	• Development of administration and management structures and processes • Viability of service • Establishment of service • Communication difficulties • Unresolved conflict • Accountability
Information may be provided to the service through:	• Telephone • Regional/local meetings • Written materials • Face-to-face
Conflict may be between:	• Staff and management • Service and sponsoring body • Service and funding/legislative representative • Staff and staff • Service and community group

Unit Sector(s)

Not Applicable

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CHCORG624E Provide leadership in community services delivery

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG624D Provide leadership in community services delivery	CHCORG624E Provide leadership in community services delivery	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply a leadership role determined and supported by the community

The leadership role includes providing direction and promotion of community services, processes and outcomes and influencing effective industry practice

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop effective *leadership* role	1.1 Identify role, responsibilities and parameters for exercising influence and negotiate with key people in organisation and community to ensure support 1.2 Establish authority and accountability according to organisation's guidelines and community requirements 1.3 Assess factors that will impact on leadership style and role and address in developing individual and organisation practice

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ELEMENT	PERFORMANCE CRITERIA
2. Provide direction	2.1 Develop and maintain consultation structures to support coordinated planning and decision-making 2.2 Develop and maintain strategic alliances with key people to maximise personal and organisation effectiveness 2.3 Routinely model and promote effective communication and interpersonal skills 2.4 Implement appropriate continuous improvement processes to ensure ongoing effectiveness of work
3. Promote community work and maintain quality performance	3.1 Research and analyse *factors* that influence effectiveness of performance 3.2 Develop and implement *strategies to promote effectiveness of community work* 3.3 Research and establish *strategies to develop and maintain quality performance* 3.4 Develop, negotiate, promote performance standards and requirements and use to guide organisation and personal work delivery 3.5 Negotiate implementation of changes to practices, policies and procedures and promote to gain support

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Characteristics, relationships, influence and accountability in the community
- Complex cultural awareness and practice
- Government programs and policies
- Models of leadership
- Nature and structure of the community services industry
- Organisation's guidelines
- Policies and theories of community services
- Policies and theories of productivity and human services
- Relevant industrial relations policy, structures and practice
- Relevant legislation
- Research methodologies
- Social/political/organisation systems and structures
- Strategic planning
- Training and education policy systems and provision

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high level leadership to communities to enable achievement of common goals
- Influence effective practice in community work and/or the community services industries

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - Leadership based on specified objectives and community factors
  - Strategic planning designed to achieve identified community outcomes
  - Analysis of community relationships
- Demonstrate application of high level skills affecting organisations, industry and the

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broadest community, including:
  - evaluation
  - communication
  - negotiation
  - analysis
  - developmental practice
- Provide leadership in applying principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed in the workplace, in the community or in relevant simulation • Consistency in performance should relate to outcomes required by community leadership
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace or community or to an environment capable of accurately simulating these
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Factors which may have an impact on community work will include:	• Attitudes, values, beliefs • Composition and nature of the community • Government role and policies • Organisation policy and principles • Other agencies, networks, services • Resources • Roles, relationships, obligations, accountability and protocol
Review of community work may include:	• Internal and external research • Internal evaluation • Specifically commissioned research
Leadership may include:	• Direct and indirect influence on attitudes, decisions and action • Formal and informal roles and positions • Individual and group roles and positions
Factors influencing effective community services may include:	• Career structures • Competence • Coordination/leadership • Culture • Flexibility/adaptability • Government • Image/morale • Industrial structures • Organisation • Performance standards • Policy • Public • Resources • Service • Service standards • Skills • Social • Social/community/political/economic change • Training/education/development

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Strategies to promote effectiveness of community work may include:	• Evidence gathering • Presentation in relevant forums and to key people
Strategies to develop and maintain quality performance may include:	• Appropriate utilisation of existing community structures and processes • The development and maintenance of relevant industry and practice standards
Requirements for the development of performance and assessment strategies may include:	• Appeals mechanisms • Appraisal/recognition of prior learning • Assessment models/tools • Curriculum/teaching/education provision • Enterprise • Individual • Industry • National • Organisation • Recognition/accreditation • Research/publications/promotion/information • Sector • Use of existing standards

Unit Sector(s)

Not Applicable

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CHCORG626B Manage a service level agreement

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop, implement and evaluate formal client support agreements and partnerships between generalist housing providers and specialist support providers

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate partnership opportunities	1.1 Gather and analyse information on potential partners
	1.2 Target partners according to organisation needs analysis and strategic directions where appropriate
	1.3 Make contact with relevant *partner organisations*
2. Negotiate *support* agreement terms and conditions	2.1 Conduct negotiations to maintain partnership focus and protect client's interests
	2.2 Conduct negotiations in a flexible manner within previously determined parameters
	2.3 Clearly define roles and responsibilities of each partner, including level and type of support
	2.4 Address confidentiality and privacy issues where appropriate
	2.5 Address dispute resolution issues
	2.6 Develop and follow communication protocols
	2.7 Sign service support agreement

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ELEMENT	PERFORMANCE CRITERIA
3. Implement support agreement	3.1 Negotiate and schedule regular meetings with partners as appropriate
	3.2 Consult clients at all stages of implementation
	3.3 Develop and use dispute resolution strategies where necessary
	3.4 Ensure all reporting requirements are met in accordance with organisation procedures
4. Evaluate support agreements	4.1 Develop criteria for evaluation of partnership
	4.2 Seek client feedback in the evaluation process
	4.3 Measure performance against agreed criteria
	4.4 Amend support agreements and re-negotiate with partner organisation where appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Funding guidelines
- Referral networks
- Confidentiality and Privacy Act
- Support needs of clients
- Community needs and key issues
- Relationship between service providers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate effective work relationships with relevant organisations
- Negotiate, develop and sign off on a partnership contract
- Demonstrate application of understanding of organisation and community needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - negotiation
  - analysis
  - facilitation
  - communication
  - networking

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REQUIRED SKILLS AND KNOWLEDGE

- referral

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence must include observation in the work environment or in a simulated work setting
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment

Method of assessment:

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Partner organisations may include but are not limited to:

- Women's refuges
- Social housing providers
- Youth refuges
- Aboriginal services
- Mental health teams
- Disability services
- NESB services
- Education providers
- Migrant resource centres
- Local councils
- Drug and alcohol services
- Charities and welfare agencies
- Juvenile justice
- Area health services

Documentation could include but is not limited to:

- Partnership contract/service agreement
- Promotional material
- Protocols
- Dispute process

Relevant legislation may include, but is not limited to:

- Privacy legislation
- Residential Tenancy legislation

Support may include:

- Visits
- Participation in case conferences
- Telephone contact
- Education
- Exchange of reports
- Life skills training
- Emotional support
- Social support
- Legal support
- Referral to other agencies

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Unit Sector(s)

Not Applicable

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CHCORG627B Provide mentoring support to colleagues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to act as a mentor to other individuals in the industry or workplace

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a relationship with *mentoree*	1.1 Use effective communication styles to develop trust, confidence and rapport 1.2 Make agreements on how the mentoring relationship will be conducted including: • the amount of time involved for both parties • confidentiality of information • scope of issues to be covered 1.3 Discuss and clarify expectations and goals with mentoree

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ELEMENT	PERFORMANCE CRITERIA
2. Offer mentoring support	2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals
	2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals
	2.3 Encourage the mentoree to make decisions and take responsibility for courses of action or solutions under consideration
	2.4 Provide supportive advice and assistance in a manner that allows mentoree to retain responsibility for achievement of their own goals
	2.5 Recognise and openly discuss *changes in the mentoring relationship*
	2.6 Make adjustments to the relationship to take account of the needs of both mentor and mentoree

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills in relation to listening supportively, questioning, providing feedback constructively, challenging limitations and non-verbal communication
- Significant knowledge and experience of the area of practice in which the mentoree operates

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of the role and benefits of mentoring
- Use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- Demonstrate application of effective communication styles

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of understanding of mentoring, its role and potential benefits
- Demonstrate application of communication skills including:
  - listening supportively
  - questioning
  - providing feedback constructively
  - challenging limitations
  - non-verbal communication

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment must ensure activities are conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods must be chosen to ensure that mentoring skills can be practically demonstrated
- Methods must include assessment of knowledge as well as practical skills and may include, for example:
  - evaluation of reports detailing mentoring activities undertaken by the candidate (taking account of confidentiality issues)
  - interview with the mentoree to evaluate the mentor's skills
  - oral or written questions to assess knowledge of the key concepts of mentoring
  - review of portfolio's of evidence and third party workplace reports of on-the-job performance by the candidate

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Mentoree may work within the same or different organisations as the mentor and:

- The mentoring process may apply to any area of organisation or professional endeavour
- Expectation and goals for mentoring may include:
  - acquisition of specific skills
  - progress with overall development
  - individual professional and personal development

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RANGE STATEMENT

Changes in the mentoring relationship may include:	• Inability of one party to continue participation • Identification of a need for assistance from others with different skills • Achievement of goals and decision to conclude the relationship • Changes in the dynamic of the relationship

Unit Sector(s)

Not Applicable

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CHCORG701C Provide leadership as a practitioner in community services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG701B Provide leadership as a practitioner in community services	CHCORG701C Provide leadership as a practitioner in community services	Unit updated in V4.ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide leadership in the practice of one or more disciplines in the community sector

The leadership role includes the development and promotion of effective and where appropriate innovative approaches to achieving outcomes for clients, providing practice supervision of other practitioners and influencing policy and system change

Application of the Unit

Application

The skills described in this unit may be applied across a range of community sector workplace contexts

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities for effective *leadership* as a practitioner in the community sector	1.1 Identify role, responsibilities and parameters for exercising influence in own area of practice 1.2 Clarify own vision, values and key strengths in relation to advancing practice in the current environment for future benefits to the community sector 1.3 Identify areas of practice in need of improvement and explore innovative approaches to achieve enhanced outcomes for individuals, groups and communities 1.4 Identify key people and processes in own and other organisations to support advances in the community sector 1.5 Identify barriers and strategies to influence change in an organisation or between organsiations 1.6 Identify leadership approach to suit the current context and build on own strengths 1.7 Assess *factors that may impact* on leadership style and role and address in developing aspects of own and organisation practice

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ELEMENT	PERFORMANCE CRITERIA
2. Work collaboratively with colleagues and other stakeholders	2.1 Develop and maintain consultation structures to support coordinated planning and decision-making in relation to enhancing practice to achieve identified outcomes with individuals, groups and communities 2.2 Develop and maintain strategic alliances with key people to maximise personal and organisation effectiveness 2.3 Routinely model and promote effective practice in the community sector 2.4 Implement appropriate continuous improvement processes to ensure ongoing practice effectiveness 2.5 Provide guidance, coaching and mentoring as appropriate to enhance practice in the sector
3. Promote and maintain quality performance in community sector work	3.1 Research and analyse factors that influence effectiveness of performance 3.2 Develop and implement *strategies to promote effectiveness of community sector practice* 3.3 Research and establish *strategies to develop and maintain quality performance* 3.4 Develop, negotiate, promote performance standards and requirements and use to guide organisation and personal practice 3.5 Negotiate implementation of changes to practices, policies and procedures and promote to gain support 3.6 Provide individual or group supervision for other staff

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A broad understanding of how the Australian political system and the Australian legal system are structured
- Awareness of complex cultural issues in the community sector and application of this awareness in an advanced practice context
- Literature on models of leadership, influence, mentoring and coaching
- Literature on policy development and public policy
- Nature and structure of the community services and health industries
- Organisation's guidelines both employer's and those of relevant other organisations
- Policies and theories underpinning organisation directions, approaches and targeted outcomes in the delivery of community services
- Relevant industrial relations policy, structures and practice
- Relevant legislation, regulations and government policies and standards
- Strategic planning in the context of community services practice
- Widely accepted accountability and transparently processes relevant to the practitioner's work sector

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate an appropriate approach to leadership/mentoring/coaching in the particular work context and in line with own strengths and vision
- Demonstrate high level leadership/mentoring/coaching to enhance effectiveness of client outcomes in community sector practice
- Influence effective practice in community work and/or the community services industries

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - leadership/mentoring/coaching based on specified objectives and factors
  - strategic planning designed to achieve identified outcomes for individual, group

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and/or community clients
  - analysis of practice in relation to achievement of identified outcomes
- Demonstrate application of high level practice skills, including:
  - situation analysis
  - stakeholder identification
  - communication, liaison and consultation
  - negotiation
  - networking
  - convening and/or participating in meetings
  - articulate a developmental approach to practice
- Provide leadership in addressing environmental responsibility and sustainable practice issues
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed in the workplace, in the community or in a relevant simulated environment e.g. use of case studies, use of role plays • Consistency in performance should relate to outcomes required by leadership in area of practice

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace or community
  - an environment capable of accurately simulating these
  - assessor with a relevant professional background and experience as a practitioner
  - self assessment exercises

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Factors that may impact on practice will include:

- Attitudes, values, beliefs of stakeholders
- Composition and nature of the service system
- Government role and policies
- Organisation policy and principles
- Other organisations, networks, services
- Resources
- Roles, relationships, obligations, accountability and protocol

Review of practice situation may include:

- Client, carer and worker feedback
- Continuous improvement processes
- Internal and external research
- Internal evaluation
- Literature review
- Specifically commissioned research

Leadership may include:

- Direct and indirect influence on attitudes, decisions and action
- Formal and informal roles and positions
- Individual and group roles and positions
- Influencing policy development
- Influencing structures and processes

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Factors influencing effective community services may include:	• Career structures • Competence • Coordination/leadership • Culture • Economic and financial factors • Flexibility/adaptability • Government directions and initiatives • Image/morale • Industrial structures • Organisation structures and relationships with other organisations • Performance standards • Policy • Resources • Service standards • Service system structure and gaps • Skills • Social and family relationships • Social/community/political/economic trends • Training/education/development
Strategies to promote effectiveness of community sector practice may include:	• Evidence gathering • Giving and receiving mentoring and/or coaching • Presentation in relevant forums and to key people • Situation analysis
Strategies to develop and maintain quality performance may include:	• Appropriate utilisation of existing structures and processes • The development and maintenance of relevant industry and practice standards • Training and professional development

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Development strategies may be based upon:

- Appeals mechanisms
- Appraisal/recognition of prior learning
- Assessment models/tools
- Curriculum/teaching/education provision
- Recognition/accreditation
- Research/publications/promotion/information Use of existing standards such as:
  - organisation
  - sector
  - industry
  - national
  - enterprise
  - government

Unit Sector(s)

Not Applicable

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CHCOSHC401A Support children to participate in outside school hours care

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to support and guide children's effective participation in outside school hours care

Application of the Unit

Application	This unit applies to the work undertaken in outside school hours care with children aged 5-12 years

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the support needs of children in outside school hours care	1.1 Assess specific *support needs* of the child and match to any existing experiences in the program 1.2 Use *appropriate communication techniques* to engage children and to identify specific needs 1.3 Consult with supervisor about particular needs of children including cultural, abilities and *developmental* and behavioural needs 1.4 Ensure knowledge of individual children's support and guidance needs is clarified with parents/carers, supervisor and child prior to working with child 1.5 Recognise and support sibling relationships where appropriate in the care environment

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ELEMENT	PERFORMANCE CRITERIA
2. Implement appropriate support and guidance strategies in care environment	2.1 Implement strategies to ensure inclusion of children from diverse backgrounds and children with additional needs 2.2 Define and implement appropriate procedures to *minimise effects of aggressive or abusive behaviour* of children 2.3 Use age appropriate approaches and communication to enable children to express their need for support in a range of ways
3. Determine effectiveness of individual support provided	3.1 Design and *implement appropriate processes for the review of individual child support needs* 3.2 Access support from supervisor as required to optimise the child's participation in outside school hours care 3.3 Ensure support provided reflects *organisation procedures, industry standards* and respect for the child as an individual 3.4 Regularly consult with supervisor and family to review effectiveness of support provided in outside school hours care
4. Monitor and adjust support strategies to include review outcomes	4.1 Regularly review information and support provided to children to assess continuing relevance and effectiveness 4.2 Attend meetings with other staff as appropriate to identify and evaluate outside school hours care service 4.3 Identify and discuss problems experienced in providing support to children and develop alternative strategies in collaboration with supervisor and/or family 4.4 Make adjustments and implement alternative support strategies as a result of the review process

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislation and industry standards for outside school hours care
- Principles of inclusiveness and diversity in the care environment
- Support strategies for ensuring participation of children in outside school hours care
- Organisation policies, procedures and guidelines
- Child and family specific consultation and engagement principles for seeking feedback on service provision
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
  - excursions and travel situations
  - outdoor and indoor play areas
  - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
  - allergies and related medications
  - basic home fire safety
  - child protection issues
  - safety of staff
- Evaluative processes for outside school hours care
- Strengths-based approaches to support children's participation in outside school hours care
- Human rights declarations and conventions on the rights of the child

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement procedures relating to services offered by outside school hours care

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REQUIRED SKILLS AND KNOWLEDGE

including, experiences, programs, inclusive practices, behaviour support

- Maintain safety of children in all outside school hours care contexts

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Interpersonal communication with children (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- Planning with a team within the outside school hours care environment
- Engagement strategies for children to participate fully in out of school hours program
- Seek feedback from Supervisor about performance
- Identify particular support needs of individual and groups of children
- Respond appropriately to behaviours of risk

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Support need may include:

- Communication
- Physical aids/equipment
- Encouragement
- Transport
- Cultural needs/activities
- Life/social skills
- Homework assistance
- Provision of information
- Hygiene issues
- Provision of food and drink
- Linking with siblings and/or peers
- To have needs heard

Appropriate communication techniques may include:

- Focusing attention on the child speaking
- Taking a position close to the child speaking
- Ignoring distractions
- Suspending own opinions and emotions
- Listening with the senses
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Responding to questions
- Checking understanding through restating using own words, summarising or asking questions

Developmental may refer to:

- Cognitive, social, psychological, physical and emotional needs

Minimise effects of aggressive or abusive behaviour may include:

- At risk behaviours
- A range of alternative strategies
- Quick response actions
- Behaviour support plans
- Protocols of behaviour

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RANGE STATEMENT

Implement appropriate processes for the review of individual child support needs may include:	• Feedback interviews with parents • Consultation with supervisor • Observations of children's participation • Review of child's records of attendance and participation
Organisation procedures, industry standards may include:	• Ethical behaviour and codes of conduct • Privacy and confidentiality • Access and Equity • Program planning • Excursions and outings • Inclusion • Notifications processes • Behaviour support • Accreditation standards
Health and safety issues may include:	• Gates on stairs • Covers on electrical sockets • Removal/locking away of dangerous substances. • Close supervision of any children in kitchens • Fences and gates, locking mechanisms • Out of bounds areas • Vacuuming/sweeping floors to remove small or dangerous objects • Particularly close supervision in some areas • Placing babies/infants to sleep in positions recommended for prevention of SIDS • Children being seated and supervised at meal and snack times • Sun safe practices

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RANGE STATEMENT

Basic home fire safety includes knowledge of:	• High fire risk groups • Behaviour that may contribute to fire injury and/or fatality • Role of a working smoke alarm • Types of smoke alarms • Optimum placement of smoke alarms • Smoke alarm testing and cleaning • Referring client for smoke alarm installation and maintenance

Unit Sector(s)

Not Applicable

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CHCOSHC402B Develop and implement activities in outside school hours care

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to develop age and developmentally appropriate activities and programs for children participating in outside school hours care

Application of the Unit

Application	This unit applies to the work undertaken in outside school hours care with children aged 5-12 years

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify activity and/or program needs of children in outside school hours care	1.1 Collect information about children in outside school hours care through a variety of methods including asking the children
	1.2 Observe children to identify strengths and issues
	1.3 Use information collected to determine *activity and/or program* needs of children in outside school hours care
	1.4 Identify and review a range of possible age appropriate activities and programs that are suitable to the *outside school hours care context*
	1.5 Select activity or program based on children's expressed needs, organisation requirements and resource availability
	1.6 Ensure knowledge of individual children's support and guidance needs is clarified with parents/carers, supervisor and child prior to working with child

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare activity and/or program plan	2.1 Undertake appropriate planning for activities and programs to ensure children's needs and *organisation requirements* are met 2.2 Plan activities and programs in consultation with children, parents and other stakeholders 2.3 Determine *operational arrangements* for conducting activities and programs and assess feasibility with budgets and timeframes 2.4 Include appropriate *implementation and evaluation strategies* in the activity and program plan 2.5 Ensure planning activities reflect *accepted good practice and industry standards* for working with children in outside school hours care
3. Implement outside school hours care activity and/or program	3.1 Implement activity or program according to plan, organisation guidelines and relevant industry standards 3.2 Provide children with access to a range of activities suited to their developmental needs and interests 3.3 Develop *flexible implementation plans* to suit a variety of contexts and to respond to contingencies 3.4 Adapt activities and programs to changing needs of the group and dynamics as required 3.5 Respond to and manage implementation problems promptly and seek support where necessary from the supervisor
4. Evaluate activities and programs in outside school hours care	4.1 Define criteria to judge effectiveness of activity/ program in consultation with relevant stakeholders 4.2 Use appropriate evaluation strategies during and after activities/programs for revision and development 4.3 Prepare reports on activity/program outcomes as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Budgetary and timeframe requirements for developing and implementing activities/ programs in outside school hours care
- Development factors relevant to the age group and appropriateness of the activity/program
- Evaluative processes for outside school hours care programs
- Issues related to specific environmental context of care
- Legislation and industry standards as they relate to activities delivered in the outside school hours care context
- Organisation policies, procedures and guidelines for program development, delivery and evaluation
- Planning processes for activities/programs
- Principles of inclusiveness and diversity in the care environment
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
  - allergies and related medications
  - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
  - basic home fire safety
  - excursions and travel situations
  - outdoor and indoor play areas
- Strengths-based approaches to support children's participation in outside school hours care
- Support strategies for ensuring participation of children in outside school hours care

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop, plan and implement age appropriate activities/programs
- Implement procedures relating to services offered by outside school hours care including, experiences, programs, inclusive practices, behaviour support
- Maintain safety of children in all outside school hours care contexts
- Work autonomously and in teams as required for implementation and evaluation of activities/programs
- Work with individuals and groups to implement activities/programs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse information, data and relationships of children in care
- Demonstrate interpersonal communication with children (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- Effectively use technology for planning activities and programs
- Identify particular support needs of individual and groups of children
- Plan with a team in the outside school hours care environment
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Respond appropriately to behaviours of risk
- Seek feedback from supervisor about performance
- Use engagement strategies for children to participate fully in out of school hours program

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Activities and/or programs may include:

- Cultural needs/activities
- Developmental
- Homework assistance
- Life/social skills
- Recreational

Outside school hours care context may include:

- Before school and after school hours
- Excursions
- For children aged from 5-12 years
- Indoor use
- Outdoor use
- Technology based

Organisation requirements may include:

- Adherence to policies
- Health and safety
- Number of children
- Risk analysis
- Within budget

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RANGE STATEMENT

Health and safety issues may include:

- Adequate supervision at all times
- Children being seated and supervised at meal and snack times
- Covers on electrical sockets
- Fences and gates, locking mechanisms
- Gates on stairs
- Out of bounds areas
- Particularly close supervision in some areas
- Removal/locking away of dangerous substances
- Sun safe practices
- Vacuuming/sweeping floors to remove small or dangerous objects

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Operational arrangements may include consideration of :

- Contingency plans
- Existing activity/program plans
- Health and safety limitations
- Limitations of expenditure
- Number of children ratios
- Number of staff ratios

Implementation and evaluation strategies may include:

- Facilitating a trial activity
- Own reflections and observations
- Seeking feedback from children participating
- Seeking feedback from other staff
- Seeking feedback from parents/carers

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RANGE STATEMENT

Accepted good practice and industry standards refers to:	• Any legislated standards and/or regulations of care in out of school hours programs • Standards set down by national and/or state/territory bodies responsible for ensuring the standards of care in out of school hours programs

Flexible implementation plans may include:	• Allowing for contingencies such as
	  • changes in the weather
	  • variation to numbers of children and ages participating
	  • absence of staff
	  • budget constraints
	  • lack of resources

Appropriate communication techniques may include:	• Checking understanding through restating using own words, summarising or asking questions • Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod) • Focusing attention on the child speaking • Ignoring distractions • Listening with the senses • Responding to questions • Suspending own opinions and emotions • Taking a position close to the child speaking

Unit Sector(s)

Not Applicable

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CHCOSHC403B Work effectively with children in outside school hours care

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to engage and interact with children in outside school hours care services

Application of the Unit

Application	This unit applies to the work undertaken in outside school hours care with children aged 5-12 years

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate effectively with a diversity of children in the outside school hours care context	1.1 Listen to children to gain an understanding of them as individuals in the care environment 1.2 Use *communication strategies* that encourage relationship building and are age appropriate 1.3 Act upon *information that the child provides* about their needs in the care environment 1.4 Use cross cultural communication strategies to engage with children from diverse backgrounds 1.5 *Adjust communication to ensure the inclusion of children with additional needs*
2. Reflect an understanding of developmental stage of middle childhood	2.1 Consider the developmental stage of the child in all actions and decisions 2.2 Evaluate issues in relation to *child's development* and culture and adjust approaches accordingly 2.3 Select *activities* and resources to promote access, equity, diversity and inclusion of all children in the workplace 2.4 Establish guidelines relevant to development age of middle childhood

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ELEMENT	PERFORMANCE CRITERIA
3. Work within the framework of outside school hours care	3.1 Apply *industry standards and best practice approaches* to working with children in outside school hours care
	3.2 Ensure duty of care is applied to all job functions
	3.2 Follow organisation policies and procedures as required
	3.3 Establish professional relationship and boundaries with children in care and their families
	3.4 Identify and report children at risk as required by policy
	3.5 Apply ethical decision-making in the carer role

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Child focused practices in the care environment
- Development factors relevant to the middle childhood age group and appropriateness of communication and interactions with children in care
- Legislation and industry standards as they relate to own job role in outside school hours care
- Organisation policies, procedures and guidelines for program development, delivery and evaluation
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Principles of inclusiveness ,diversity, equity and access in the care environment
- Statutory obligations relating to children's health and safety
- Strengths-based approaches to support children's participation in outside school hours care
- Support strategies for ensuring participation of children in outside school hours care

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply engagement skills with children with diverse range of presenting issues and experiences
- Demonstrate interpersonal communication with children (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- Establish a professional relationship that promotes equity and safe practices
- Respect and value diversity
- Use engagement strategies for children to participate fully in out of school hours program

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse information, data and relationships of children in care
- Implement procedures relating to services offered by outside school hours care including, experiences, programs, inclusive practices, behaviour support
- Reflect upon own practice
- Respond appropriately to behaviours of risk
- Seek feedback from supervisor about performance
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Appropriate communication techniques may include:

- Checking understanding through restating using own words, summarising or asking questions
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Focusing attention on the child speaking
- Ignoring distractions
- Listening with the senses
- Responding to questions
- Suspending own opinions and emotions
- Taking a position close to the child speaking

Information that the child provides may include about:

- Activities/programs
- Dislikes
- Emotions
- Family
- Holidays
- Needs
- Preferences
- Relationships
- School
- Self

Adjust communication to ensure the inclusion of children with additional needs may require the use of:

- Assistive technologies
- Interpreters professional or family or siblings
- Pictures and drawings

Child's development includes:

- Cognitive
- Emotional
- Language
- Physical
- Psychological
- Social

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RANGE STATEMENT

Activities may include:	• Cultural needs/activities • Developmental • Homework assistance • Life/social skills • Recreational
Industry standards and best practice approaches refer to:	• Any legislated standards and/or regulations of care in out of school hours programs • Standards set down by national and/or state/territory bodies responsible for ensuring the standards of care in out of school hours programs

Unit Sector(s)

Not Applicable

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CHCPA301B Deliver care services using a palliative approach

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the awareness, knowledge, skills and values required of a worker in contributing to the care of clients with life-limiting illness and/or normal ageing process within a palliative approach

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply a palliative approach	1.1 Differentiate between practices applicable in curative and palliative approaches 1.2 Apply the principles and *aims of a palliative approach* in caring for clients 1.3 Use an approach that reflects an understanding of the client's needs as holistic and extending over time, not just end-of-life

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ELEMENT	PERFORMANCE CRITERIA
2. Respect client preferences for quality of life choices	2.1 Encourage client, *carers*, family members and/or significant others to share information regarding changing needs and preferences through a supportive environment 2.2 Respect *client's lifestyle*, social context and spiritual needs and document observations in line with care plan 2.3 Respect cultural choices in line with care plan 2.4. Support the freedom of the client, carer, his/her family and /or significant others to discuss spiritual and cultural issues in an open and non-judgemental way within scope of own responsibilities and skills 2.5 Refer further needs and issues to appropriate member of the care team in line with organisation protocols 2.6 Provide emotional support using effective communication skills 2.7 Demonstrate respect for the relationship between the client and carer
3. Follow the client's *advanced care directives* in the care plan	3.1 Work in a manner reflecting understanding and acceptance of the legal and ethical implications of the need to follow advanced care directives 3.2 Consistently follow advanced care directives in the care plan in line with own work role 3.3 Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements 3.4 Report the client's needs/issues in relation to end-of-life to the appropriate team member for documentation in the care plan 3.5 Recognise impact of client's end-of-life needs/ issues on carers and refer to appropriate member of the care team in line with organisation protocols 3.6 Deliver services in a manner that supports the right of clients to choose the location of their end of life care

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ELEMENT	PERFORMANCE CRITERIA
4. Follow end-of-life care strategies	4.1 Regularly check for any changes on care plan that indicate decisions made by client have been reviewed 4.2 Provide supportive environment to client, families, carers and those involved in their care at end-of-life 4.3 Consider client's preferences and culture when providing end-of-life care according to care plan 4.4 Maintain dignity of the client in undertaking planned end-of-life care and immediately following death 4.5 Recognise any signs of client's imminent death/ deterioration and report to appropriate member of care team in line with organisation requirements 4.6 Recognise emotional needs of other clients, carers and their families affected and provide support when a death has occurred
5. Respond to signs of pain and other symptoms/ discomfort	5.1 Observe client closely and identify pain and other symptoms in line with care plan directives 5.2 Document observations of pain and other symptoms and promptly report to appropriate member of care team 5.3 Implement *strategies to promote comfort* in line with care plan 5.4 Regularly evaluate and document effectiveness of implemented strategies 5.5 Refer to appropriate member of staff any *misconceptions* in the workplace surrounding the use of pain relieving medication

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ELEMENT	PERFORMANCE CRITERIA
6. Manage *own emotional responses* and *ethical issues*	6.1 Identify and reflect upon own emotional responses to death and dying and raise and discuss any issues with supervisor or other appropriate person 6.2 Acknowledge potential impact of personal responses on self and others and action appropriately 6.3 Accept need for bereavement care and support of other team members 6.4 Reflect upon ethical issues and discuss with appropriate person if necessary 6.5 Follow organisation policies and procedures in relation to managing emotional responses and ethical issues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policies, protocols and practices of the organisation in relation to providing a palliative approach in own work role
- Understanding the palliative approach to care of clients and family
- Understanding complexity of carers' roles, needs and issues
- Awareness of hydration and nutrition requirements during a palliative approach and at end-of-life
- Misconceptions associated with approaches to pain relief and comfort
- Role and function of team members
- Scope of own responsibilities
- Impact of loss and grief on clients, carers and workers
- Understand advanced care directives and providing care in accordance with the care plan
- Understand the goals of pain relief and comfort promotion
- Awareness of diverse cultural aspects
- Identify and access relevant resources
- Awareness of the various signs of imminent death/deterioration
- Principles and philosophy of a palliative approach

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with clients, their families and other team members using effective listening, sensitive clarification and questioning, recognition of non-verbal

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REQUIRED SKILLS AND KNOWLEDGE

cues, and provision of information within level of responsibility

- Use effective communication to ensure a palliative approach is undertaken
- Understand and adhere to own work role/scope and responsibilities
- Use observation skills re: the client's hydration and nutrition and respond in line with care plan
- Identify own attitudes to a palliative approach and end-of-life care
- Identify own beliefs on ageing, spirituality, relationships, sexuality, culture and intimacy
- Identify cultural issues that may impact on a palliative approach
- Work effectively with other team members to achieve principles of palliative approach
- Follow appropriate protocols following death
- Follow organisation policies, protocols and procedures
- Liaise with and report appropriately to supervisor or other members of the team
- Reflect on own performance and attitudes regarding a palliative approach
- Develop and apply a non-judgemental approach
- Informally and formally debrief with other team members and supervisors as necessary
- Report and document observations of clients and their family using the appropriate forms
- Provide care that reduces client's discomfort
- Contribute to a supportive environment that enables clients and their families and other staff members to provide a palliative approach to palliative care
- Use literacy and numeracy skills as required to fulfil work role in a safe manner and as specified by the organisation/service
- Seek clarification and feedback from supervisors, clients and colleagues if unsure of work role
- Use basic problem solving skills to resolve problems of limited difficulty within organisation protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competency will be most appropriately assessed in a simulated workplace and/or in the workplace and under the normal range of workplace conditions
- Assessment will be conducted or evidence gathered over a period of time and cover the normal range of workplace situations and settings
- Consistency of performance should be demonstrated over the required range of situations relevant to the workrole
- Evidence of competence must be demonstrated through a minimum of three (3) different assessment methods, which may include:
  - observation in the workplace
  - written assignments/projects
  - case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
  - questioning
  - role play/simulation

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place
  - equipment and resources normally used in the workplace

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Aims of a palliative approach adapted from Guidelines for a Palliative Approach in Residential Aged Care (*2004*) *is*:	• An approach linked to palliative care that is used by primary care services and practitioners to improve the quality of life for individuals with a life limiting illness, their caregivers and family • The palliative approach incorporates a concern for the holistic needs of patients and carers that is reflected in assessment and in the primary treatment of pain and physical, psychological, social and spiritual problems • Application of the palliative approach to the care of an individual patient is not delayed until the end stages of their illness Instead, it provides a focus on active comfort-focused care and a positive approach to reducing suffering and promoting understanding of loss and bereavement in the wider community • Underlying the philosophy of a palliative approach is a positive and open attitude towards dying and death
Using a palliative approach includes:	• Identifying the client, family and carer as the unit of care • Participating in a team approach to address the needs of client, families and carers ensuring a palliative approach • Seeking advice from appropriate person e.g. supervisor or team leader or palliative care team • Maximising self care and self-determination for the client • Assisting in the psychological and spiritual aspects of care for the client • Providing support for clients, family and carer using a palliative approach • Recognising symptoms of pain, discomfort and other symptoms • Recognising the signs that death may be imminent • Practice that reflects an understanding of the impact of a palliative approach in an organisation • Maintaining the client's dignity • Understanding the needs of clients approaching end-of-life

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RANGE STATEMENT

Sources of loss and grief may include:

- Worker may have experienced a loss of their own and be grieving
- Frequency and number of deaths experienced
- Need to resolve some issues when a client dies
- Different responses to loss and grief of co-workers

Own emotional responses may include:

- A range of emotions that may be demonstrated or displayed as a response to the process of loss and grief, for example:
  - crying and feelings of sadness
  - poor concentration
  - fear, anger, silence which may appear singularly or together and prolong the worker's own grief

Misconceptions relating to use of pain relieving medication may include:

- All members of staff should feel confident to ask questions and seek clarification about analgesia, addition and drowsiness as well as when hearing any of the following statements:
  - 'pain relief should only be given for pain that is currently present'
  - 'doctors and nurses are the best judge of a client's pain'
  - 'clients should not receive pain relief until cause is determined'
  - 'clients may become addicted'
  - 'strong analgesics may shorten life'
  - 'pain management alone is not palliative care'
  - 'client may become too drowsy to communicate with family'

Advanced care directives are:

- Sometimes called a 'living will' and describes one's future preferences for medical treatment
- Contains instructions that consent to, or refuse, the future use of specified medical treatments
- Becomes effective in situations where the patient no longer has capacity to make legal decisions

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RANGE STATEMENT

Advanced care directives may include:	• Medical treatment preference, including those influenced by religious or other values and beliefs • Particular conditions or states that the person would find unacceptable should these be the likely result of applying life-sustaining treatment, for example severe brain injury with no capacity to communicate or self care • How far treatment should go when the patient's condition is 'terminal', 'incurable' or 'irreversible' (depending on terminology used in specific forms) • The wishes of someone without relatives to act as their 'person responsible' in the event they became incompetent or where there is no one that person would want to make such decisions on their behalf • A nominated substitute decision-maker that the treating clinician may seek out to discuss treatment decisions • Other non-medical aspects of care that are important to the person during their dying phase • Relevant state and territory legislation or guidelines on advanced care directives
Legal implications of advanced care directives:	• As per state and territory legislation or guidelines on advanced care directives
End-of-life ethical decisions may include:	• Ongoing discussion with the client, family, doctor, guardian and organisation to ensure that the client's and/or family's wishes are up-to-date
Client's lifestyle choices may include:	• Personal supports and relationships • Social activities • Emotional supports • Cultural and spiritual supports • Sexuality and intimacy supports

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RANGE STATEMENT

Life limiting illness describes:

- Illnesses where it is expected that death will be a direct consequence of the specified illness. This definition is inclusive of both a malignant and non-malignant illness
- Life limiting illnesses might be expected to shorten an individual's life expectancy (Standards for Providing Quality Palliative Care to all Australians, Palliative Care Australia, November 2005)

Strategies to promote comfort may include:

- Regular observation, reporting and documentation of client's comfort
- Provision of pain relieving measures by appropriate member of staff (see state/territory legislation regarding pain-relieving medications and organisation protocols)
- Other measures to promote comfort and relieve pain - massage, relaxation, distraction, aromatherapy

Carers include:

- Carers are usually family members who provide support to children or adults who have a disability, mental illness, chronic condition or who are frail aged
- Carers can be parents, partners, brothers, sisters, friends or children. Some carers are eligible for government benefits while others are employed or have a private income (Carers Australia, 2004)

Impact on carers may include:

- Changing nature of carer's role
- Grief due to multiple losses

Guardian refers to:

- A person appointed to make personal and lifestyle decisions for an adult with an impaired capacity
- A guardian can make decisions about an adult's lifestyle and/or health care
- Role to be interpreted in line with individual state and territory legislation or guidelines on definition of guardian

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RANGE STATEMENT

Client:	• May also refer to resident or patient throughout this document
Ethical issues may include:	• Decisions regarding medical treatment • Conflict that may occur in relation to personal values and decisions made by or for the client

Unit Sector(s)

Not Applicable

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CHCPA402B Plan for and provide care services using a palliative approach

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required of a worker in contributing to the development, implementation, evaluation and communication of a care plan for clients with life-limiting illness and/or normal ageing process in a team environment using a palliative approach

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan a palliative approach to *client* care	1.1 Reflect an understanding of the difference between curative and palliative approaches in contributing to client care planning 1.2 Contribute to care plan to address in a holistic way client needs that may extend over time not just end-of-life 1.3 Apply the principles and *aims of a palliative approach* in contributing to development of care plan

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ELEMENT	PERFORMANCE CRITERIA
2. Support clients to identify their preferences for quality of life choices	2.1 Consult clients, family members, significant others and *carers* to identify and share information regarding changing needs and preferences 2.2 Respect client lifestyle, social context and spiritual needs in developing the care plan 2.3 Respect cultural choices in line with care plan 2.4 Support the freedom of the client, his/her family, carer and significant others to discuss spiritual and cultural issues in an open and non-judgemental way within scope of own responsibilities and skills 2.5 Demonstrate respect for the roles of the client and carer in planning and delivering care 2.6 Address any client issues in line with own responsibilities or refer them to the appropriate member of the care team in line with organisation requirements 2.7 Provide emotional support using effective communication skills
3. Support the incorporation of *advanced care directives* within the care plan	3.1 Demonstrate an understanding of the legal and ethical implications of advanced care directives and communicate them to all staff according to organisation policy 3.2 Support the process of *end-of-life ethical decisions* agreed by client and family, as documented in the care plan by an appropriate staff member in line with organisation policy 3.3 Report the client's needs/issues in relation to end-of-life to the appropriate team member for documentation in the care plan 3.4 Observe any *impact on carers* of client's end-of-life needs/issues and provide support

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ELEMENT	PERFORMANCE CRITERIA
4. Contribute to the development of and implementation of end-of-life care strategies	4.1 Respect client's preferences including cultural and spiritual wishes when contributing to an end-of-life care plan 4.2 Respect the dignity of the client when planning end-of-life care and immediately following death 4.3 Observe any signs of a client's imminent death/deterioration and report to an appropriate member of the care team in line with organisation requirements 4.4 Provide a supportive environment for the client, families, carers and those involved in their care at end-of-life 4.5 Inform other staff that decisions made by the client are reviewed regularly as indicated by changes on the care plan 4.6 Recognise and support emotional needs of other clients and their families and/or carers affected when a death occurs 4.7 Prepare client, family, other staff and self for any distressing end-of-life events within own responsibilities
5. Take action to alleviate pain and other end-of-life symptoms experienced by client/resident	5.1 Plan and document in care plan strategies to promote comfort in collaboration with supervisor and/or other health professional 5.2 Assess resident/client need for pain and other symptom relief in line with care plan and report to supervisor and/or other health professional 5.3 Provide pain relief in line with relevant legislation and organisation policy and care plan 5.4 In consultation with supervisor and/or other health professional, provide appropriate information about the use of pain relieving medication and other treatments to staff, clients and their family 5.5 Observe, report and document effectiveness of interventions for symptom relief 5.6 Communicate ineffectiveness of interventions to supervisor and/or other health professional and document

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ELEMENT	PERFORMANCE CRITERIA
6. Identify and manage *emotional responses in self and others*	6.1 Identify and reflect upon own emotional responses to death and dying and raise and discuss any issues with supervisor and/or other appropriate person 6.2 Identify and reflect upon potential impact of personal responses on self and others and action appropriately 6.3 Inform others about support systems available such as bereavement care 6.4 Follow organisation policies and procedures in relation to emotional welfare of self, team members, clients and family 6.5 Assist colleagues to debrief and discuss bereavement care 6.6 Identify other strategies/resources available for debriefing 6.7 Evaluate effectiveness of emotional response strategies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of relevant policies, protocols and practices of the organisation in relation to the provision of both a palliative approach and palliative care
- Identifying and accessing relevant resources
- Understanding the palliative approach to care of clients and their family
- Awareness of diverse cultural aspects
- Understanding the complexity of carer's needs and potential issues
- Understanding of own role and responsibilities, and those of other team members involved in delivering a palliative approach and care
- Impact of loss and grief on clients, carers and workers
- State and Territory legislation on advanced care planning and advanced care directives
- Ethical and legal issues related to a palliative care approach
- Basic information about the use of pain relieving medication for staff, client and their family and within level of responsibility
- Awareness of hydration and nutrition requirements during a palliative approach and at end-of-life
- Awareness of the various signs of imminent death/deterioration

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with clients, their families, carers and other team members using effective listening, sensitive clarification and questioning, recognition of non-verbal cues, and provision of information within level of responsibility

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REQUIRED SKILLS AND KNOWLEDGE

- Share knowledge and information with other team members regarding the palliative approach
- Contribute to the provision of an environment that supports clients and their families and ensures other staff members are able to provide a palliative approach to palliative care
- Understand and adhere to own responsibilities and ensure other staff are aware of their roles and responsibilities
- Document clearly advanced care directive and end-of-life needs on care plan and report to appropriate person
- Intervene appropriately in accordance with care plan in the care of clients with pain relief and other symptom and comfort promotion
- Assess effectiveness of pain relief and comfort strategies
- Identify and reflect on own performance and attitudes regarding a palliative approach and end-of-life care
- Identify and document cultural and spiritual issues that may impact on a palliative approach
- Be supportive of team members to undertake informal and formal debriefing as necessary
- Contribute to and initiate problem solving processes to resolve issues as necessary
- Use literacy and numeracy skills as required to fulfil work role in a safe manner and as specified by the organisation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competency will be most appropriately assessed in a simulated workplace and/or in the workplace and under the normal range of workplace conditions
- Assessment will be conducted or evidence gathered over a period of time and cover the normal range of workplace situations and settings
- Consistency of performance should be demonstrated over the required range of situations relevant to the workrole
- Evidence of competence must be demonstrated through a minimum of three (3) different assessment methods, which may include:
  - observation in the workplace
  - written assignments/projects
  - case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
  - questioning
  - role play/simulation

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resource requirements for assessment of this unit include access to:
	  • an appropriate workplace where assessment can take place
	  • equipment and resources normally used in the workplace

Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Aims of a palliative approach adapted from Guidelines for a Palliative Approach in Residential Aged Care (*2004*) *is*:	• An approach linked to palliative care that is used by primary care services and practitioners to improve the quality of life for individuals with a life limiting illness, their caregivers and family • The palliative approach incorporates a concern for the holistic needs of patients and carers that is reflected in assessment and in the primary treatment of pain and physical, psychological, social and spiritual problems • Application of the palliative approach to the care of an individual patient is not delayed until the end stages of their illness Instead, it provides a focus on active comfort-focused care and a positive approach to reducing suffering and promoting understanding of loss and bereavement in the wider community • Underlying the philosophy of a palliative approach is a positive and open attitude towards dying and death
Using a palliative approach includes:	• Identifying the client, family and carer as the unit of care • Participating in a team approach to address the needs of client, families and carers ensuring a palliative approach • Seeking advice from appropriate person e.g. supervisor or team leader or palliative care team • Maximising self care and self-determination for the client • Assisting in the psychological and spiritual aspects of care for the client • Providing support for clients, family and carer using a palliative approach • Recognising symptoms of pain, discomfort and other symptoms • Recognising the signs that death may be imminent • Practice that reflects an understanding of the impact of a palliative approach in an organisation • Maintaining the client's dignity • Understanding the needs of clients approaching end-of-life

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RANGE STATEMENT

Issues of loss and grief may include:

- Experiences of the worker of their own loss and grief
- Ability of worker to address loss and grief when a client dies
- Frequency and number of deaths experienced
- Acknowledge the need to resolve some issues when a client dies
- Support of co-workers in their response to loss and grief

Emotional responses in self and others may include:

- A range of emotions that may be demonstrated or displayed as a response to the process of loss and grief, for example:
  - crying and feelings of sadness
  - poor concentration
  - fear, anger, silence which may appear singularly or together and prolong the worker's own grief

Advanced care planning refers to:

- The process of preparing for likely scenarios near end of life and usually includes assessment of, and dialogue about a person's understanding of their medical history and condition, values, preferences and personal and family resources
- Advanced care planning elements are the written directive and an appointment of a substitute decision-maker
- As per state and territory legislation or guidelines on advanced care planning

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RANGE STATEMENT

Advanced care directives are:

- Sometimes called a 'living will' and describe one's future preferences for medical treatment
- Contain instructions that consent to, or refuse, the future use of specified medical treatments
- Become effective in situations where the patient no longer has capacity to make legal decisions
- Are to be in alignment with state and territory legislation or guidelines on advanced care planning
- Are to be completed as one component of the broader advanced care planning process. Documenting advanced care directives is not compulsory as the person may choose to verbally communicate their wishes to the doctor or family, or appoint a substitute decision-maker to make decisions on their behalf. Examples of advanced care directives are:
  - medical treatment preference, including those influenced by religious or other values and beliefs
  - particular conditions or states that the person would find unacceptable should these be the likely result of applying life-sustaining treatment, for example severe brain injury with no capacity to communicate or self care
  - how far treatment should go when the patient's condition is 'terminal', 'incurable' or 'irreversible' (depending on terminology used in specific forms)
  - the wishes of someone without relatives to act as their 'person responsible' in the event they became incompetent or where there is no one that person would want to make such decisions on their behalf
  - a nominated substitute decision-maker that the treating clinician may seek out to discuss treatment decisions
  - other non-medical aspects of care that are important to the person during their dying phase

Legal implications of advanced care directives:

- As per state and territory legislation or guidelines on advanced care directives

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RANGE STATEMENT

End-of-life ethical decisions may include:	• Ongoing discussion with the client, family, doctor, *guardian* and organisation to ensure that the client's and/or family's wishes are up-to-date
Client's lifestyle choices may include:	• Personal supports and relationships • Social activities • Emotional supports • Cultural and spiritual supports • Sexuality and intimacy supports
Life limiting illness describes:	• Illnesses where it is expected that death will be a direct consequence of the specified illness • This definition is inclusive of both a malignant and non-malignant illness • Life limiting illnesses might be expected to shorten an individual's life expectancy (Standards for Providing Quality Palliative Care to all Australians, Palliative Care Australia, November 2005)
Strategies to relieve pain may include:	• Regular assessment and effectiveness of strategies are documented • Comfort measures using a range of therapies as requested by the client, carer and/or family • Environmental aspects such as room heating and cooling • Pain relieving medication to be administered by a Registered Nurse or endorsed Enrolled Nurse in line with state/territory legislation • Pain relieving therapies other than medication to be administered by appropriate staff member • Psychological, cultural and spiritual activities • Other measures to promote comfort and relieve pain - massage, relaxation, distraction, aromatherapy

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RANGE STATEMENT

Carers include:	• Carers are usually family members who provide support to children or adults who have a disability, mental illness, chronic condition or who are frail aged • Carers can be parents, partners, brothers, sisters, friends or children. Some carers are eligible for government benefits while others are employed or have a private income (Carers Australia, 2004)
Impact on carers may include:	• Changing nature of carer's role • Grief due to multiple losses
Guardian refers to:	• A person appointed to make personal and lifestyle decisions for an adult with an impaired capacity. A guardian can make decisions about an adult's lifestyle and/or health care • Role to be interpreted in line with individual state and territory legislation or guidelines on definition of guardian
Client:	• May also refer to resident or patient throughout this document
Ethical issues may include:	• Decisions regarding medical treatment • Conflict that may occur in relation to personal values and decisions made by or for the client

Unit Sector(s)

Not Applicable

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CHCPAS401B Undertake pastoral care work

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPAS401A Undertake pastoral care work	CHCPAS401B Undertake pastoral care work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to provide pastoral care

Application of the Unit

Application This unit may be applied in a range of pastoral care work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the issue	1.1 Seek information to determine the range of issues that may be affecting the client within organisation policies and procedures regarding privacy and confidentiality
	1.2 Assess well being and needs of the client
	1.3 Analyse circumstances and clarify and clearly define the issue/s
	1.4 Provide information on the availability of *pastoral care* services
	1.5 Determine manner of *pastoral care* to be provided, develop an appropriate program and discuss with client

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ELEMENT	PERFORMANCE CRITERIA
2. Provide pastoral care	2.1 Use *communication skills* to assist the client to identify areas of concern 2.2 Define boundaries and use communication skills that will establish a trusting and respectful relationship 2.3 Provide opportunity for client to disclose personal impressions and experiences 2.4 Determine own capacity to meet client needs and refer to *appropriate personnel or agencies* if appropriate 2.5 Provide pastoral care within an agreed timeframe, confidentiality requirements, and in accordance with *ethical and moral guidelines* 2.6 Support significant others including family members where relevant and appropriate 2.7 Organise the involvement of *community based religious and spiritual care providers* where appropriate 2.8 Assist other practitioners/team members to understand the *role of pastoral care workers*
3. Review pastoral care	3.1 Evaluate provision of pastoral care with the client 3.2 Review previous support 3.3 Evaluate need for ongoing and/or additional support and discuss with supervisor 3.4 Negotiate changes to pastoral care plan with the client 3.5 Reflect on own performance and seek to improve practice
4. Maintain records	4.1 Document pastoral care in accordance with *organisation policies and procedures* 4.2 Maintain records in accordance with organisations policies and procedures

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of own work role and responsibilities
- Pastoral care traditions and practices
- Awareness of cultural perspectives on spirituality and major denominational doctrines, worship and practices
- Specialised information sources
- Research techniques
- Analysis and interpretation
- Professional codes of practice and behaviour
- Ethical standards and codes of conduct in relation to pastoral care workers e.g. Australian Health and Welfare Chaplains Association's Health care chaplaincy standards
- Verbal and non-verbal communication techniques including body language, language styles, active listening and questioning
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Referral mechanisms
- Principles and practices of confidentiality and privacy
- Principles and practices for establishing and maintaining appropriate interpersonal relationships

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Promote the pastoral care needs of clients
- Ensure adequate pastoral support for clients
- Liaise and report appropriately
- Adhere to own work role and responsibilities
- Adopt non-judgemental and accepting attitudes when establishing and maintaining relationships

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- Take part in and facilitate interpersonal exchanges with groups and individuals, selecting language styles suitable to audience and context for the purpose of establishing, maintaining and development relationships, exploring issues and/or problem solving
- Provide positive and empathetic feedback
- Actively listen, summarise and clarify ideas
- Meet denominational or multi-faith requirements
- Demonstrate sensitivity towards cultural differences and personal beliefs without imposing own beliefs
- Provide information on ethical, religious and pastoral matters
- Coordinate the involvement of community based religious and spiritual care providers
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

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Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Pastoral care may include:	• Support or advice in relation to personal, vocational, religious, spiritual, morale, moral, ethical or physical circumstances • Spiritual support or advice • Formal or informal support • Marriage and relationship counselling
Communication skills include:	• A variety of non-aggressive interrogative techniques and questioning styles
Ethical and moral guidelines may include:	• Professional codes of practice • Ethical standards • Denominational or multi-faith guidelines
Appropriate personnel or agencies may include:	• Other community services or health agencies • Other denominations or religious groups • Careers advisers • Life coaches

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Community based religious and spiritual care providers may include:	• Faith based groups • Faith based care organisations and charities • Faith based welfare groups • Faith based NGO's • Local churches • Christian care organisations and charities
Role of pastoral care workers includes:	• Human resources management • Pastoral care of co-workers • Pastoral care of clients
Appropriate communication and relationship building processes may include:	• Courtesy • Empathy • Non-judgemental care • Observing and listening • Respect of individual differences
Organisation policies and procedures may include:	• Professional practice guidelines • Confidentiality • WHS policy and procedures

Unit Sector(s)

Not Applicable

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CHCPOL301B Participate in policy development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to participate in research and consultation processes which inform policy development

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist in the policy development of the organisation	1.1 Provide information to supervisor when requested, about impact of organisation policies on clients and *relevant others*
	1.2 Provide views and opinions of clients and relevant others to supervisor when requested
	1.3 Report concerns regarding job responsibilities to supervisor
	1.4 Relate suggestions on changes to policy to supervisor when requested

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to collection of data for research purposes	2.1 Undertake data collection in the manner prescribed 2.2 Carry out *research and consultation with clients* and relevant others under guidance of supervisor 2.3 Follow organisation policies and procedures when conducting research and consultation 2.4 Complete research and consultation within established timeframes 2.5 Gather information in a manner that respects cultural and individual differences 2.6 Maintain confidentiality of information gathered 2.7 Provide information gathered to supervisor in the format requested

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies impacting on the worker's own area of responsibility
- Aspects of government policies directly related to own area of responsibility
- The limits of worker's role and competence

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate participation in policy development:
  - in relation to own area of responsibility
  - employing either verbal or written means to provide information and feedback
  - as part of a team, or as required in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - questioning and clarification, on a familiar workplace issue/topic/research policy:
  - language used may be English or a community language
  - report writing, on a familiar workplace issue/topic/research policy:
  - reports may vary in complexity from filling in a set form to writing a short report
  - literacy support available in the workplace to complete reports may vary from support and assistance from a supervisor to no support available
  - language used may be English or community language

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REQUIRED SKILLS AND KNOWLEDGE

- Group participation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information and feedback for policy development processes may be provided:	• Verbally • Or written • At formal or informal meetings
Relevant others may be:	• Family members • Other services

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RANGE STATEMENT

Consultation with clients may be:	• In language appropriate to the client group spoken, signed, gestures • Using oral, written or visual methods • Using third party translator/interpreter
Research and information may be sought on:	• Emergencies • Occupational health and safety • Referrals • Reporting • Philosophy • Goals, objectives, targets • Recording • Accountability • Code of conduct and ethical behaviour • Duty of care
Research and consultation may include:	• Asking set questions as specified by supervisor • Helping client or relevant others to fill in a questionnaire

Unit Sector(s)

Not Applicable

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CHCPOL402C Contribute to policy development

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPOL402B Contribute to policy development	CHCPOL402C Contribute to policy development	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop and analyse policies which impact on the client group and the work of the organisation

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review existing policies	1.1 Identify relevant organisation and other policies and assess them for relevance to the organisations objectives and effectiveness 1.2 Consult clients and other stakeholders about their views on policies 1.3 Document and present reviews of policies in a format appropriate to the purpose of the review, the context, and the receiver
2. Contribute to *research* for policy advice	2.1 Identify, plan and implement research and consultation strategies appropriate to the worker's role in the research process within timeframes, resource constraints and agreed processes 2.2 Collate, report and present research and consultation outcomes in a format appropriate to the research process, the purpose of the research, the context and the receiver 2.3 Identify factors impacting on quality or outcomes of research or consultation and incorporate in reports

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ELEMENT	PERFORMANCE CRITERIA
3. Provide briefing materials on policy issues	3.1 Prepare briefing materials as required in a format appropriate to audience, purpose and context 3.2 Draw on expertise and role of worker and organisation for briefing materials 3.3 Incorporate reasoned argument and evidence into briefing materials
4. Promote informed policy debate	4.1 Identify *strategies to stimulate informed debate* appropriate to the worker's role in policy development, community education or client service delivery in consultation with other workers and management 4.2 Implement strategies to stimulate informed debate within timeframes, resource allocations and agreed processes 4.3 Where necessary, implement strategies to translate policy materials into language/s easily understood by clients and other stakeholders 4.4 Develop strategies that enable exchange of views and information between policy initiators, clients and other stakeholders

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies impacting on the worker, the organisation and its target groups
- Government and other policies impacting on the issue under consideration, and the organisation and its target groups
- The contexts for policies, people and the organisation
- Research and consultation techniques
- The limits of the worker's own role and competence and the organisation's role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of skills to:
  - policies within own organisation
  - policies within networks or associations
  - policies directly related to own work role and areas of expertise
  - policies for target groups relevant to the organisation
- Demonstrate involvement with stakeholders relevant to the organisation and the policy issue under consideration

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse evidence and arguments
- Demonstrate reasoning, including identification of implications and consequences of particular courses of action
- Apply consultation and research methodologies
- Demonstrate application of skills in:
  - report writing, including translation of complex concepts into simple language or images
  - public speaking addressing a group
  - group participation
  - effective use of relevant information technology in line with work health and safety

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(WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Research may be:	• Survey • Qualitative • Quantitative
Information gathering and consultation techniques may include:	• Interview structured, semi-structured and unstructured, group and individual • Conversation by phone or face-to-face • Observation and listening • Collection of materials e.g. Printed material and videos • Attendance at workshops, meetings and forums • Questionnaires and other basic survey instruments

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Strategies to stimulate informed debate will involve:	• Employing a range of communication styles, modes and media • Employing any of the consultation techniques identified in the Range Statement • Employing networking strategies

Unit Sector(s)

Not Applicable

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CHCPOL403C Undertake research activities

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPOL403B Undertake research activities	CHCPOL403C Undertake research activities	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to implement research relevant to operations of the organisation and/or the community

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a research plan	1.1 Ensure views and interests of *stakeholders* are reflected in the research methodology and it and is compatible with ethical considerations
	1.2 Select research methodology suitable to needs, purposes and resources and to maximise credibility of outcomes
	1.3 Select and use research strategies appropriate to client group, subject matter being researched, the outcomes sought and the resources available
	1.4 Ensure research plan incorporates strategies for validating research outcomes

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ELEMENT	PERFORMANCE CRITERIA
2. Implement appropriate research strategies	2.1 Select and use research strategies appropriate to subject matter being researched, the outcomes sought and the resources available 2.2 Determine and allocate resources needed to conduct research 2.3 Ensure collection, recording and storage of all relevant information is timely and will ensure validity, confidentiality and security 2.4 Identify a representative range of people and groups with an interest in the issues and consult them in appropriate ways to ensure validity of outcomes 2.5 Undertake consultation according to agreed practices and protocol of own and other agencies 2.6 Consider cultural sensitivities and ethical issues in all consultation
3. Organise and analyse information	3.1 Organise information in a form that allows analysis and suits the research purposes 3.2 Develop patterns in the data and derive explanations, maintaining validity and reliability
4. Report the findings of the research	4.1 Report complete and accurate details of the research methodology, information and analysis in an accessible and useable style and format 4.2 Provide opportunities for validation of research findings 4.3 Report research results and make them available to all relevant stakeholders

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current and suitable research methodologies, including community based research and participatory research
- Research interview techniques, including consultation methods, protocols and practice
- Information systems, manual and electronic
- Report presentation
- Cultural implications of research methods
- Cultural analysis of information
- Cultural knowledge and ownership issues
- Research ethics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Carry out research activities that are directly relevant to the organisation and/or the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - consultation methods
  - complex communication
  - negotiation with a wide range of known and unknown stakeholders
  - interpretation and analysis of data
  - networking
  - written/oral presentation
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for undertaking research may include:	• Preparation of a range of organisation information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management • Responsibility for research specific to a service, its stakeholders, interests and relationship with the wider community • Specific community or client interests and issues
Stakeholders may be:	• Within the organisation • Within the community • In other areas of delivery and other services, agencies • In the education/training field • Other specialists • Management • Community leaders • Recipients of the service delivery

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Unit Sector(s)

Not Applicable

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CHCPOL404A Undertake policy review

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to analyse and review policies which impact on the client group and the work of the organisation

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review existing policy	1.1 Identify a policy and review within appropriate timeframe, resource constraints and agreed processes
	1.2 Gather relevant *documentation* to assist in the policy analysis and review process
	1.3 *Undertake relevant research* to determine policy context including impact of other policies and relevant legislation
	1.4 Develop relevant documentation to support the consultation process
	1.5 Consult relevant stakeholders about their views on policy

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ELEMENT	PERFORMANCE CRITERIA
2. Provide briefing materials or report on policy issues	2.1 Collate and analyse findings of the research and consultation processes 2.2 Identify factors impacting on research or consultation processes and incorporate into briefing material 2.3 Incorporate reasoned argument, evidence and recommendations into report 2.4 Prepare report in a format appropriate to audience, purpose and context 2.5 Provide report to stakeholders and *decision-makers* for consideration

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Policies impacting on the issue under consideration
- The contexts for policies, people and the organisation
- Basic research and consultation techniques

The candidate must also be able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- The limits of the worker's own role and competence and the organisation's role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Review and analyse relevant organisation, government or other applicable policy
- Consult with relevant stakeholders
- Develop appropriate documentation to support review process

In addition the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate involvement with stakeholders relevant to the organisation and the policy issue under consideration
- Demonstrate reasoning, including identification of implications and consequences of particular courses of action
- Demonstrate application of skills in:
  - report writing, including translation of complex concepts into simple language or images

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REQUIRED SKILLS AND KNOWLEDGE

- effective use of relevant information technology

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy review to take place
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Undertake relevant research may include:	• Survey • Qualitative • Quantitative

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RANGE STATEMENT

Information gathering and consultation techniques may include:

- Interview structured, semi-structured and unstructured, group and individual
- Conversation by phone or face-to-face
- Observation and listening
- Collection of materials e.g. Printed material and videos
- Attendance at workshops, meetings and forums
- Questionnaires and other basic survey instruments

Decision-makers may include:

- Managers
- Coordinators
- Boards of management
- Auspice bodies
- Policy officers
- Other relevant parties

Documentation may include:

- New or amended policies
- New or amended procedures
- Fliers or fact sheets about the changes
- New or amended brochures, pamphlets
- Articles for newsletters or staff bulletins
- Memos
- Staff meeting presentation materials
- Internet notices (WebPages, bulletin boards etc)
- Emails
- Reports

Unit Sector(s)

Not Applicable

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CHCPOL501A Access evidence and apply in practice

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to access and judiciously use the current best practice and evidence to guide decisions for improving client outcomes

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to gather appropriate evidence	1.1 Assess the *need for change in current practice* 1.2 Identify and apply appropriate *strategies to define the problem and/or the desired outcome* 1.3 Determine desired *outcome indicators* 1.4 Determine *the level of evidence* appropriate to the issue 1.5 Determine the *quality*, *relevance* and *strength* needs of the evidence 1.6 Determine plan to access, critically appraise and incorporate evidence results into practice
2. Research and assess evidence-based best practice	2.1 Gather appropriate evidence from a *range of sources* 2.2 Determine relevance, reliability and currency of evidence 2.3 Assess the strength of the evidence base in the context of applicability to the work setting 2.4 Assess the feasibility, benefits and risks associated with the evidence

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ELEMENT	PERFORMANCE CRITERIA
3. Develop possible practice changes	3.1 Identify the proposed changes to current practice, based on evidence 3.2 Identify tensions between evidenced based practice and client wants and choices 3.3 Develop a plan for implementing proposed changes, including resources and timeframes 3.4 Develop risk management plan for the proposed changes 3.5 Determine the outcome indicators for the proposed changes 3.6 Plan for changed practice in a context of client and staff confidentiality and safety
4. Implement and evaluate changes in practice	4.1 Secure informed consent from clients and others involved in the implementation 4.2 Conduct practice according to implementation plan 4.3 Conduct evaluation of the changed practice 4.4 Report findings of the changed practice according to organisation policy and procedures
5. Integrate and maintain change in practice	5.1 Develop strategies to implement and maintain change in practice 5.2 Communicate proposed changes to relevant stakeholders and secure agreement 5.3 Provide *relevant others* with necessary information and training 5.4 Integrate changes into standards of practice, according to accepted strategies according to organisation requirements 5.5 Monitor the process and outcomes 5.6 Report results and findings according to organisation requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of evidence-based practice
- Models of evidence-based practice
- Difference between evidence-based practice, continuous quality improvement and research
- Outcome based practice
- Requirements of systematic review
- Rules of evidence
- Organisation policy and procedures
- Duty of care requirements associated with evidence-based practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify practices requiring change
- Communicate with stakeholders
- Gather and analyse evidence
- Identify possible practice changes based on evidence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - problem solving

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REQUIRED SKILLS AND KNOWLEDGE

- research
- benchmarking
- continuous quality improvement projects and reviews

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The need for change in current practices may include:

- Individual client needs
- Systems needs
- Barriers that prevent the delivering of quality services, including client outcomes
- Problems or systems not allowing growth

Strategies to define the problem and/or the desired outcome may include:

- Including stakeholders
- Collecting internal data about current practice
- Comparing internal/external data (benchmark)

Level of evidence may include:

- Systematic review
- Randomised controlled trial/s
- Pseudo-randomised control trail/s
- Comparative studies of concurrent controls
- Case control studies
- Interrupted time series with control group
- Comparative studies with historical control
- Single-arm studies
- Interrupted time series without parallel group
- Case series

Quality refers to:

- The quality of methods used to minimise bias

Relevance refers to:

- The relevance of the outcome measures used and applicability of the study results to other interventions, clients and settings

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RANGE STATEMENT

Strength refers to:	• The magnitude, precision and reproducibility od the intervention effect
Range of sources of evidence may include:	• Literature • Practice expertise • Client preferences
Outcome indicators may include:	• Data collected re effectiveness of an intervention • Client feedback • Anecdotal reports from staff, family and carers
Relevant others may include:	• Clients • Family and carers • Staff • Other workers in the field

Unit Sector(s)

Not Applicable

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CHCPOL504B Develop and implement policy

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop and apply policy initiatives in the workplace

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research and consult with others to develop policies	1.1 Evaluate existing organisation, government and other policies relevant to issue to determine their currency and relevance for organisation and its clients 1.2 Undertake *appropriate research* and consultation to contribute to policy development and document in accordance with organisation policies and procedures 1.3 Consult relevant *stakeholders* throughout policy development process to ensure relevance and acceptance of the product 1.4 Provide appropriate mechanisms to facilitate open constructive discussion about policy issues and their possible resolution 1.5 Develop policies that reflect the culture, values and objectives of the organisation 1.6 Ensure policies include implications for resourcing implementation and review mechanisms

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ELEMENT	PERFORMANCE CRITERIA
2. Test draft policies	2.1 Develop an appropriate consultation plan and implement to test and review draft policies 2.2 Discuss policy implementation issues, including monitoring and evaluation processes, with relevant personnel and modify policy as appropriate 2.3 Notify those affected by changes to policies in time to take remedial action
3. Develop policy materials	3.1 Prepare policy materials in a format and style to facilitate understanding and implementation of the policy 3.2 Develop policy proposals that acknowledge a range of sources, interest groups and applications
4. Implement and review policies	4.1 Develop and follow policy implementation plan maximise impact of new and revised policies 4.2 Develop and utilise strategies to ensure wide dissemination of policy information 4.3 Develop and implement evaluation plan to ensure ongoing review of policies and maximise input from clients and stakeholders 4.4 Review policies in accordance with organisation policies and procedures 4.5 Promote policies relevant to the organisation's operation to key clients and stakeholders in an appropriate manner utilising a range of strategies 4.6 Utilise feedback received during marketing and promotion to review policies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles and practices of policy development
- Relevant policy at global, national, state, regional and local levels
- Key stakeholders at local, national and state level
- Organisation consultation processes
- Evaluation and review processes
- Organisation business and corporate plans and philosophy
- Funding bodies and their requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake consultation with others
- Test draft policies before implementation
- Review policies for their effectiveness once implemented

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - documentation and report writing
  - policy development
  - research and consultation
  - promotion

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment must include all stages of developing and implementing policy

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate research may include:	• State, national or local level • Written or oral sources of information

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RANGE STATEMENT

Stakeholders may include:

- Colleagues
- Clients
- Families and significant others
- Other organisations
- Funding bodies
- Community groups
- Management
- Government agencies

Unit Sector(s)

Not Applicable

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CHCPOL505B Manage research activities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to initiate, manage and act upon research and the resultant recommendations

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Initiate research* efforts	1.1 Identify and define need for further research and develop proposals in consultation with relevant stakeholders
	1.2 Develop research concepts, designs and proposals and test with relevant stakeholders according to needs, timeframes, *resources* and desired outcomes
	1.3 Assess feasibility of research proposals against determined *criteria*
	1.4 Provide opportunities to encourage participation in research activities
	1.5 Incorporate issues related to ethics, validity and reliability in research designs
2. Identify and acquire resources	2.1 Devise and implement strategies to obtain and use necessary human, financial and physical resources to achieve research outcomes
	2.2 Make written and oral submissions to obtain the resources, addressing standard requirements for *funding* and usual organisation practice

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ELEMENT	PERFORMANCE CRITERIA
3. Supervise research being undertaken	3.1 Implement work plan and budget, considering resource and time constraints, and negotiate with all research workers and participants, if relevant 3.2 Regularly monitor progress against the work plan and budget and make changes as necessary 3.3 Create and act on opportunities for feedback, support, advice and debriefing for research workers to ensure quality outcomes 3.4 Create opportunities for stakeholders to *evaluate research* findings and process
4. Interpret and act on analysis of research	4.1 Derive recommendations from analysis of the research to address desired outcomes 4.2 Test validity and reliability of research findings against original research plan and confirm with key stakeholders 4.3 Where appropriate, make recommendations for actioning research results

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Management of research models/practices
- Project management models/practices
- Research ethics and codes of conduct
- Consultation models/practices
- Resource management models/practices
- People management models/practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Design research
- Interpret and analyse research
- Complete submission process
- Manage people in a research environment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop consultation protocols
- Facilitate consultation
- Demonstrate application of skills in:
  - high level communication
  - negotiation

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REQUIRED SKILLS AND KNOWLEDGE

- management of equipment, materials funding
- use of technology
- analysis

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • Assessment must include evidence of all aspects of managing research activities

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for initiating and coordinating research include:	• Preparation of a range of data:
	  • policy making
	  • strategic planning
	  • marketing
	  • service development and delivery

Initiate research will be carried out and coordinated within requirements established by:	• Research codes of ethics and protocols • Organisation mission, outcomes and objectives • Organisation's program standards • State and commonwealth legislation • Key stakeholders
Criteria to assess the research proposal will include:	• The size and nature of the research sample i.e. Who and how many will be researched • Research methods • Purpose of research and for whom • The human, financial and physical resources required • The nature and scope of the information to be gathered • The timetable
Evaluate research will be based on:	• The value of its usefulness • The feasibility of implementing the recommendations • The findings of previous and current research • Available time and resources • The value of the information and data • The quality and credibility of the methodology

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RANGE STATEMENT

Resources will include:

- Specialist researchers
- Funding
- Previous research data written, oral and audio-visual sources
- Equipment e.g. computer, electronic recording equipment etc

Funding proposals will include:

- Submissions
- Tenders
- Expressions of interest
- Sponsorship
- Fee for service
- Contracting

Funding sources can include:

- Government state and federal
- Philanthropic agencies
- Private business and sponsorship
- Bequests, donations and other private grants
- Money raised by fundraising events
- Sale of resources

Support and promotion will include:

- The promotion and dissemination of information about the benefits of the research
- Organisation of meetings/forums for broader involvement and interaction with stakeholders
- Recruitment of people with research skills and experience
- Recruitment of resources and funding

Unit Sector(s)

Not Applicable

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CHCPOL606B Coordinate policy development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to coordinate policy development processes, including staff supervision, monitoring existing organisation policies, managing policy evaluations, and providing policy advice

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Coordinate policy development	1.1 Establish and confirm *policy development parameters*, procedures, resources and timeframe
	1.2 Develop and utilise consultation processes with clients, workers and external personnel
	1.3 Examine inter-organisation cooperation in policy development with a view to maximising available resources
	1.4 Provide supervision and support to workers engaged in policy activities
	1.5 Monitor resource allocation against approved budget
2. Monitor organisation policies	2.1 Regularly consult operational staff and associated organisations on existing organisation policies
	2.2 Establish mechanisms to monitor inter-organisation policies and efficiently resolve gaps and problems
	2.3 Provide periodic status reports to decision-makers on relevance of policies, policy gaps and recommended enhancements, and incorporate into policy documentation where appropriate

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ELEMENT	PERFORMANCE CRITERIA
3. Provide policy advice	3.1 Prepare draft policies and present to management according to established practice and *management implementation requirements* 3.2 Prepare policy evaluation procedures and time schedules and, following approval, implement 3.3 Develop processes for ongoing policy evaluation and monitoring, including facilitating input from client groups, other organisations and stakeholders

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Issues impacting on clients and their place in a social, political and economic context
- Government and other policies as they impact on clients, their families and communities
- Needs, rights and responsibilities of clients
- Needs, rights and responsibilities of families, other care givers and services in relation to clients
- Legislation impacting on clients, workers and organisations
- Theories of human development
- The effects that values, beliefs and attitudes have on aspects of work
- The effects that culture, age, gender, sexuality, ability, class, race, religious and political beliefs may have on values, attitudes, perspectives and approaches to the situations of clients
- Concepts of culture and sub-cultures
- Theories of work practice
- The decision-making structure, processes and delegated authorities of the organisation, network or group of organisations

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REQUIRED SKILLS AND KNOWLEDGE

- Existing policies within the organisation or group of organisations, and of other stakeholders, and legislation impacting on the policy issue under consideration

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Manage organisation or network responses to policy initiatives by other stakeholders
- Respond to initiatives by stakeholders
- Use a variety of research and consultation strategies
- Work as part of a team or as a sole worker
- Distinguish between facts, hypotheses and opinions
- Present and support a judgement, position of argument
- Maintain direction and purpose within the context of competing or conflicting demands
- Determine processes that are consistent with, and contribute to, objectives
- Apply management competencies to policy tasks
- Undertake sophisticated analysis of a range of information and conflicting or competing perspectives and objectives
- Apply strategic decision-making skills that integrate purpose and effectiveness, and take account of resource constraints

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Judge and use the most appropriate communication medium for a particular situation
- Plan and coordinate complex activities and processes
- Demonstrate application of skills in:
  - interpersonal communication, in particular listening, clarifying, questioning, confronting, providing information, interpreting non-verbal communication, demonstrating understanding
  - conflict resolution and mediation
  - communicating with people with diverse cultural, linguistic and educational backgrounds
  - a high level of literacy and the ability to write for a range of purposes and audiences
  - advanced communication skills, including liaison, negotiation and advocacy
  - public speaking

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion to enable all aspects of coordinating policy development to be assessed

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - An appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Management implementation requirements may include:

- Analysis of social, political and economic factors and trends
- Strategies to avoid discrimination
- Balanced assessment of actual and potential impacts for the organisation
- Analysis of linkages with other policies and legislation
- Media, language and presentation styles appropriate to the audience

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RANGE STATEMENT

Strategies to promote informed debate may involve employing:	• A range of communication styles, modes and media • Lobbying strategies • Consultation strategies • Networking strategies
Policy development parameters may be related to:	• Specialist work with particular target e.g. People with disabilities, Aboriginal people • Application of specialist occupations e.g. Physiotherapy, law, psychology to work with or to the benefit of client groups • Advanced work in particular issue areas e.g. Law, income, security • Work which integrates particular issues and particular target groups e.g. housing people of NESB, legal issues for Aboriginal and/or Torres Strait Islander people
Policy development processes are managed for:	• An organisation or service • Peak bodies, networks or associations • A range of government departments or organisations • And with reference to all target groups of relevance to the organisation or network

Unit Sector(s)

Not Applicable

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CHCPOL701B Use research evidence to advance policy and practice

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to use research into a specialist area of practice and apply evidence to advance policy and practice in that area

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate *current trends and practices*	1.1 Maintain high level detailed knowledge of own area of practice
	1.2 Use a range of research techniques and information sources to identify current trends in own area of practice
	1.3 Identify appropriate criteria for evaluation of current practices, emerging trends and evidence of outcomes
	1.4 Analyse available research information and identify *level*, *quality*, *relevance*, *strength* and areas of uncertainty in evidence relating to area of practice
	1.5 Evaluate potential impact of research evidence for possible changes to advance policy and practice in own area of practice

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ELEMENT	PERFORMANCE CRITERIA
2. Evaluate current practice in relation to evidence-based best practice	2.1 Identify specific components of own and organisation's practices to clarify apparent strengths and weaknesses in terms of organisation's strategic directions and objectives 2.2 Identify appropriate criteria for evaluation of current policies and practices in relation to research evidence and identified best practice 2.3 Undertake detailed and in-depth analysis and evaluation of own and/or organisation's current policies and practices in relation to identified best practice 2.4 Determine factors contributing positively and negatively to policy implementation and achievement of desired practice outcomes
3. Identify potential changes to policy and practice	3.1 Use *evidence* from research and evaluation to identify potential areas for change in current policy and practice 3.2 Identify constraints and issues in relation to implementing identified changes 3.3 Develop a strategy for achieving and/or enhancing achievement of organisation's strategic practice objectives through changes to policy and/or practice 3.4 Develop a detailed plan for implementing proposed strategy, including staged implementation as necessary 3.5 Incorporate a communication plan and risk management plan into proposed implementation plan 3.6 Ensure the plan includes key indicators to determine effectiveness of proposed strategy and allow for timely adjustments as required to maintain good practice

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ELEMENT	PERFORMANCE CRITERIA
4. Implement and evaluate strategic changes in policy and practice	4.1 Identify key stakeholders and determine their role in implementation of the change strategy 4.2 Maintain strong and targeted communication with stakeholders before and during implementation to ensure their understanding and support 4.3 Conduct ongoing monitoring and evaluation of changes to practice to ensure implementation continues to achieve appropriate outcomes 4.4 Manage contingencies during the implementation in a manner than supports best practice and considers needs of impacts on identified stakeholders 4.5 Maintain documentation of the process, outcomes and issues during implementation of the change strategy as a basis for ongoing learning and practice evaluation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Difference between evidence-based practice, continuous quality improvement and research
- Duty of care requirements associated with evidence-based practice
- High level knowledge of organisation policies and procedures, particularly in relation to specific area of practice
- High level knowledge of specific area of practice
- Models and techniques of quantitative and qualitative research
- Models of evidence-based practice
- Models of stakeholder management applicable to the community sector and specific area of practice
- Outcome based practice
- Principles of evidence-based practice
- Requirements of systematic review
- Rules of evidence

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Analyse and evaluate current trends in own area of practice
- Apply high level knowledge and skills in own area of practice
- Evaluate own and organisation's practices at a detailed level
- Identify and communicate effectively with key stakeholders to explain strategies, engender support for and feedback about their implementation and maintain strong relationships
- Lead implementation of change strategies in own area of practice

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REQUIRED SKILLS AND KNOWLEDGE

- Undertake detailed research and analysis in own area of practice
- Use research evidence to enhance organisation policies and practices

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - strategic thinking/decision-making
  - high level of written/oral work
  - networking
  - analysis
  - critical thinking
  - problem solving
- Develop and promote strategies to address environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment may be conducted over one or more occasions

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Current trends and practices may refer to:	• Specific areas of client need • Systems requirements • Funding issues • Technological advances • Advances or changes in service delivery in particular areas of practice • Barriers that prevent the delivering of quality services, including client outcomes • Emerging problems, systems or practices
Strategies to define the problem and/or the desired outcome may include:	• Including stakeholders • Collecting internal data about current practice • Comparing internal/external data (benchmark)
Level of evidence may include:	• Systematic review • Randomised controlled trials • Pseudo-randomised control trials • Comparative studies of concurrent controls • Case control studies • Interrupted time series with control group • Comparative studies with historical control • Single-arm studies • Interrupted time series without parallel group • Case series
Quality refers to:	• The quality of methods used to minimise bias
Relevance refers to:	• The relevance of outcome measures used and applicability of research results to other interventions, clients and settings
Strength refers to:	• The magnitude, precision and reproducibility of the intervention effect

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RANGE STATEMENT

Evidence may be sourced from:

- Professional journals and related publications
- Range of media
- Practice expertise and documentation
- Client preferences and feedback
- Networking with other professionals

Outcome indicators may include:

- Data collected re effectiveness of an intervention or practice
- Observable changes in factors such as client health status, level of engagement, behaviour or living patterns
- Client feedback
- Anecdotal reports from staff, family and carers

Unit Sector(s)

Not Applicable

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CHCPR301C Provide experiences to support children's play and learning

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPR301B Provide experiences to support children’s play and learning	CHCPR301C Provide experiences to support children’s play and learning	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor changes to range statement. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to conduct a range of activities that assist in enhancing children's developmental and leisure experiences

Application of the Unit

Application

This unit may apply to working with children in a range of community service contexts

Work will be undertaken under direct supervision and will be in accordance with appropriate health and safety requirements and programs plans

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Create* a stimulating, positive and developmentally appropriate *environment* to foster development, play and learning	1.1 Provide *areas*, resources and materials for *different kinds of play and physical activity* 1.2 Change the resources regularly to provide variety of activity 1.3 Ensure play and physical activity reflect the cultural diversity, gender and abilities of children 1.4 Set up environment in a way that is safe, non threatening, challenging and stimulating 1.5 Allow sufficient time for play to develop and be completed when possible 1.6 Identify children's individual interests and needs and support by provision of activities or materials 1.7 Provide a range of physical activities to allow children choice in their play whenever possible 1.8 Provide *opportunities* for both group and individual play activities and *experiences* indoors and outdoors

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ELEMENT	PERFORMANCE CRITERIA
2. Actively guide and encourage children to undertake a variety of developmentally appropriate activities	2.1 Encourage and acknowledge children's efforts 2.2 Use activities, resources and materials flexibly to meet children's individual preferences and prompt extensions of play 2.3 Encourage children to participate in a variety of experiences and to choose activities which support their development and fundamental movement skills competency and confidence 2.4 Demonstrate respect for children's choice not to participate and encourage where experience is new or unknown
3. Facilitate children's play, learning and physical activity	3.1 Follow child's lead in play and physical activity and participate when invited 3.2 Initiate play and physical activities and invite child to participate 3.3 Interact with children showing enthusiasm, playfulness and enjoyment 3.4 Monitor children's reactions to play environment to ensure each child remains interested, challenged but not frustrated 3.5 Encourage children to include other children in their play 3.6 Monitor interaction between children to ensure children remain safe and are interacting appropriately 3.7 Redirect children's inappropriate play 3.8 Provide interesting and varied natural outdoor space to encourage active play 3.9 Prepare and provide suitable materials for activities

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

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Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic knowledge of age and cultural appropriate physical activity recommendations and fundamental movement skills milestones
- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Cultural beliefs about leisure for children of different ages and adults
- Different cultural beliefs about play; areas of play regarded as important and appropriate
- Importance of childhood
- Importance of play and leisure to human development and health including:
  - role in promoting healthy weight
  - that it is a lifelong concept
- Inclusion and acceptance of all children regardless of their race, gender or ability is understood
- Interest in and enjoyment of children
- Introductory knowledge of child development for children aged 0 to 5 years or 6 to 12 years
- Knowledge and understanding of the Australian Government Department of Health and Ageing 2004, National Physical Activity Recommendations for Children and Youth
- Occupational health and safety
- Organisation standards, policies and procedures
- Play materials and spaces available
- Range of leisure interests of children
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant Quality Improvement and Accreditation Principles
- Safety measures available to minimise safety risks for children and others including sun safety, equipment use and maintenance, standards of safety for equipment provisions e.g soft falls area under equipment
- Stages of play
- Types and complexities of play and leisure

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Guide individual children's play and leisure, giving due regard to child's age, abilities, interests, culture and development
- Provide a range of experiences to stimulate children and aid their development
- Vary experience depending on child's age, abilities, development, culture and need

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- Work effectively with young children within a historical and philosophical framework of child care delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adapt environment to encourage different types of play and stages of play
- Adapt play or leisure experiences for different children according to needs, interests
- Assess fundamental movement skills development
- Demonstrate application of skills in:
  - time management
  - acceptance of different attitudes of families about play
  - contingency management
  - planning
  - interpersonal
  - active listening
  - communicate with children
  - reflect on own practices
- Demonstrate effective placement of equipment, considering safety, movement of children, different ages/ stages of development of children
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions over a number of assessment situations • Assessment of competency may be conducted on one or more occasions • Assessment should consider the range of differences among children identified in the Range Statement
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment
  - materials and equipment to facilitate play and leisure

And access to children of different:

- gender
- race and culture
- age
- interests and preferences
- social context and lifestyle
- communication style
- personality
- length of time attending service/child care
- abilities

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Leisure is understood to be:	• A special way of doing and feeling • It balances those things in life that may be boring, onerous, time consuming busy work, expectations, tiring, repetitive, hurried or dutiful • It mixes stimulating, creative, relaxing, playful, refreshing challenging and pleasant • Leisure describes pursuits that are freely chosen and deeply satisfying
Physical activity includes:	• Any bodily movement produced by skeletal muscle that results in a substantial increase over the resting energy expenditure
Environment may include:	• The building and grounds where the service is located e.g. Home, centre • The local area around the service and its resources and characteristics
An environment set up to 'invite' children to play and foster play and leisure may:	• Be safe, physically and psychologically • Look interesting to the child • Provide challenge appropriate to the children's stage of development • Provide choices indoors and outdoors
Creating an environment to foster play and leisure may depend on:	• Age of children • Community background and expectations • Environment - indoors and outdoors • Location • Materials available (natural and processed) • Number of children • Resources available • Staff • Type of service • Whether the service has to set up and pack up for each play session • Whether the space is shared with other services

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Different kinds of play and physical activity may include:	• Cooperative play • Functional, constructive, dramatic play • Fundamental movement skills games and activities • Games and free flowing play • Imaginative play • Outdoors and active • Painting, crafts, board games • Play with words/music • Quiet and energetic, boisterous • Solitary, parallel and interactive or a mix of these • Story reading and telling • Use of music, movement and visual arts
For older children, play, leisure and physical activity may include:	• Fundamental movement skills games and activities • Games • Going for a walk • Hobbies and interests • Interactions with people from community • Listening to music • Observing • Organised games e.g. Races, soccer • Solitary activities • Sports • Talking with friends
Areas for different kinds of play, leisure and physical activity may include areas for:	• Constructive play • Conversations • Creative play • Dramatic play • Music • Nature based outdoor play • Noisy play • Physical play and activity • Quiet play • Sand play, water play • Solitary activities • Sports including fundamental movement skills games and activities

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Ways of facilitating play will be affected by a child's age/stage of development and must include:

For babies and infants:

- Flexible routines to allow for the needs of individuals to be met
- Gentle handling, eye contact and appropriate sensory experiences to develop security and trust
- Safe environment to explore

For toddlers:

- The day is structured and routines are established
- Blocks of time are available for exploring and experimenting with the materials
- Caregivers introduce new and different experiences to children
- Play is extended by introducing new materials or resources or suggesting alternative ways to use the materials
- Caregivers give children time to develop their ideas
- Transition from one activity to another is smooth
- Worker modelling play and use of equipment

For 3 to 5 year old children:

- Care giver's interactions provide a positive role model for children
- An environment is maintained that respects individual and group needs
- Children are aware of the limits which are applied consistently
- Children's feelings are acknowledged and respected by caregivers and children

For 6 to 12 year old children:

- Participation with children
- Materials are suggested or alternatives uses of equipment/materials are suggested
- Cycling
- A variety of indoor and outdoor activities for all ages

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Experiences will vary according to the age of the child and creative and challenging experiences may include:

For babies and infants:

- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used e.g. Water play, sand play, outdoors time

For toddlers:

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it e.g. Nature walk to look at leaves, collect them
- Experiences reflect a toddler's growing mastery of their own body e.g. Small slippery dips are used, outdoor area can be a little more involved

For 3 to 5 year olds:

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

For 6 to 12 year olds:

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

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Aspects of child development include:	• Physical fitness and fundamental movement skills ability • Cognitive development • Social development • Emotional development • Creative and aesthetic development • Language development • Moral development • Spiritual development
Resources required to be organised for excursions may include:	• Records that need to be taken • First aid supplies • Relevant equipment • Location of toilets • Keys • Mobile phone • Tickets • Equipment required for activities • Petty cash
Records that may need to be taken on excursions may include:	• List of children attending • Emergency contact details • Medical needs for children
Responsibilities of children on excursions may include:	• For belongings • For payments • For time keeping • For travelling together

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Opportunities that can be provided to support children's development will vary according to a number of factors in the service, such as:	• Child/worker ratios • Physical environment - constraints and potential • Purpose of the service • The amount and type of support from parents and participation by parents • The level of support available to the service from external bodies e.g. Advice specialist services, resource workers • The frequency and regularity of use of the service by the child
Skills related to physical development may include:	• Eye - hand coordination • Dexterity • Fine and gross motor skills • Balance/static • Locomotion • Motor skills
Opportunities for social interaction may include:	• Formally organised activities • A time and place for unplanned interaction • Meetings • Travelling • Walks • Setting up environment/venue
Special occasions may include:	• Birthdays of children • Festivals • Celebration of achievements • Community events • Birthdays of animals • Beginning and end of school term or holidays • Cultural events • 'Graduation' from child care service

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Differences among children may include:	• Gender • Race and culture • Age • Interests and preferences • Social context and lifestyle • Communication style • Personality • Length of time attending service/child care • Abilities
Opportunities provided for social interaction will vary according to the age of the children *For babies and infants*:	• Trusting relationships are developed with familiar adults • Adults work at eye level with infants • Care routines are used for social interaction • Adults talk, sing and recite poems with infants • Adults listen to infants and respond
Language forms may include:	• Verbal and written • Formal and colloquial, informal • Fun and serious styles

Unit Sector(s)

Not Applicable

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CHCPR302A Support sustainable practice

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to support the child care workplace to implement environmentally sustainable work practices

Application of the Unit

Application	This unit applies to work across a range of children services settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support environment sustainable practices of the workplace	1.1 Identify *aspects of sustainability* in the workplace 1.2 Consider potential for change in *aspects of the organisation environment* 1.3 Identify areas where change could be instigated to enhance environmental sustainability
2. Support others in implementing sustainable practices	2.1 Encourage children to participate in sustainable practices discussion, modelling and experiences 2.2 Encourage adults and children to participate in sustainable practices of the service
3. Consider behavioural change for sustainability	3.1 Identify strategies for children to connect with the *natural world in outdoor spaces* 3.2 Use waste, natural or recycled materials for improvised play experiences 3.3 Identify *waste management strategies* 3.4 Identify *water conservation strategies* 3.5 Identify safe and *sustainable cleaning practices*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Context of sustainable development and sustainability, including definitions of sustainability
- Impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources, and biodiversity
- Sustainable practices in:
  - waste management
  - water use
- Cleaning and maintenance and building, equipment and associated resources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and apply environmental sustainability practices in the child care workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Identify and support potential workplace changes to enhance environmental sustainability, including:
  - practices and systems
  - behavioural change

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment and community

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Aspects of sustainability may include:

- Environmental
- Social and
- Economic aspects

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RANGE STATEMENT

Aspects of the organisation environment may include:	• Building and associated structural aspects • Waste disposal practices • Water conservation practices • Maintenance and cleaning practices • Use of waste, natural and/or recycled materials in programs • Expressed values and role modelling behaviours
Natural world in outdoor spaces may include:	• Indigenous plants that attract native fauna and reflect changes seasons and climate • Vegetable, herb or flower gardens and natural ground surfaces such as grass, rocks, and tanbark are provided • Contact with animals on a regular basis with a focus on knowledge as well as fostering care and respect for all living creatures
Waste management strategies may include:	• Paper, plastic and metal recycling • Composting • Worm farming
Water conservation strategies may include:	• Installing water saving devices • Water tanks • Monitored and/or timed water use
Sustainable cleaning practices may include:	• Using biodegradable products • Products labelled environment friendly • Disposing of rubbish using recycling practices • Limiting the amount of water used

Unit Sector(s)

Not Applicable

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CHCPR303D Develop understanding of children's interests and developmental needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to gather information about children through observation and other sources as a basis for addressing their interests and developmental needs

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather *information* about the child through *observation*	1.1 Observe children during their normal pattern of play and daily interactions to identify their interests and needs 1.2 Monitor strengths and needs of children
2. Gather information about the child from secondary sources	2.1 Use child records to collect information about each child 2.2 Use information exchange with family to collect information about each child's needs interests and cultural practices
3. *Record observations* appropriately	3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and/or recorded according to requirements 3.2 Ensure discussion or recording of information is free from biased comments and negative labelling of children 3.3 Ensure observations are recorded carefully and accurately

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ELEMENT	PERFORMANCE CRITERIA
4. Use observations and information collected to understand the child and *contribute to program planning*	4.1 Use information gathered about child to provide suggestions for ways to enhance that child's play and physical activity to contribute to development of fundamental movement skills and leisure 4.2 Use information gathered about child to ensure interactions with the child meet their individual requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant child development stage knowledge to a basic level including the fundamentals of physical development and movement milestones
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour and contribute to program planning

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Observe children at an introductory level
- Demonstrate application of skills in:
  - report writing
  - interpersonal interaction

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job, or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Observation to identify children's interests and plan future experiences, vary according to children's ages and must include:

For babies, infants and toddlers:

- All aspects of the child's development
- Fine and gross motor skills
- Interests, strengths and needs
- Child's knowledge, skills and understanding

For 3 to 5 year olds:

- All aspects of child's development
- Fundamental movement skills
- Child's interests
- Child's strengths and needs
- Social interactions
- Child's knowledge, skills and understanding

For 6 to 12 year olds:

- All aspects of child's development and fundamental movement skills
- Child's interests
- Child's strengths and needs
- Their interests and leisure requirements
- Peer groupings, and social interactions
- Socially isolated children
- Interests, strengths and needs

Information may be gathered by:

- Observations of the child
- Questioning
- Reports
- Conversations with child's peers
- Anecdotal information e.g. Remembrances of other workers, parents

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RANGE STATEMENT

Record observations is to meet specifications which may include:	• Organisation requirements • Service accreditation requirements • Confidentiality policies and procedures •
Contributions to observation recording can be in the form of:	• Writing • Discussions • Conversations
Play may be recorded by:	• Writing • Video • Photography
Contribute to program planning may involve observations that:	• Play environment is too challenging, leading to children becoming frustrated • Play environment is not stimulating enough, leading to children becoming bored • Play environment does not provide opportunity for child's interests/needs • Child's reactions to play environment • Child's play interests

Unit Sector(s)

Not Applicable

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CHCPR502E Organise experiences to facilitate and enhance children's development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to plan to define activities, environment and resources that are developmentally appropriate to enhance children's leisure and play

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish an environment that can foster children's development	1.1 Provide opportunities for children to plan and/or modify their environment 1.2 Design environment to accommodate all *aspects of children's development* and curiosity 1.3 Design environment to provide children with a choice of *experiences* 1.4 Implement strategies to engage children in activities, especially those who have difficulty entering or exiting situations 1.5 Provide materials that capture attention, stimulate response and engage children

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ELEMENT	PERFORMANCE CRITERIA
2. Provide creative and challenging opportunities which stimulate learning and development of the child	2.1 Encourage the child to gain skill and competence by persevering with a developmentally significant activity 2.2 Provide a range of creative experiences, play areas and materials, including natural and recycled materials to encourage children to explore and make choices 2.3 Make opportunities for active free play and independent play 2.4 Provide opportunities for children to practice developing skills 2.5 Provide experiences and activities for all principal areas of development 2.6 Arrange and implement appropriate experiences according to organisation guidelines

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ELEMENT	PERFORMANCE CRITERIA
3. Plan, implement and evaluate developmentally appropriate experiences for children	3.1 Use observations of the children and their views to guide the program 3.2 Develop program in consultation with others 3.3 Use stories, visual materials and activities that show diversity among children and adults 3.4 Plan program to reflect the range of children's needs, abilities and interests 3.5 Assist children to participate in a wide range of leisure activities 3.6 Ensure program responds to children's interests that arise spontaneously as they participate 3.7 Use program to introduce children to new ideas and experiences as well as to provide familiar experiences 3.8 Ensure program provides opportunity for children to follow up activities of high interest 3.9 Ensure program is inclusive and allows for full participation of all children 3.10 Implement strategies to deal with contingencies that may arise 3.11 Review program according to organisation procedures to ensure ongoing relevance and quality
4. Encourage children's involvement in experiences	4.1 Consult children about activities to be made available 4.2 Acknowledge and value children's work 4.3 Encourage child to choose activities to support aspects of their development 4.4 Encourage child to participate in a variety of experiences 4.5 Adapt activity to cater to a child's response to the activity 4.6 Demonstrate respect for child's choice not to participate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Organisation standards, policies and procedures
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour and contribute to program planning
- Plan for, provide and review a range of activities and opportunities which stimulate children's individual development
- Provide a range of experiences to stimulate children and aid their development
- Vary experience depending on child's age, abilities, development, culture and need

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - contingency management
  - interpersonal
  - active listening
- Take into account, use and promote opportunities to address waste minimisation,

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REQUIRED SKILLS AND KNOWLEDGE

environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Experiences will vary according to the age of the child and creative and challenging experiences must include:

For babies and infants:

- Selection of toys, different textures, colours and size are selected
- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used e.g. water play, sand play, outdoors time

For toddlers:

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it e.g. nature walk to look at leaves, collect them
- Experiences reflect a toddler's growing mastery of their own body e.g. small slippery dips are used, outdoor area can be a little more involved

For 3 to 5 year olds:

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

For 6 to 12 year olds:

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

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RANGE STATEMENT

Aspects of children's development include:	• Cognitive development • Creative and aesthetic development • Emotional development • Language development • Moral development • Physical fitness and fundamental movement skills • Social development • Spiritual development
Resources required to be organised for excursions may include:	• Equipment required for activities • First aid supplies • Keys • Location of toilets • Mobile phone • Petty cash • Records that need to be taken • Relevant equipment • Tickets
Records that may need to be taken on excursions may include:	• Emergency contact details • List of children attending • Medical needs for children
Responsibilities of children on excursions may include:	• For belongings • For payments • For time keeping • For travelling together

Unit Sector(s)

Not Applicable

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CHCPR509A Gather, interpret and use information about children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to collect high quality information on children to assist in program planning

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and document detailed information about the child	1.1 Gather information and observations according to a child's emerging skills
	1.2 Gather detailed information about children and document using a variety of appropriate methods
	1.3 Ensure information and observations collected are valid, representative, significant and relevant
	1.4 Make series of observations to address all aspects of development over a period of time and in a variety of situations
	1.5 Consult colleagues, families and others in a sensitive manner

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor children's developmental progress and develop understanding of individual children	2.1 Use observations and information to assess and monitor child's play preferences, social interactions, communication and language, thinking styles, physical abilities and emotional status 2.2 Interpret information and observations to identify individual emerging skills, *capabilities*, potential, interests, preferences of child to guide program strategies to foster development 2.3 Monitor and interpret behaviour that is out of character for an individual child and respond appropriately 2.4 Demonstrate understanding and application of inclusive principles in interpreting observations
3. Use information from observations with others	3.1 Demonstrate quality observation practices to other workers 3.2 Provide information to others to inform program planning, support children's play and evaluate programs 3.3 Use records of observations to provide feedback to children about their skills and competence and promote remembering 3.4 Make time available to share information with parents 3.5 Follow up any concerns regarding child's development with appropriate persons/services
4. Use information to plan the program	4.1 Use information to consider all aspects of child's development and cater appropriately within the program 4.2 Use the information to plan opportunities and experiences to foster development of the child

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ELEMENT	PERFORMANCE CRITERIA
5. Design observation systems with others	5.1 Develop systematic ways of observing children to ensure all children are included 5.2 Develop systematic ways of observing children to ensure that all interpretations of behaviour can be clearly linked to evidence 5.3 Clearly link observation systems developed to program planning and evaluation processes 5.4 Implement processes to ensure appropriate access by others to observation information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- How the observer influences interaction and behaviour
- Styles of thinking
- Developmental knowledge
- Understanding different cultures
- Developmental norms at different ages/stages
- Organisation standards, policies and procedures
- Regulatory and legislative requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Gather information from a variety of sources and observe and interpret children's behaviour
- Monitor and assess children's development and learning and use information to inform program planning
- Use relevant technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - communication skills
  - reporting

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REQUIRED SKILLS AND KNOWLEDGE

- interpersonal interaction
- planning
- safe and effective use of relevant technology

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions, over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Specific purposes or needs for observation include:	• Planning experiences for the child • To identify the child's capabilities • To identify the child's interests and needs • To monitor uncharacteristic or atypical aspects of development
Capabilities of a child will include:	• Physical capabilities • Emotional capabilities • Cognitive capabilities • Social capabilities • Creative capabilities • Language capabilities • Spiritual and moral aspects
Methods of documenting information may include:	• Written • Photography • Audio and video recordings
Methods of gathering may information, include:	• Observing while participating with children in an experience • Narrative methods • Sampling methods • Chart methods • Gathering information about the child from other workers • Asking family members • Discussions with other children • Collecting samples of children's work • Observing children at play, during care routines and social interactions • Directly involving the child in the process

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Unit Sector(s)

Not Applicable

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CHCPR510B Design, implement and evaluate programs and care routines for children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to design, implement and evaluate programs and individual care routines to foster and enhance the development of children

Application of the Unit

Application	This application of knowledge and skills described in this unit of competency relates to work undertaken to engage with parents and child to develop individual care plans and programs of the service

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Design and implement *programs* with all those involved	1.1 Use or establish opportunities to gather all necessary *information* from and communicate to those involved 1.2 Identify ideas and concerns about the current program, care routines and setting and consider them in designing the program and care plans 1.3 Design and implement programs that reflect the *philosophy* and *goals* of the service

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ELEMENT	PERFORMANCE CRITERIA
2. Design and implement programs to enhance development of children	2.1 Gather *information about each child's development* to inform the program and routines 2.2 Develop and implement child centred programs that aim to extend children's *experiences* and develop children's self help skills 2.3 Develop and implement programs and routines to foster all aspects of children's development in a holistic way and support smooth transitions 2.4 Ensure programs provide for capabilities, interests, emerging skills and backgrounds of children who attend the service 2.5 Ensure all *resources required* for program are identified and available at the required time 2.6 Develop a flexible daily *timetable*, incorporating developmental opportunities, routines and transition experiences
3. Design and implement programs that are relevant to cultural and social contexts of children and their community	3.1 Gather information about contexts of the children's lives and use it to guide planning 3.2 Identify varying expectations of parents of diverse backgrounds and accommodate where possible 3.3 Develop and implement programs that reflect diversity and inclusive perspectives in an ongoing manner 3.4 Select experiences and resources that reflect diversity and promote cross cultural awareness in a positive and respectful manner 3.5 Select experiences and resources that support and develop *children's identities*

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ELEMENT	PERFORMANCE CRITERIA
4. Develop appropriate settings and environments	4.1 Evaluate settings, environments and resources and modify in relation to children's cultures, family backgrounds and interests 4.2 Evaluate settings, environments and resources and modify to foster all aspects of children's development and learning and provide children with choices 4.3 Implement modifications within constraints of resources available and service location and to promote the organisation and aesthetics
5. Monitor and evaluate programs	5.1 Adapt plans according to children's responses, conditions of the day and spontaneously arising opportunities 5.2 Gather and document *information* using a range of methods in order to assess the progress and achievements of each child. 5.3 Use or establish opportunities to gather feedback and comments from all those involved 5.4 Identify and apply appropriate criteria for evaluating the overall program 5.5 Include children's responses and comments as part of the evaluation process 5.6 Ensure programs are evaluated regularly and in accordance with service guidelines 5.7 Use evaluation information towards further design of programs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Assessment tools to guide decision-making about programming
- Criteria for selecting a specific programming approach
- Criteria to review setting and environment
- Detailed knowledge of facilitating a variety of learning and play experiences e.g. art, music, sport
- Different approaches to program planning and development
- Evaluation methods and reflective practice
- Identification of range of resources required
- Location of resources and materials
- Organisation standards, policies and procedures
- Regulatory and legislative requirements
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant quality improvement and accreditation system principles
- Respect for different family expectations
- Stakeholders who need to be involved in evaluation
- Theories of child development
- Up to date information and a range of sources of information is accessed as resources for program development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a defined philosophical approach to delivery of services to children and to continuously improve services through reflecting on effectiveness of practices

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REQUIRED SKILLS AND KNOWLEDGE

- Apply criteria to evaluate programs in relation to:
  - short term and long term goals of the program
  - progress of individual children
  - progress of the group of children
  - philosophy and goals of the service
  - cost effectiveness
  - appropriate practice
  - daily programs, weekly programs
- Gather information and use as a basis for designing and planning programs to address identified needs
- Organise and coordinate a range of experiences at one time and undertake appropriate evaluation of effectiveness of programs
- Plan, implement, monitor and evaluate developmentally appropriate routines and programs to foster and enhance children's development
- State and outline a personal philosophy about children's development through programming which considers theories of child development and learning and social justice and equity

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - planning
  - contingency management
  - effective communication with target groups
  - analysis and reflective thinking
  - selecting and administering appropriate assessment and evaluation tools
- Take into account, use and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Programs may be designed and implemented for:

- A group of children
- A playgroup
- A service
- Individuals

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RANGE STATEMENT

Programs include:	• Experiences • Interactions • Organisation of time and space • Routines • Transitions
All those involved with program design may include:	• Children • Management • Parents • Staff/care providers
Ideas and suggestions for programming and may be gathered from:	• Colleagues • Networks • Newsletters, magazines, articles • Publications • Resource workers • Teachers in schools when service is co located
Information may be communicated by:	• In fun and creative ways • Other staff • Parents • Verbal means and written formats • Volunteers
Experiences addressed by programs may include:	• Busy/quiet experiences • Challenging/confirming • Excursions/at usual location • Familiar experiences/special events • Indoor/outdoor • Surprising/predictable and planned • Unstructured/structured

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RANGE STATEMENT

Philosophy of the service may include:

- Culturally specific services philosophies
- Philosophies about children, their development and learning
- Philosophies and values about society and communities

Goals of the service may be oriented to an emphasis on:

- Confidence with technology
- Creativity
- Cultural identity and knowledge
- Emotional well being
- Environmental understanding
- Holistic care and development
- Language development
- Learning and education
- Multicultural understanding
- Personal attention and flexibility
- Psychomotor development
- Recreation
- Social interaction and development
- Spiritual and moral development

Resources required may include:

- Curriculum/learning materials
- Equipment
- Equipment and materials
- Food and drink
- Skills of staff
- Staffing
- Support staff and resource staff
- Transport
- Venue

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RANGE STATEMENT

Organising resources may include:	• Booking • Borrowing • Employing staff • Other staff • Parents • Purchasing • Volunteers
Timetable considerations may include:	• Booking details • Costs • Expectations • Time
The context of the children's lives may include:	• Community groupings, alliances and conflicts • Cultural context • Geographic context, e.g. Remoteness, high rise buildings, lack of open space • Historical context of community, e.g. Significant events, future plans • Social context, e.g. Social isolation, crowding and noise
Information about each child's development and social/cultural context may be gained by:	• Consulting family/community representatives • Consulting parents • Conversation with child • Recorded observations • Work samples and other documentation • Written reports/records
Children's identities may include:	• Cultural • Gender • Peer group • Racial • Social

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RANGE STATEMENT

Information about a child's progress may be gathered by:	• Comments from other children • Directly involving the child in the process • Observation • Observations and comments from other staff, parents and family/community members • Questioning • Work samples and other documentation
Mobile services may need to design programs particularly targeted to children who are isolated:	• Geographically • Socially

Unit Sector(s)

Not Applicable

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CHCPR515A Develop and implement a program to support sustainable practice

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to analyse the child care workplace in relation to environmental sustainability of work practices, to implement improvements and analyse their effectiveness

Application of the Unit

Application	This unit applies to work across a range of child care settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse environmental sustainability of child care workplace	1.1 Identify *aspects of sustainability* to analyse the workplace 1.2 Review potential for change in *aspects of the child care environment* 1.3 Identify key areas where change could be instigated to enhance environmental sustainability
2. Support behavioural change processes and the role they play in sustainability	2.1 Encourage children to exchange thoughts and ideas about sustainable issues through guided discussion, projects and experiences 2.2 Explore *ethical dilemmas* of waste disposal and water conservation with all stakeholders 2.3 Encourage adults and children to participate in *sustainable practices* that integrate the service delivery systems

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ELEMENT	PERFORMANCE CRITERIA
3. Design and implement a program to support behavioural change for sustainability	3.1 Explore strategies and opportunities to implement *sustainable building design* where possible 3.2 Apply strategies for children to connect with the *natural world in outdoor spaces* 3.3 Use waste, natural or recycled materials for improvised play experiences 3.4 Apply *waste management strategies* where possible 3.5 Apply *water conservation* strategies where possible 3.6 Use safe and *sustainable cleaning practices* 3.7 Guide children to understand the link between plants, animals and humans
4. Review the sustainability program	4.1 Evaluate the program outcomes on a regular basis 4.2 Involve the community, children and adults in evaluating the program 4.3 Document outcomes of the program and implement changes based on evaluation evidence

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Historical context of sustainable development and sustainability, including definitions of sustainability and the impacts of historical world events
- Impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources, and biodiversity
- Intergenerational equity and equitable sharing of resources
- Barriers and drivers for behavioural change
- Awareness of the importance of community as a source of knowledge, skills and values
- Sustainable practices in:
  - waste management
  - water use
  - cleaning and maintenance and building, equipment and associated resources
- Awareness of sustainable building design to maximise the use of natural light/heating and cooling
- Human biology and the link between plants, animals and humans
- Awareness of strategies to increase children's experiences and understanding of animals and the natural environment
- Qualitative and quantitative evaluation processes for sustainability program

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake an analysis of the environmental sustainability of the child care workplace

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REQUIRED SKILLS AND KNOWLEDGE

- Identify and support potential for workplace change to enhance environmental sustainability, including:
  - design (e.g. of building and resources)
  - practices and systems
  - behavioural change
- Design, implement and review a program to enhance environmental sustainability in the child care workplace
- Involve staff, children and the broader community in participating in and evaluating a program to enhance environmental sustainability

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment and community

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Aspects of sustainability may include:	• Environmental • Social and • Economic aspects
Aspects of the child care environment may include:	• Building and associated structural aspects • Waste disposal practices • Water conservation practices • Maintenance and cleaning practices • Use of waste, natural and/or recycled materials in programs • Expressed values and role modelling behaviours
Ethical dilemmas in sustainability programs may include:	• Budget constraints • Decision-making responsibility • Health concerns related to reuse of some materials • Parent/carer expectations may conflict with sustainable practices
Sustainable practices may include:	• Recycling materials • Using environment friendly products in activities and cleaning • Limiting the use of power and water • Regeneration of natural environments where possible

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RANGE STATEMENT

Sustainable building design may include:	• Use of recycles materials • Integration of environment saving features, e.g. solar power • Use of natural light and existing natural surrounds for shade and exploratory activities
Natural world in outdoor spaces may include:	• Indigenous plants that attract native fauna and reflect changes seasons and climate • Vegetable, herb or flower gardens and natural ground surfaces such as grass, rocks, and tanbark are provided • Contact with animals on a regular basis with a focus on knowledge as well as fostering care and respect for all living creatures
Waste management strategies may include:	• Paper, plastic and metal recycling • Composting • Worm farming
Water conservation strategies may include:	• Installing water saving devices • Water tanks • Monitored and/or timed water use
Sustainable cleaning practices may include:	• Limiting water wast • Using environment friendly products • Disposing of waste with first consideration being to potential for recycling

Unit Sector(s)

Not Applicable

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CHCPR613C Facilitate the development of programs for children with additional needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop programs for children with additional needs

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan required resources	1.1 Identify appropriate facilities for the child
	1.2 identify and gather or modify toys and equipment that are appropriate for the child
	1.3 Identify specialist resources and request as needed
	1.4 Plan and utilise additional resources required according to finances available
2. Develop the program to meet the needs of the child	2.1 Consult with all involved to develop program for child
	2.2 Identify desired outcomes and goals through consultation
	2.3 Review current program to identify how appropriate it is for the child
	2.4 Gather detailed information to identify child's needs
	2.5 Develop program to address child's needs, in consultation with staff

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain communication with those involved	3.1 Develop and review strategies for on-going communication with all those involved 3.2 Clearly identify and use communication channels 3.3 Regularly evaluate effectiveness of program with all those involved

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Inclusion, non-discriminatory practices and associated legislation
- Knowledge of child development - build on strengths of child
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop programs to meet additional needs of children

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate respect for family expectations and desired outcomes for child
- Demonstrate application of skills in:
  - observation

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REQUIRED SKILLS AND KNOWLEDGE

- communication skills
- consultative skills
- local community resources
- planning

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed in conjunction with one of the following related units:

- CHCIC512A Plan the inclusion of children with additional needs

or

- CHCSD611C Facilitate the inclusion of children with additional needs

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Children having additional needs may include needs due to:

- Language difficulties
- Physical, sensory or developmental disability
- Health problems
- Behavioural or psychological disorders
- Family circumstances and needs
- A child recently arrived in Australia from a very different culture
- A child whose culture is different from the culture of the centre
- Child at risk
- Unknown diagnosis
- Known diagnosis
- Cultural / religious practices
- Communication difficulties
- Giftedness

Communication difficulties of a child may be due to:

- Trauma, violence and crises
- Disabilities e.g. hearing, visual, speaking
- Health problems and disorders
- Learning problems
- Deprivation of sensory stimulation

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RANGE STATEMENT

Specialist resources may include:	• Professionals with expertise about particular needs of children • Written information • Special equipment • Information and education videos • Resource networks • Family members • Bilingual workers • Interpreter services • Resource units • Extra staffing
Additional resources may include:	• Worker training • Toy libraries
Review of current program could include:	• Review for child with additional needs • Review of strategies for meeting needs of child within context of whole group

Unit Sector(s)

Not Applicable

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CHCPR614D Observe children and interpret observations

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPR614C Observe children and interpret observations	CHCPR614D Observe children and interpret observations	Unit updated in V4. Formatting and grammatical corrections. No change to competency outcome (no change to version identifier).

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to observe and interpret children's developmental progress

Application of the Unit

Application

This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit:

- CHCPR509A
- Gather, interpret and use information about children

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor children's developmental progress	1.1 *Gather* and *record information* about children's developmental progress
	1.2 Follow up with appropriate persons/services, any concerns regarding a child's development
	1.3 Communicate information to parents clearly and sensitively
	1.4 Use identified strengths to guide program strategies to foster development
	1.5 Identify degree of inclusiveness in children's interactions and language and develop strategies as required
	1.6 Observe level of problem solving and conflict resolution skills and develop strategies as needed
2. Gather information about the child's views and perspectives	2.1 Investigate child's views of the social world and relationships by observing their interactions and reflecting on their communication
	2.2 Identify child's thinking style
	2.3 Identify child's current and emerging interests
	2.4 Identify child's strengths, talents and potential

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate quality observation practices to other workers	3.1 Ensure own observations of children are significant, valid and concise 3.2 Demonstrate clear links between evidence from observations and interpretation of behaviour, needs and interests 3.3 Ensure intensity/detail of observations is appropriate to purpose and context 3.4 Ensure interpretations of observations demonstrate inclusive principles and understanding
4. Use information from observations to guide others	4.1 Provide information to broaden the other's understanding of the child 4.2 Communicate information to others to improve their interaction with a child 4.3 Provide information to others to improve program planning and evaluation 4.4 Discuss programs and children's needs based on the information gained 4.5 Work with others to design and develop systematic ways of observing children that ensure inclusion of all children

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- How the observer influences interaction and behaviour
- Styles of thinking
- Developmental knowledge
- Understanding different cultures
- Developmental norms at different ages/stages
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour to contribute to program planning
  Specific purposes or needs for observation include:
  - planning experiences for the child
  - to identify the child's abilities, needs and interests

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - reporting
  - interpersonal interaction
  - planning

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Assessment requires access to a range of opportunities defined in the Range Statement, including:
	  • a childcare workplace
	  • children's services, resources and equipment
	  • the local environment

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

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A child's capabilities will include their:

- Physical capabilities
- Emotional capabilities
- Cognitive capabilities
- Social capabilities
- Creative capabilities
- Language capabilities

Record information may include methods such as:

- Written
- Photography
- Video recording

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Gather information may include a variety of methods such as:

- Observing while participating with children in an experience
- Time sampling
- Gathering anecdotes about the child's interactions from other workers
- Asking family members
- Discussions with other children
- Collecting samples of children's work
- Observing children at play, activities and social interactions

Unit Sector(s)

Not Applicable

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CHCPROM401C Share health information

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROM401B Share health information	CHCPROM401C Share health information	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to share health information in a community health context

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify *health information* requirements	1.1 Obtain information from *key people* about community health needs 1.2 Hold discussions with key people 1.3 Assess and *document* levels of health information in the community according to organisation guidelines 1.4 Identify and list gaps in available information 1.5 Determine and prioritise community health information needs
2. Develop health information in an appropriate context	2.1 Negotiate with key people to determine location, time and place for sharing health information 2.2 Prepare and assemble *resources* in consultation with key people 2.3 Develop information using techniques appropriate to the target audience

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ELEMENT	PERFORMANCE CRITERIA
3. Implement sharing of health information	3.1 Deliver health information in a clear and concise manner 3.2 Deliver health information in a place that is negotiated with the target audience 3.3 *Obtain feedback* from the audience to determine whether information is correctly received
4. Evaluate presentation of health information	4.1 Review progress and/or outcome against community needs, in consultation with key people 4.2 Provide key people with suggestions to improve the methodology of sharing health information 4.3 Implement changes to methodology in consultation with key people as required

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Local community health plans
- Organisation policies and guidelines
- Community/sector networks
- Collection and interpretation of health data
- Processes related to health promotion
- Factors underlying community development processes
- Evaluation models

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake community research
- Record health data
- Demonstrate application of skills including:
  - cross cultural communication skills
  - interpersonal communication skills
  - interpreting data
  - decision-making
  - using community profiles
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	  • an appropriate workplace where assessment can take place or practice laboratory
	  • relevant organisation policy, protocols and procedures
	  • emergency response procedures and employee support arrangements

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

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Organisations may include:

- Local/regional organisations:
  - community health centres
  - local hospital
  - other community service organisations
  - local council
- National organisations:
  - Australian bureau of statistics
  - health and welfare institute
  - other state/territory and federal government organisations
- International organisations:
  - World Health Organisation
  - UNESCO
- Health professional representative bodies:
  - CRANA
  - Division of General Practitioners
  - Aboriginal Health Workers Associations

Health information maybe available from:

- Organisations providing services and information:
  - local hospitals
  - public health units
  - epidemiology unit
- Community members
- Community health workers
- Representatives from funding bodies
- Community health centres:
  - screening programs
  - recall systems
  - work diaries
  - documents, records and statistics

Key people may include:

- Community members
- Community leaders
- Council members
- Family
- Community workers

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Types of information may include:	• Organisation data • Quantitative and qualitative data • Research data • Personal communications and opinions • Other relevant documents regarding community health issues • Relevant records, correspondence and reports

Appropriate systems and formats for compiling information may include:	• Incident reporting and documentation
	• Questionnaires
	• Specified formats for preparing reports
	• Accessing databases
	• Noting information on records systems
	• Advising appropriate people of the information gathered
	• Pictorial:
	  • graphs
	  • posters
	  • photographs

Document information and feedback may be:	• Verbal (English and/or first language) • Written • Pictorial • Videos • Computer files

Resources may include:	• Other health workers
	• Brochures
	• Displays
	• Community health stories
	• Videos
	• Audio tapes
	• CDs
	• Computerised information:
	  • databases
	  • websites
	• Library

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Obtain feedback may include:

- Written:
  - report
  - computer
- Pictorial display of information:
  - poster
- Verbal:
  - discussion
  - personal interviews

Unit Sector(s)

Not Applicable

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CHCPROM502B Implement health promotion and community intervention

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to implement health promotion and community intervention

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of *key issues* in preventative health care	1.1 Apply social research methods to appropriately analyse population health trends, demographic, social and epidemiological information and data
	1.2 Identify key issues in preventative health
	1.3 Identify current responses to preventative health care
	1.4 Access information on preventative health care and apply to developing solutions to community issues
	1.5 Define target populations and determine consultation processes
	1.6 Examine policy and funding contexts and issues

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ELEMENT	PERFORMANCE CRITERIA
2. Work within the educational framework of health promotion	2.1 Develop an educational perspective based on a philosophical and historical understanding of preventative health care 2.2 Integrate preventative health care perspective into community development and capacity building 2.3 Apply relevant strategies to health promotion in the community 2.4 Plan partnerships with stakeholders 2.5 Identify a range of techniques to engage community in health promotion activities 2.6 Access *key resources* for health promotion activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A philosophical and historical understanding of preventative health care
- Social research and date relating to health issues
- Primary health care principles
- Funding and policy environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply and conduct social research
- Use and interpret data base information

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REQUIRED SKILLS AND KNOWLEDGE

- Apply numerical skills to enable statistical interpretation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills required to fulfil job roles as specified by the organisation/service including:
  - asking questions
  - active listening
  - asking for clarification
  - negotiating solutions
  - acknowledging and responding to a range of views
- Apply written communication skills required to fulfil job roles as specified by organisation/service
- Apply problem solving skills required include an ability to use available resources, analyse information and make decisions
- Demonstrate application of skills including:
  - project planning
  - work with diversity
  - advocacy skills
  - work in groups

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
  - equipment and resources normally used in the workplace

Method of assessment:

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Key resources are available from:

- WHO concept of Health
- Ottawa Charter 1986
- Jakarta Declaration 1997

Key issues and prevention strategies affecting people's health:

- Nutrition
- Substance use and misuse
- Environmental health
- Mental health
- Sexual and reproductive health
- Other determinants

Unit Sector(s)

Not Applicable

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CHCPROM503A Provide community focused promotion and prevention strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop and deliver a range of promotion and prevention strategies to the community

Application of the Unit

Application	This unit applies to work with in a range of community sector work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine promotion and prevention strategies relevant to the specific community	1.1 Consult with *relevant individuals and groups* to determine the nature and priority of promotion and prevention strategies
	1.2 Conduct research to determine *established and available promotion and prevention resources*
	1.3 Identify promotion and prevention requirements that have no established and available resources
	1.4 Determine resource requirements to develop, adapt and implement promotion and prevention strategies
	1.5 Determine specific *expertise and information required to develop, adapt and implement promotion and prevention strategies*
	1.7 Prioritise promotion and prevention strategies, where necessary, based on community need and available resources
	1.8 Determine budget necessary to develop, adapt and implement promotion and prevention strategies
	1.9 Develop a promotion and prevention plan, noting resources, contacts and timeframes

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare for promotion and prevention activities	2.1 Determine desired outcomes of promotion and prevention activities 2.2 Confirm the desired outcomes with relevant stakeholders 2.3 Confirm nature and extent of promotion and prevention activities with relevant stakeholders 2.4 Confirm timeframes for promotion and prevention activities with stakeholders 2.5 Amend identified promotion and prevention needs, where necessary, to address stakeholder feedback 2.6 Adapt established and available promotion and prevention resources where necessary 2.7 Develop promotion and prevention resources that are not already available
3. Conduct promotion and prevention activities	3.1 Conduct prevention activities according to the promotion and prevention plan 3.2 Gather feedback on the immediate impact of the activity 3.3 Amend activities based on feedback, where necessary
4. Report and document information	4.1 Document information about activities according to the organisation's protocols 4.2 Observe privacy and confidentiality requirements when reporting feedback 4.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to prevention strategies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Mental health and its perception in the community
- Alcohol and other drugs (AOD) and its perception in the community
- The impact of stigma on client, family and relevant others
- The importance of promotion and prevention in the health and recovery continuum
- A range of promotional strategies and their effective use
- Feedback mechanisms
- A range of promotional resources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Engage community members in prevention and promotional activities
- Match promotional and prevention strategies to target audience
- Secure and/or develop promotional and prevention resources

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills including:
  - budget development and management
  - planning
  - time management and organisation

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Relevant individuals and groups may include:	• Community groups • Community clubs • Schools • Local government • Health services
Established and available promotion and prevention resources may include	• Pamphlets • DVDs • Booklets • Posters
Expertise and information required to develop, adapt and implement promotion and prevention strategies may include:	• Mental health knowledge • Alcohol and other drugs (AOD) knowledge • Community knowledge • Specific target audience knowledge • Promotional production knowledge and skills • Graphic design knowledge and skills

Unit Sector(s)

Not Applicable

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CHCPROT401C Act as a witness

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide assistance within juvenile justice and care and protection processes

Application of the Unit

Application	This unit may apply to community service work in security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Contribute to the court processes as a witness*	1.1 Participate in *pre and post court briefings* and debriefings as appropriate and required 1.2 *Provide evidence* that reflects questions and directions asked by court or *legal representatives* 1.3 Provide evidence using factual descriptions and present clearly and concisely 1.4 Ensure conduct is according to requirements of court processes and proceedings 1.5 Liaise with appropriate legal representatives 1.6 Undertake all appropriate and required documentation and reporting and store in accordance with organisation procedures
2. Provide appropriate coordination and assistance	2.1 Provide relevant information about court processes to *relevant people* 2.2 Provide immediate assistance as appropriate to the work role 2.3 Offer referral and/or other advice to parents, caregivers and children

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Operations of the court process
- Operations of legal system
- Legal implications and responsibilities of statutory work
- Rules of evidence
- Relevant policy and procedures
- Relevant legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Present information factually and descriptively
- Demonstrate awareness of legal and court protocols and processes
- Demonstrate knowledge related to appropriate organisation and legislative requirements
- Use typical processes listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with:
  - organisations and representatives of court and legal system
  - children, young people and parents/caregivers
- Demonstrate application of skills in:
  - clear speaking and presentation of facts

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REQUIRED SKILLS AND KNOWLEDGE

- managing stress within a court environment
- report writing
- interviewing and assessment

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of juvenile justice or care and protection processes undertaken by workers
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes:

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

The contexts for acting as a witness include:	• Within a juvenile justice process • Within a care and protection process
Contribute to the court processes as a witness will be carried out within requirements established by:	• Rules of evidence within legal and court processes • Commonwealth and State legislation • International conventions relating to the Rights of Children and Young Persons • Organisation policy and procedures • Relevant program standards
Pre and post court briefings includes being briefed by:	• A legal representative on the rules of evidence and court protocol • A statutory worker on the details of the case and organisation policy for presentation of evidence • A legal representative and/or statutory worker on outcomes and consequences of court decisions
Provide evidence includes verbal presentation of factual information that:	• Is descriptive and devoid of assumptions or judgemental statements • Represents the details and facts of the evidence that are pertinent to the case
Information provided is tailored to include:	• Language that can be understood by the majority of participants in the court process with reduced jargon
Legal representatives include:	• Crown law or private legal representatives appointed by Crown law
Relevant people may include:	• Parents and caregivers • Workers or representatives from related agencies

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Unit Sector(s)

Not Applicable

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CHCPROT404D Prepare information for justice processes

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers who contribute to justice processes by preparing information on child protection cases It does not involve providing evidence

Application of the Unit

Application	This unit may apply to community service work in security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and *prepare* material	1.1 Conduct interviews to *gather evidence* from witnesses to obtain a *factual record* of events
	1.2 Crosscheck relevant information gathered from interviews and confirm with a number of sources
	1.3 Use *established procedures* to prepare evidence and information for court consideration
	1.4 Liaise with relevant parties and keep informed of status of evidence and court process
	1.5 Collect and document evidence so as to ensure statutory requirements and procedures are satisfied
	1.6 Use established procedures to make *arrangements to support attendance of witnesses in court*
	1.7 Undertake all requirements for reporting and storage of written materials in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. *Provide information* to the justice process	2.1 Provide information about status of case and court processes to relevant parties on an ongoing basis 2.2 Check understanding of outcomes of court action with all relevant parties 2.3 Facilitate exploration of options arising from court action with all relevant parties
3. Prepare reports	3.1 Record and report on investigation in line with organisation and legal requirements 3.2 Maintain information systems, including computer records, case notes, files and reports

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal implications and responsibilities of statutory work
- Relevant policy and procedures
- Relevant legislation
- Stages of child development
- Workings of court and legal processes
- Legal implications of material collected through interviews
- Family dynamics in different cultures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate evidence collection and witness preparation processes
- Balance statutory power, rights of clients and significant others
- Interpret legal requirements
- Demonstrate knowledge related to applicable agency and legislative requirements
- Use typical processes listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Interpret policies, procedures, standards and statutory obligations
- Use communication techniques; active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes

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REQUIRED SKILLS AND KNOWLEDGE

- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Demonstrate application of skills in:
  - action planning
  - age appropriate language and questioning techniques
  - conflict resolution
  - managing grief and change processes
  - working with adolescents
  - stress management
  - dealing with cross cultural issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of court processes in which workers are expected to participate

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Related units:	This unit should be assessed in conjunction with related units: • CHCCM506B Undertake case management in a child protection framework • CHCCOM403A Use targeted communication skills to build relationships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for preparing for court processes include:	• Within a juvenile justice process • Within a care and protection process
Prepare for court processes will be carried out within requirements established by:	• Legal and court systems • Commonwealth, and state legislation • International conventions relating to the rights of children and young persons • Organisation policy and procedures • Relevant program standards
Factual record includes:	• Establishing the 'who, what, where, when and how' of incidents in descriptive terms • A level of detail where personal bias and prejudices are not evident

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RANGE STATEMENT

Established procedures include:	• Writing affidavits • Preparing witness statements • Reports on recommendations for sentencing • Orders, as required by court
Gather evidence and document includes:	• Material that does not neglect leading, descriptive and factual questions
Arrangements to support attendance of witnesses in court include:	• Transport arrangements • Briefing about etiquette and protocol of court process
Provide information to users of the court process includes:	• Explaining court and legal process jargon to clients and significant others, ensuring that they have understood the implications of a court decision • Pre and post court briefing about etiquette and protocol of court processes and linkage to case plan and or future actions

Unit Sector(s)

Not Applicable

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CHCPROT405E Provide supervision in the community

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT405D Provide supervision in the community	CHCPROT405E Provide supervision in the community	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers who provide legislated and protective services to children and young people at substantial risk of abuse or neglect and/or are subject to court mandates/ orders

Application of the Unit

Application

This unit may apply to community service work in security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote cooperative behaviour	1.1 Communicate positive and realistic expectations of child/young person's behaviour to child
	1.2 Use clear communication, suggesting positive options to encourage cooperation of child/young person
	1.3 Draw attention of child/young person to positive aspects of their behaviour
	1.4 Support child/young person to accept responsibility for meeting requirements of intervention and program

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ELEMENT	PERFORMANCE CRITERIA
2. Liaise with client providers	2.1 Identify and assess client needs 2.2 Discuss feedback with client and relevant parties 2.3 Take appropriate action 2.4 Ensure providers receive relevant client information 2.5 Undertake all appropriate record-keeping and reporting in accordance with defined procedures 2.6 Ensure allocated service delivery continues to match client requirements 2.7 Implement required changes where appropriate and as resources permit
3. Coordinate community programs	3.1 Assess specific client needs and match to an existing program 3.2 Employ appropriate communication techniques to engage young client and to address specific needs, including those relating to • culture • disability • development • gender 3.3 Consult relevant community organisations to identify available programs to meet specific client needs 3.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs 3.5 Provide relevant information to client as appropriate

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ELEMENT	PERFORMANCE CRITERIA
4. Fulfil legislative responsibilities	4.1 *Provide child/young person with community supervision* in accordance with relevant legislation, policies and procedures 4.2 Provide supervision to assist client address their needs and issues 4.3 Source and validate appropriate information to write reports and case file notes 4.4 Prepare court ordered reports in accordance with relevant legislation, policies and procedures 4.5 Where possible, consulted child/young person in the preparation of reports

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of adolescent offending
- Dynamics of young offender's significant others
- Understanding adolescent clients and their special needs as individuals and as part of a group
- Identifying and implementing procedures used in a critical incident and/or situation, within relevant policy, procedures and legislation
- Behaviour management models, theories and techniques
- Security and safety procedures and policies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain physical and emotional security and safety
- Interact with clients in appropriate ways
- Manage critical incidents and/or situations
- Maintain and use security systems
- Apply knowledge of organisation and legislative requirements
- Use typical processes listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Identify, interpret and adapt behaviour management theories, models and techniques
- Promote relapse prevention strategies and non-offending behaviour
- Demonstrate understanding of particular issues of the significant others of young offenders
- Communicate effectively with clients, families and members of justice system
- Utilise age appropriate behaviours and language
- Operate all relevant security equipment
- Demonstrate application of skills in:
  - conflict management

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  - role modelling
  - engaging involuntary clients
  - engaging significant others
  - first aid
  - observation and assessing of behaviour
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for provision supervision and security include:

- Within a detention facility
- Of clients, staff and physical environment

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Provide child/young person with community supervision will be carried out within requirements established by:	• Court orders • A range of legislation including social justice, equity and access, workplace health and safety and security • Organisation policy and procedures • Relevant program standards • International conventions relating to the rights of children and young persons
Admitting people to facility includes:	• Defining terms of custody with client, explaining terms of order to client and significant others in ways which are clear and age and culturally appropriate
Integration into residential setting includes:	• Establishing processes for resolving issues between workers, client and other residents • Explaining expectations of client while in facility • Explaining rules and consequences for behaviour to client • Ideology relating personal and communal behaviour operating in facility is explained to client
Security involves:	• Physical safety of people and providing a sense of well being and maximum care and protection to clients and staff
Maintaining security involves ensuring a safe and healthy environment by monitoring physical security systems such as:	• Perimeter fence • Buildings • Locks • Alarm systems • Camera surveillance • Radio/intercom systems
Contributing to reintegration of client back into community including:	• Providing information about services, programs and financial supports that client can access • Utilising networks to provide client with access to opportunities available in community

Unit Sector(s)

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Not Applicable

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CHCPROT406C Facilitate court orders

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to interpret legal processes to consider options, make recommendations and plan a course of action for a juvenile offender

Application of the Unit

Application	This unit may apply to community service work in security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare recommendations for orders	1.1 Collect and analyse *relevant documentation* and validate with appropriate sources
	1.2 Undertake *interviews* with appropriate information sources
	1.3 Base *decision-making* about orders on a range of relevant principles and criteria
	1.4 Use established procedures to document recommendation for order and make available appropriately
	1.5 Ensure legal rights of client are maintained through the provision of information, checking for understanding of these rights and advocating for them where appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. Collect information about order implementation	2.1 Ensure actions and decisions arising from court process are made available to all appropriate parties in a culturally and linguistically appropriate manner 2.2 Provide information about implementation of court order to client and significant others and negotiate and document details 2.3 Make arrangements with relevant agencies to carry out order 2.4 Make referrals to ensure recommendations on order are undertaken
3. *Plan and monitor orders*	3.1 Identify, plan for and arrange *resources* needed by client to participate in order 3.2 Monitor progress of adherence to order, *take action on compliance* or non compliance with legal mandate, and keep all relevant parties informed on an ongoing basis 3.3 Plan for activities, resources and responsibilities cooperatively with client, significant others and service providers 3.4 Document action and decisions based on order

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of adolescent offending
- Dynamics of young offender's families; peer group, community
- Legal implications and responsibilities of a juvenile justice worker
- Bail and remand diversion processes
- Effects of incarceration
- Services and resources
- Levels of authority and decision-making
- Relevant policy and procedures
- Relevant legislation
- Legal resources available
- Social issues/status of young people (age, ethnicity, subculture, access of education/employment)
- Psychological issues and concepts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct interviews
- Prepare court reports
- Interpret/analyse interview data and information sources
- Interpret legal and court processes and orders
- Develop, monitor and evaluate case plans
- Demonstrate knowledge related to applicable agency and legislative requirements
- Use typical processes listed in the Range Statement

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Interpret legal ground for making decisions and legal procedures
- Communicate effectively with clients, significant others and members of justice system
- Prepare court reports
- Demonstrate application of skills in:
  - planning and negotiation
  - interpretation of policies procedures, and standards
  - networking, negotiation and liaison with relevant parties

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of processes required for the facilitation of court orders

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for facilitation of court orders include:	• Within a detention facility • Within an order to be undertaken in the community involving varying degrees of supervision
Facilitation of court orders will be carried out within requirements established by:	• Court processes and determinations • Commonwealth and state legislation • International conventions relating to the rights of children and young persons • Agency policy and procedures • Relevant program standards
Relevant documentation includes:	• Legal status of client (bail, control order, remand, appeal) • Offending history • Significant other history such as educational, social and medical history
Interviews include those with:	• Client about current legal and social status • Significant others • External organisations • Relevant government organisations
Decision-making is based on:	• Determinations operating within the Juvenile Justice system

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RANGE STATEMENT

Monitoring compliance with legal mandates, a range of actions for non-compliance includes:	• Explaining consequences of non-compliance • Encouraging client to accept and demonstrate responsibility for non-compliance • Provision of information to all relevant parties on breach of legal order • The setting up of processes to deal with breach
Take action on compliance includes:	• Reporting back to court process on the consequences of this on future of client
Plan and monitor orders includes:	• Developing plans that outline a range of goals, such as reducing offending behaviour • Relationship with significant others • Community, vocational and leisure activities • Gaining agreement from client on their achievement and corresponding timelines
Resources needed include:	• Money in form of allowances • Entitlements, counselling • Arrangements for accommodation • Transport support • Information

Unit Sector(s)

Not Applicable

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CHCPROT407E Provide supervision in a secure system

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT407D Provide supervision in a secure system	CHCPROT407E Provide supervision in a secure system	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to supervise activities and provide for physical safety, security, well being, care and protection for young offenders and staff

Application of the Unit

Application

This unit may apply to community service work in security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support client induction and *integration*	1.1 Establish processes for resolving issues between workers, client and other residents
	1.2 Explain expectations of client while in facility
	1.3 Explain rules and consequences for behaviour to client
	1.4 Explain expectations related to personal and communal behaviour operating in facility to client

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ELEMENT	PERFORMANCE CRITERIA
2. Protect the safety and welfare of clients	2.1 Evaluate options for maintenance of safety and take actions in accordance with statutory and/or organisation requirements 2.2 Establish authority of person *admitting* the young person 2.3 Respond to incidents so as to safeguard the young person's safety 2.4 *Maintain a healthy and safe environment* to minimise potential for harm 2.5 Plan supervision to minimise potential for harm 2.6 Supervise workers to promote young person's rights 2.7 Ensure all legislative requirements are met by self and those supervised
3. Promote positive behaviour	3.1 Communicate positive and realistic expectations of child/young person's behaviour to child 3.2 Regularly identify examples of positive behaviour and explain to child/young person 3.3 Use clear communication, suggesting positive options to encourage child/young person to cooperate 3.4 Draw attention of child/young person to positive aspects of their behaviour

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ELEMENT	PERFORMANCE CRITERIA
4. Encourage participation in programs	4.1 Assess specific needs of clients and match to existing programs 4.2 Employ appropriate communication techniques to engage young client to address specific needs, including those relating to: • culture • disability • development • gender 4.3 Encourage and support child/young person to participate in all programs, especially those addressing offending behaviour 4.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs 4.5 Provide relevant information to client as appropriate

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of adolescent offending
- Dynamics of young offender's significant others
- Understanding adolescent clients and their special needs as individuals and as part of a group
- Identifying and implementing procedures used in a critical incident and/or situation, within relevant policy, procedures and legislation
- Behaviour management models, theories and techniques
- Security and safety procedures and policies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain physical and emotional security and safety
- Interact with clients in appropriate ways
- Manage critical incidents and/or situations
- Maintain and use security systems
- Apply knowledge of organisation and legislative requirements
- Use typical processes listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Identify, interpret and adapt behaviour management theories, models and techniques
- Promote relapse prevention strategies and non-offending behaviour
- Demonstrate and apply understanding of particular issues of significant others of young offenders
- Communicate effectively with clients, families and members of justice system
- Utilise age appropriate behaviours and language
- Operate all relevant security equipment
- Demonstrate application of skills in:
  - conflict management

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  - role modelling
  - engaging involuntary clients
  - engaging significant others
  - first aid
  - observation and assessing of behaviour
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for provision supervision and security include:

- Within a detention facility
- Of clients, staff and physical environment

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Provision of supervision and security will be carried out within requirements established by:	• Court orders • A range of legislation including social justice, equity and access, workplace health and safety and security • Organisation policy and procedures • Relevant program standards • International conventions relating to the rights of children and young persons
Admitting people to facility includes:	• Defining terms of custody with client, explaining terms of order to client and significant others in ways which are clear and age and culturally appropriate
Integration into residential setting includes:	• Establishing processes for resolving issues between workers, client and other residents • Explaining expectations of client while in facility • Explaining rules and consequences for behaviour to client • Ideology relating personal and communal behaviour operating in facility is explained to client
Security involves:	• Physical safety of people and providing a sense of well being and maximum care and protection to clients and staff
Maintain a healthy and safe environment involves monitoring physical security systems such as:	• Perimeter fence • Buildings • Locks • Alarm systems • Camera surveillance • Radio/intercom systems
Contributing to reintegration of client back into community including:	• Providing information about services, programs and financial supports that client can access • Utilising networks to provide client with access to opportunities available in community

Unit Sector(s)

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Not Applicable

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CHCPROT409E Provide primary residential care

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT409D Provide primary residential care	CHCPROT409E Provide primary residential care	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide for care and support of clients and assist their transition from primary/residential care

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Outline terms of placement with client in care	1.1 Where appropriate, clearly explain to clients what they can expect from the placement; philosophies, values and rules operating; opportunities within the placement, and strategies for maximising benefits of the placement
	1.2 Clarify boundaries of confidentiality with client
	1.3 Use appropriate language and approach to communicate processes to resolve issues and review placement and external and internal grievance procedures
	1.4 Explore and clarify understanding of client rights and expectations about direct care
	1.5 Explain rules and consequences for behaviour, and where appropriate negotiate with client in ways that are understandable and culturally appropriate
	1.6 Complete and maintain all relevant documentation in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Provide/mobilise domestic support	2.1 Provide ways of addressing daily needs and negotiate with client 2.2 Implement all appropriate procedures to ensure the environment is clean, healthy and safe 2.3 Negotiate appropriate strategies for continued use, maintenance and/or disposal of client's personal possessions
3. Provide for client education, support and development	3.1 Implement a range of approaches to life skills training, including provision of positive role models to ensure client's specific needs are addressed 3.2 Assist client to identify and implement appropriate goals, strategies and activities to enhance their move to autonomy and self empowerment 3.3 Make appropriate arrangements to support client in care to undertake relevant vocational training and/or employment 3.4 Negotiate appropriate processes for provision of health care education with relevant referral agency/organisation/department to ensure their delivery 3.5 Negotiate appropriate processes with client and relevant personnel to ensure client access to a range of emotional, social and physical support mechanisms 3.6 Establish appropriate relationship with client to maximise access to development opportunities and participation in a range of services
4. Contribute to reintegration of client	4.1 Negotiate planning for resources, services and ongoing support with client and significant others to ensure resettlement needs are assessed and addressed 4.2 Arrange with relevant parties for client to participate in employment, counselling, education and accommodation as appropriate 4.3 Undertake all relevant available activities, designed to assist a successful transition from care 4.4 Negotiate with all relevant parties to identify appropriate levels of contact with client, once out of care

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant statutory procedures, responsibilities and rights
- Service protocols, philosophies and processes
- Resources and programs available
- Stage of grief
- Impact and signs of abuse
- Cultural protocols, systems, taboos
- Parenting models
- Budgeting practices
- Protocols in working with professional service providers
- Child development stages/models

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Negotiate effective care arrangements, rights and responsibilities
- Provide a range of care services
- Provide opportunities for positive experiences, client self development and self-esteem building
- Demonstrate knowledge related to applicable organisation and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of interpersonal skills, including:
  - assertion
  - negotiation
  - establishing role boundaries

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- Demonstrate application of skills in:
  - effective communication
  - behaviour management
  - stress management
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should be assessed across the range of clients and client situations e.g. Voluntary and involuntary clients
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment include access to: • an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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The contexts for the provision of primary care include:	• On the selection and implementation of an intervention either on a voluntary or involuntary basis • A voluntary seeking for support outside of statutory mandates • A preventative pro-active activity • Government, non-government and community based range of services
Provision of primary care will be undertaken within requirements established by:	• State and commonwealth legislation • Organisation processes, procedures and standards • Organisation codes of conduct and ethical position • International conventions on the rights of children and young people

Unit Sector(s)

Not Applicable

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CHCPROT411C Provide for care and protection of clients in specific need

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to respond to outcomes of notification and investigation

Application of the Unit

Application	This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Options to address client needs are identified	1.1 Assess protection requirements according to available information
	1.2 Collect further information as appropriate
	1.3 Determine options for most appropriate course of actions against *level of risk* before decisions are made
	1.4 Negotiate and implement options for leaving child or young person within care of significant others and negotiate agreement to engaging in a range of programs

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ELEMENT	PERFORMANCE CRITERIA
2. Care and protection actions are negotiated and evaluated	2.1 Base protective actions on interests and needs of at risk children and young people 2.2 Identify range of programs for assistance of significant others to maintain care of child and young person, provide referral information, and negotiate support to access programs 2.3 Provide information to significant others about responsibilities, statutory mandates and consequences of options for *removal* of child/ young person 2.4 Utilise processes to monitor and evaluate participation by significant others in *voluntary programs* 2.5 *Negotiate care placements* for clients with relevant agencies and significant others where instigated 2.6 Assess *cultural implications* for use of range of options and incorporate in planning and negotiation with client and significant others

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Statutory framework and responsibilities
- Indicators of risk situations
- Options for resolving risk situations
- Cultural environment related to service delivery
- Options for development and training of carers and significant others
- Relevant child protection theories

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement legal requirements
- Assess client needs
- Resolve 'at risk' situations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Make decisions based on complex information
- Demonstrate application of skills in:
  - conflict resolution and negotiation
  - high level communication skills
  - dealing with specific communities in own work area

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

The contexts for options being identified, negotiated, and assessing care and protection for people in situations of specific need include:	• Significant others/clients home • Case conference
Identifying, negotiating and assessing of care and protection for people in situations of specific need will be carried out within requirements established by:	• Commonwealth, and state legislation • International conventions relating to the rights of children and young persons • Organisation policy and procedures • Relevant program standards
Level of risk is assessed:	• Taking into consideration a range of information, observations, interviews and assessing these against established criteria for different categories of risk
Categories of risk include:	• Neglect • Emotional abuse • Physical abuse • Sexual abuse
Cultural implications include:	• Indigenous kinship, extended family considerations • Ethnic family dynamics • Intra and inter family dynamics
Agreed outcome:	• Agreement by significant others/child/young person on action required that will overcome protective concerns • Identified agreed goals, objectives, tasks, responsibilities, timelines, arrangements for supervision, monitoring and review, placement and/or support services

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RANGE STATEMENT

Voluntary programs for significant others include:	• Parenting skills • Financial management • Counselling or therapy
Negotiate care placements may include:	• Contacting care agency • Transporting client to placement • Developing a case plan that includes access arrangements
Removal may include:	• Preparing documentation for court processes • Obtaining a decision from a court process • Use of communication techniques: active listening, reflective, summarising question and statements, gaining agreement on actions • Action planning • Setting of boundaries for roles and actions • Demonstration of empathy and rapport building • Age appropriate language and questioning techniques • Conflict resolution • Managing grief and change processes • Working with adolescents

Unit Sector(s)

Not Applicable

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CHCPROT422B Undertake child protection work within an Aboriginal and - or Torres Strait Islander framework

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT422A Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to deliver services within the context of Aboriginal or Torres Strait Islander child protection services

Application of the Unit

Application

This unit is basic to the delivery of any aspect of child protection services to members of Aboriginal or Torres Strait Islander communities

The unit applies to workers working in Aboriginal and Torres Strait Islander people child protection services

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of cultural issues and complexities of working with Aboriginal and Torres Strait Islander families and communities within a child protection context	1.1 Identify historical, *social*, *political*, *economic and environmental factors which impact on Aboriginal and Torres Strait Islander people* in contemporary society. 1.2 Identify intergenerational effects on past and current parenting, and relationships for families 1.3 Identify *barriers* and the risk factors that impact on child safety provision to Aboriginal and Torres Strait Islander children and young people
2. Demonstrate an awareness of relevant sections of legislation which focus on Aboriginal and Torres Strait Islander children and young people	2.1 Apply the Aboriginal and Torres Strait Islander Child Placement Principle 2.2 Identify the role of Aboriginal and Torres Strait Islander recognised entities within relevant legislation 2.3 Identify culturally appropriate support and advocacy for Aboriginal and Torres Strait Islander children and their families

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ELEMENT	PERFORMANCE CRITERIA
3. Work in a culturally safe manner	3.1 Demonstrate a commitment to achieving access and equity in services for Aboriginal and/or Torres Strait Islander people 3.2 Ensure services delivered support Aboriginal and/or Torres Strait Islander people and communities to be self-determined and empowered 3.3 Deliver services safely as limited by own level of competence and responsibility and in line with *organisation policies*, *regulatory requirements* and community protocols 3.4 Identify and report *cultural factors that produce stress* and have a potential to impact own work practices to organisation as appropriate to support service delivery and personal well being
4. Reflect an understanding of the role of recognised *agencies*	4.1 Demonstrate an understanding of the role of the recognised entity 4.2 Identify the roles of recognised entity in influencing child protection decision-making processes and use these appropriately within the context of own work role 4.3 Identify strategies for sourcing cultural linkages and information relevant to the provision of out of home care for Aboriginal and/or Torres Strait Islander children and young people 4.4 Establish and maintain networks with agencies associated with child protection services to support Aboriginal and Torres Strait Islander well being 4.5 Maintain confidentiality of client information

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aboriginal and/or Torres Strait Islander history, including:
  - history, social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
  - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
  - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people (acknowledge or deny Aboriginality)
  - impacts of government policies and legislation and their impact on Aboriginal and/or Torres Strait Islander communities, families and individuals.
- Social, cultural and environmental determinants and strategies to address Aboriginal and/or Torres Strait Islander well being, including:
  - traditional Aboriginal and/or Torres Strait Islander cultural practices and lifestyle and their impact on Aboriginal and/or Torres Strait Islander health
  - importance of land, tradition and cultural practice to Aboriginal and/or Torres Strait Islander health
  - impact of socioeconomic factors on child protection
  - social and political factors that perpetuate disadvantage
  - importance of personal achievement, education and supportive family / social networks
  - strategies Aboriginal and/or Torres Strait Islander families may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
  - impact of environmental factors on health
- Barriers to improving environmental determinants.
- Knowledge of key decision-making areas relevant to recognised agencies and the legislative background for these areas including the current situation in relation to Aboriginal and Torres Strait Islander people and Child Protection and the CMC

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the

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identified work role

These include the ability to:

- Communicate effectively and sensitively to establish a relationship of trust with clients
- Initiate appropriate actions in response to assessment and in accordance with organisation procedures and protocols for child protection
- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Recognise and articulate the best interest of the child and family

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Cultural respect:

- This unit of competency supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples
- It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity and governance
- Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

Community control:

- Community participation and control in decision-making is essential to all aspects of work, and the role of the child protection worker is to support the child, family and the community in this process

Supervision:

- Supervision must be conducted in accordance with prevailing State/territory and organisation legislative and regulatory requirements
- References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals
- A person at this level should only be required to make decisions about clients within the organisation's guidelines and policies

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Legislative requirements:

- Federal, state or territory legislation may impact on workers' practices and responsibilities
- Implementation of the units of competency should reflect the legislative framework in which a worker operates
- However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables
- Aboriginal and/or Torres Strait Islander workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs
- As a result, they may need to possess more competencies than described by 'usual circumstances'
- Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework, for example the Child Protection Act

The history of Aboriginal and Torres Strait Islander people includes:

- Post-colonial legacy of social and economic disadvantage
- Survival and maintenance of culture, kinship and connection with the land
- Evolution and scope of the role of the Aboriginal/Torres Strait Islander Child Protection Worker up to the contemporary context

Cultural factors that produce stress may include:

- Community and/or own expectations that may involve, for example:
  - extended work hours,
  - functions outside work role,
  - unrealistic accountability/responsibility for resolving community problems.
- Multiple accountability to employer, community, family and child

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Social, political, economic and environmental factors which impact on Aboriginal and Torres Strait Islander people include:	• Health outcomes • Colonisation and invasion • Land rights and native title • Dispossession • Acts of government including assimilation policies • Stolen generations • Racism • Employment • Poverty • Police-community relations • Housing • Education • Substance misuse • Acculturation and • Political leverage
Agencies associated with child protection services may include:	• Community controlled health providers • Women's/men's centres • Government services • Welfare agencies • Emergency services • Police • Education and training organisations • Non-government and private enterprise • Community government councils • Elected community organisations • Homeland/outstation service providers
Aboriginal and Torres Strait Islander bodies, strategies, policies and resources may include:	• Aboriginal and Torres Strait Islander child placement principle. • Prevention and early-intervention programs relating to indigenous children • Family reunification

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Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander health may include:	• Racism, including community and institutionalised racism • Discrimination • Socioeconomic status • Access to essential services and infrastructure • Lack of coordination of government at all levels • Inadequate resources/funding • Lack of community control and ownership • Lack of political leverage • Language barriers • Disease focus of mainstream health care delivery • Differences in concept of ill health • Geographic access to Primary Health Care and specialist health services • Cultural barriers, such as poison cousin and kinship barriers
Recognised agencies may include:	• Aboriginal and Torres Strait Islander child protection services
Organisation policies and regulatory requirements may include:	• Protocols document • Practice manual • Privacy and confidentiality guidelines • Work health and safety (WHS) guidelines

Unit Sector(s)

Not Applicable

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CHCPROT423B Support transition from care

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT423A Support transition from care	CHCPROT423B Support transition from care	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to contribute to and support children and young people's transition from the care environment

Application of the Unit

Application

This unit applies to a range of child and young person focused work, including protective care and child protection work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Inform the development of transition from care plans	1.1 Consult with the young person and other key stakeholders to identify *options for safe transition from care*
	1.2 Consult existing case plans to identify any *appropriate supports to be included in transition from care*
	1.3 Contribute to the identification and recording of *specific strategies as part of a transition from care plan*
	1.4 Clarify and confirm the young person's own identified needs and wants for inclusion in transition from care plans
	1.5 Empower the young person to make informed choices about transition from care arrangements
	1.6 Ensure planning reflects the *relevant child protection obligations for transition from care*

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ELEMENT	PERFORMANCE CRITERIA
2. Implement transition from care plans	2.1 *Support young person* to implement strategies to transition from care according agreed plans 2.2 Identify aspects of transition from care plan that may need adjusting at any point of implementation as part of *contingency management* 2.3 Assess need for any additional supports for effective transition from care 2.4 Provide opportunities for *young person to safely express their responses about transition from care* arrangements
3. Support child/young person to transition from care	3.1 Consult with young person to identify support needs for effective transition from care 3.2 Present young person with range of information about support systems and processes 3.3 Facilitate young person's *referral to additional supports* when appropriate 3.4 Liaise with other support agencies about needs of young person transitioning from care 3.5 Ensure young person has necessary practical assistance for effective transition from care 3.6 Provide follow up support according to organisation policy after young person has transitioned from care

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Child protection system and relevant legislation to be applied in transition from care activities according to work jurisdiction
- Effects of involvement in the child protection system on young people in care and transitioning from care
- United Nations Convention on the Rights of the Child
- Principles of good practice in child protection work
- Codes of ethics, legislation and organisation policy and procedures relevant to job role and preparation for transition from care strategies
- Factors which may influence or contribute to successful transition from care
- Range of needs the young person may have to transition from care
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes applying to the activities occurring internal and external to the child protection and protective care environments
- Rights and responsibilities of young people and their families/carers in the child protection system
- Rights and responsibilities of own work performance in child protection system
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints about the child protection system
- Agency systems for recording and reporting a range of information about young people, the child protection system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others
- Own work role and from whom assistance and advice should be sought
- Promotion and development strategies for transition from care activities

Essential skills:

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It is critical that the candidate demonstrate the ability to:

- Assess young person's needs to prepare to transition from care
- Implement activities to support the preparation of transition from care
- Implement activities without compromising safety and well being of the young person
- Monitor and support the young person activities to effectively transition from care
- Support the young person's goals and attempts to enable them to benefit from transition from care
- Monitor where required as part of job role, the transition from care preparation process and implementation activities

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with young people to ensure understanding of supports available to transition from care
- Monitor and evaluate strategies and transition plans
- Liaise with other stakeholders in the development of preparation plans including young person, their families, internal. and external supports
- Undertake risk analysis of all aspects of the transition from care plan
- Observe and report matters to relevant personnel as required within the job role
- Implement procedures for safety of young person, self and others
- Identify young person needs for transition from care
- Consult with out of home care providers where appropriate
- Advocate for the rights, needs and safety in transition from care processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of the environment in which workers are expected to participate
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Options for safe transition from care may include:

- Reunification with immediate or extended family members
- Independent living
- Semi independent youth accommodation programs
- Residency with family friends
- Share housing
- Community engagement and kinship networks

Appropriate supports to include in transition from care may include:

- Income support systems
- Assistance locating suitable accommodation
- Referral to specialist services e.g. medical, counselling
- Facilitating engagement with further education and training opportunities
- Referral to appropriate Employment Agencies
- Practical supports
- Information on Tenancy Advice
- Transportation
- Follow up arrangements

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Specific strategies as part of a transition from care plan may include:	• Assisting the young person to identify goals and actions to achieve most appropriate transition from care • Establishing priorities for practical support needs e.g income, resources, transport etc.. • Activities to provide for the appropriate psychological preparation to transition from care • Skills assessment for independent living • Developing budgets and priorities for transition from care • Linking young person with key agencies • Brokering support services where necessary • Providing necessary information to empower the young person to make key decisions about their own needs and well being • Plans for providing information about to the young person long term care history

Relevant child protection obligations for transition from care include:	• Obligations and regulations for transition from care are specific to the child protection legislation for individual jurisdictions and may include but is not limited to:
	  • practical support for the young person transitioning from care e.g. payments, resources of material nature
	  • case plans developed in consultation with the young person and any identified parties
	  • monitoring and reviewing the transition for a period of follow up
	  • gradual transition from care arrangements
	  • linking the young person with key agencies
	  • respecting the rights, needs and safety of young people

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Support the young person may include:	• Provision of necessary information to allowed informed decision-making • Provision of practical supports and/or ensuring the access to practical support • Advocacy in planning and implementation processes • Access to personal records • Assisting with establishing independence and community linkages • Assessing the safety of decisions in consultation with the young person at all times
Contingency management may relate to:	• Financial limitations • Inability to facilitate the first preferences for transition • Unexpected or intense emotional responses to transition from care • Timeframe and logistical issues • Illness • Young person indicates a desire/need to change some or all of the goals in the transition from care plan
Young person expresses their responses about transition from care may refer to:	• Extreme and or unexpected emotional or physical expressions including sadness, excitement, anger, grief, fear, anxiety • Fear about independence from the care environment • Perceptions of loss of security and/or reinforced abandonment issues • Needs for reassurance of capacity to self care

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Referral to additional supports may include:	• Health • Education • Youth • Employment • Advocacy • Transport • Recreation • Drug and alcohol • Mental health and/or psychological services • Legal aid • Cultural supports • Community linkages
Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander health may include:	• Racism, including community and institutionalised racism • Discrimination • Socioeconomic status • Access to essential services and infrastructure • Lack of coordination of government at all levels • Inadequate resources/funding • Lack of community control and ownership • Lack of political leverage • Language barriers • Disease focus of mainstream health care delivery • Differences in concept of ill health • Geographic access to primary health care and specialist health services • Cultural barriers, such as poison cousin and kinship barriers
Recognised agencies may include:	• Aboriginal and Torres Strait Islander child protection services
Organisation policies and regulatory requirements may include:	• Protocols document • Practice manual • Privacy and confidentiality guidelines • Work health and safety (WHS) guidelines

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Unit Sector(s)

Not Applicable

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CHCPROT424A Develop a child protection practice framework

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to identify principles and practices relevant integral to development of a child protection practice framework

Application of the Unit

Application	This unit applies to a range of child protection work environments

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research and assess critical elements of legislation that underpin a framework for child protection practice	1.1 Identify and assess *legislative requirements* and purposes of child protection responsibilities and delegations with relevance to own job functions 1.2 Apply understanding of child protection legislation and principles when working with children and families 1.3 Research and assess for application to work practices, *relevant industry standards and best practice strategies* 1.4 Establish *practice framework* approaches that align with statutory obligations and own professional boundaries

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ELEMENT	PERFORMANCE CRITERIA
2. Assess and define own role to establish and maintain a practice framework	2.1 Analyse job role against *statutory requirements* and position specifications in consultation with supervisors or other relevant personnel 2.2 Recognise relationship between job functions, client outcomes and own practice framework 2.3 Reflect upon personal and professional ideologies/ values and how these may influence practice frameworks 2.4 Research and apply contemporary approaches to child protection and assess relevance to own practice framework
3. Review practice frameworks as part of professional practice	3.1 Seek support from colleagues and other relevant personnel to work though conflicts in practice frameworks and organisation expectations/ standards 3.2 Participate in regular *supervision* to maintain and review practice frameworks 3.3 Research new and emerging issues in child protection practice and assess for impact on own practice framework

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own roles, responsibilities and statutory obligations within child protection systems
- Legislation relevant to child protection work
- Powers, orders and processes relating to child protection
- Issues for children and families involved with the child protection system
- Organisation guidelines for child protection work
- Contemporary approaches to child protection work
- Purpose and relevance of regular supervision to the maintenance of practice frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a clear understanding of own child protection practice framework
- Establish an effective process for practice reflection
- Research and analyse emerging and contemporary approached and issues in child protection work

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse and assess relevant research
- Identify relationship between practice frameworks and statutory requirements, organisation ideology
- Describe practice approaches in terms of practice framework

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REQUIRED SKILLS AND KNOWLEDGE

- Compare a variety of practice frameworks

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative requirements may include:	• Child Protection legislation • Privacy legislation • Family Law Act • Youth Justice legislation • Domestic Violence legislation

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RANGE STATEMENT

Relevant industry standards and best practice strategies may include:	• Provide immediacy of response to protect children • Paramount is respect for child's safety, rights and well being • Children receive the help they need when they need it • Ensure children voice is heard and encourage child focused practice • Collaborative practice with other services to improve response to children in need of protection • Effective risk assessment practices to ensure safety of the child • Demonstrate leadership and accountability for work practices

A practice framework is:	• Provides understanding and guidance to practitioners approach to and decision-making for work and may include:
	  • professional values
	  • underpinning theories
	  • principles of practice
	  • recognition of external/secondary influences on practice e.g. legislation, organisation policies
	  • clear understanding ideological basis of practice

Statutory requirements may include:	• Mandatory notifications • Risk assessments and reporting • Investigation responsibilities
Supervision may include:	• Internal casework supervision • Peer supervision • External practice supervision

Unit Sector(s)

Not Applicable

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CHCPROT429A Work collaboratively to maintain a child safe environment

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to work within an interagency framework and agreed protocols to maintain a child safe environment

Application of the Unit

Application	This unit applies to a range of child protection work occurring in an interagency framework of practice

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement principles of child protection practice	1.1 Perform work requirements according to legal, political and social contexts of child protection work 1.2 Perform duties within requirement of child protection system and *roles and responsibilities* of *key agencies* within the system 1.3 Ensure work practices reflect understanding of *impacts of child abuse and neglect* on processes of investigation and assessment
2. Apply *agreed protocols and guidelines for collaborative practice*	2.1 Conduct all work within agreed guidelines of collaborative practice 2.2 Consider experiences of child when supporting *needs, rights and interests of the child* 2.3 Acknowledge and manage *challenges of child protection work in a collaborative practice* framework 2.4 Apply *effective safe work and self management strategies* in child protection work and collaborative practices

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ELEMENT	PERFORMANCE CRITERIA
3. Work collaboratively with children and families from diverse backgrounds	3.1 Respond appropriately to children and families with *culturally and linguistically diverse backgrounds* 3.2 Develop effective working relationships with agencies supporting children and families from diverse backgrounds 3.3 Liaise and consult with other agencies and personnel as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal, social and political context of child protection work
- Interagency framework and agreed protocols
- Structure and processes of child protection system
- Roles and responsibilities of key agencies and personnel
- Effects of child abuse and neglect and its impact on the process of investigation and assessment
- Agreed protocols
- Rights, needs and interests of children
- Potential impact of personal values and attitudes on the investigation and assessment of child abuse and neglect
- Worker safety and self management principles
- Cultural and linguistic differences

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a range of collaborative work practices to child protection work
- Conduct interviews with children in a child protection environment according to accepted best practice and agreed protocols

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Liaise with child and family
- Demonstrate effective communication and interviewing
- Conduct an interview in child protection context
- Recognise need to adapt questioning strategies to suit situations
- Establish rapport with children as interviewee
- Undertake self reflection and self assessment
- Seek feedback and make changes to improve interviewing techniques

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Key agencies may include:

- Children and families
- Child protection authorities
- Police
- Women's and children's services
- Community and government health services providing a range of services
- Housing agencies
- Education authorities
- Mental health services
- Drug and alcohol services
- Early childhood and/or youth services

Roles and responsibilities may include:

- Child protection assessment
- Criminal investigation psychological and family assessment
- Medical assessment
- Police warrants
- Liaison and referral with other appropriate agencies to support the child and her or his family

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RANGE STATEMENT

Impacts of child abuse and neglect may include:

- Consideration of the nature of child abuse or maltreatment being physical and psychological- recognising the insidious and detrimental impact of child neglect
- Psychological maltreatment is embedded in all forms of child maltreatment and exists in discrete forms
- Negative effects of psychological and physical maltreatment on the cognitive, social, physical and psychological development of children include:
  - insecure attachment relationships
  - distorted development and functioning leading to withdrawal, aggression
  - interruption of social competence and social adjustments
  - behavioural difficulties
  - learning difficulties
- Dynamics of abuse and neglect or maltreatment and the increased vulnerability of a child who has experienced abuse and neglect

Agreed protocols and guidelines for collaborative practice in child protection may include:

- UN Convention on the rights of the child 1989
- Child protection legislation
- Relevant interagency guidelines
- Codes of practice in child protection work
- Safety, well being and best interest of the child are paramount considerations
- Listen to the voice of the child
- Need to work in partnership between government, non government agencies and families in taking responsibility for and responding to child abuse and neglect
- Promotion of interagency cooperation and communication to ensure best outcomes for the child and their family.
- Collaborative working agreements that allow for timely, efficient and effective interagency processes to respond to child abuse and neglect.

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RANGE STATEMENT

Needs, rights and interests of the child may include:	• Every child has the right to be safe from harm • Every child has a right to care in a safe and stable environment • Rights as defined in the UN Convention on the Rights of the Child
Challenges of child protection work in a collaborative practice may include:	• Need for agreements for collaborative practices and the foundation of effective interagency work • Values and attitudes in relation to children and their families • Values and attitudes in relation to the role of your own agency • Values and attitudes in relation to the role o f other key agencies • Organisation values • Differences between agencies in relation to roles, histories, cultures, powers and priorities, status and perceived power, systems accountability, supervision and responsibilities for decision-making • Communication issues of information exchange and privacy considerations, communication styles
Effective safe work and self management strategies may include:	• Safe work practices • Note changes in professional practice • Appropriate supervision • Clarity about roles • Regular multi-disciplinary case reviews • Multi-disciplinary training • Physical, psychological and emotional safety plans • Communication • Debriefing

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RANGE STATEMENT

Culturally and linguistically diverse backgrounds may include:	• Ethnicity • Race • Religion • Traditions • Language • Values • Customs • Family structures and relationships

Unit Sector(s)

Not Applicable

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CHCPROT430A Develop and implement a multi agency investigation and child risk assessment strategy

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to develop and implement a multi agency investigation and assessment strategy in response to an allegation of child abuse and neglect

Application of the Unit

Application	This unit applies to a range of child protection work contexts where assessment of children at risk is a critical part of the job role

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify appropriate strategies for investigation and assessment	1.1 Identify key *agencies and personnel* to be involved in investigation and assessment 1.2 Consult with each agency and individual practitioners to define *roles and responsibilities* 1.3 Collect and share *relevant agency information* 1.4 Assess and clarify *range of issues to be addressed* that relate to meeting individual child's identified needs 1.5 Identify and respond appropriately to specific client characteristics including *cultural, family and community issues* 1.6 Liaise and consult with *other agencies* and personnel within *organisation and interagency frameworks* 1.7 Identify and assess *potential risks* to child, family and others 1.8 Assess and evaluate a *range of intervention options* according to the needs of the child and situation

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ELEMENT	PERFORMANCE CRITERIA
2. Select and implement the strategy	2.1 Evaluate the choice of *strategy* against *key principles of child protection work* 2.2 Implement the strategy that best meets the needs of the child and secures the safety and well being of the child 2.3 Plan and support the implementation of *practical arrangements* 2.4 Facilitate and support *appropriate referrals* as required 2.5 Record actions for strategy implementation according to organisation and interagency framework
3. Monitor and review the strategy	3.1 Define negotiable and non negotiable aspects of the response strategy and implement processes to ensure these are maintained and monitored 3.2 Revise strategy in response to new information and changing circumstances 3.3 Manage and communicate between agencies in relation to monitoring and review of strategy during and following action

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Roles, responsibilities and functions of key agencies and personnel participating in interagency and collaborative case work
- A range of potential issues that may present and require action in investigation and risk assessment strategies
- Family, cultural and community considerations relevant to investigation and child risk assessment strategies
- Organisation and interagency collaborative frameworks
- Range of options for intervention
- Key principles of child protection work
- Strategic planning processes required to facilitate child protection work
- Organisation policies and procedures
- Legislation and regulations of child protection work relevant to the investigation and assessment of children at risk
- Strategies for effective communication with a diverse range of people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with other key agencies to develop, implement and review an investigations and assessment strategy
- Identify key consideration when developing an investigation and assessment strategy

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Apply high level interpersonal and communication skills including questioning, active listening, verbal and non-verbal communication to gain information for purpose of risk assessment
- Identify and facilitate appropriate referral actions
- Participate and conduct interagency meetings
- Undertake effective negotiation and conflict management
- Liaise and network with a range of key agencies and personnel
- Recognise and enforce own and agency limitations and boundaries
- Collect and share critical information for the purpose of collaborative actions across agencies and cases
- Analytically assess issues, options, needs and consider in relation to each individual child's circumstance
- Use effective consultation processes when working with other agencies and personnel
- Participate in collaborative risk assessment processes
- Implement an agreed strategy
- Monitor and review an agreed strategy
- Participate collaboratively in interagency meetings

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of the environment in which workers are expected to participate
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Agencies and personnel may include:

- Children and families
- Child protection authorities
- Police
- Women's and Children's services
- Community and government health services providing a range of services
- Housing agencies
- Education authorities
- Mental Health Services
- Drug and Alcohol Services
- Early Childhood and/or Youth Services

Roles and responsibilities of key agencies and other personnel may include:

- Child protection assessment
- Criminal investigation
- Psychological and/or family assessments
- Medical/health assessments
- Issue of police warrants
- Speaking with the child and/or family
- Supporting the child and/or family
- Liaison and referral with other appropriate agencies to support the child and family

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RANGE STATEMENT

Relevant agency information may include:

- History of contact with the child and their family
- Criminal records/history
- Previous notifications
- Restraining orders, e.g family or domestic violence
- Child school records
- Medical records
- Past, current and pending court proceedings e.g. Family Court involvement
- Services previously involved with the family
- Information held by each agency relevant to the needs of the child and their family

Range of issues to be addressed may include:

- Safety, well being and best interests of the child are paramount considerations
- Needs of individual children and the need to involve other individuals and agencies in the strategy discussion to assist in meeting those needs
- Identify suitability of agency to interview
- Preservation and gathering of evidence
- Engaging the caregivers
- Managing and defusing dangerous or potentially dangerous situations
- Managing potential disclosures
- Managing the range of responses and the practical implications for each response, e.g. considering the issues which arise in the process of removing a child from the family
- Referral for medical assessment
- Proceedings under the Family Law Act
- Individual worker safety

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RANGE STATEMENT

Cultural, family and community issues may include:

- Ethnicity
- Race
- Language
- Traditions
- Values
- Beliefs
- Religion
- Spirituality
- Customs
- Family structures and relationship networks
- Family and domestic violence
- Age
- Ability
- Mental health

Organisation and interagency frameworks may include:

- Interagency codes of practice,
- Interagency protocols and guidelines
- Memorandums of understandings
- Documented expectations and agreements
- Organisation policies and procedures

Potential risks may include:

- Risk of further harm to the child
- Risk of systems abuse
- Violence and aggression
- Escalation of violence, e.g. siege situation
- Substance abuse
- Mental illness
- Disguised compliance
- Families agency dependency
- Closure of families

Range of intervention options may include:

- Criminal investigation processes - reports, arrest, bail conditions
- Court orders related to domestic and family violence
- Options and orders specified under the relevant child protection legislation in States/Territories
- Family Court interventions under the Family Law act

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RANGE STATEMENT

Strategy may include but is not limited to:	• Joint investigation • Visits by agencies conducted jointly or separately • Home visits • School visits • Visits to other venue appropriate to the needs of the child • Negotiating role of the Child Protection Agency in the investigation and assessment
Key principles of child protection work:	• Is defined by each State and Territory within the provision of the relevant Child Protection Legislation
Practical arrangements may include:	• Coordinating resources for investigation • Coordinating transport and accommodation for the child and protective care givers for the investigations and assessment process • Developing and coordinating a safety plan • Coordinating arrangements for the placement or potential placement of a child in alternative care • Practical arrangements may be informed by the principles of the Interagency framework, guidelines, policies and procedures of the organisation
Appropriate referrals may include:	• Referral to child protection services • Health and community support agencies • Psychological and counselling services • Medical assessment service • Parenting assessment services

Unit Sector(s)

Not Applicable

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CHCPROT502E Undertake and implement planning with at-risk children and young people and their families

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT502D Undertake and implement planning with at-risk children and young people and their families	CHCPROT502E Undertake and implement planning with at-risk children and young people and their families	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake assessments of children and young people and or families to develop an intervention strategy to reduce the risk of abuse

Application of the Unit

Application

This unit applies to statutory child protection work in a range of security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure clients receive services appropriate to their needs	1.1 Convene and attend relevant meetings to share *information* 1.2 Maintain effective working relationships with relevant agencies, service providers and professionals 1.3 Clarify and document different roles to be played by relevant agencies, service providers and professionals 1.4 Provide information and updates to relevant agencies, service providers and professionals on case management changes and progress 1.5 Provide clients with information about the roles of different services available to them in accordance with organisation and legal requirements 1.6 Make referrals as appropriate to meet the needs of children, young people and their families

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ELEMENT	PERFORMANCE CRITERIA
2. Implement and review plan	2.1 Prioritise and undertake work to assure needs of clients are met within timeframe 2.2 Identify competing demands and work pressures and implement strategies to maintain a focus on the clients' needs 2.3 Routinely engage child, family and others to review case plan in a supervised context 2.4 Work within ethical and legislative guidelines

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisation procedures, systems and practice for client assessment and allocation of services
- Accepted practices for delivery of services to particular clients
- Issues affecting particular client groups including:
  - risk factors
  - vulnerability of child
  - history of abuse
  - parents perception of child
  - parents personal characteristics
  - social interaction
  - relationships and spouse

Essential skills:

It is critical that the candidate demonstrate the ability to:

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- Develop and implement case plans through collaboration with key stakeholders which assess and address key risk factors in families and reduce risk to the child/young person
- Demonstrate skills in case management and inter-agency work
- Develop collaborative relationships with child, family and other key stakeholders
- Demonstrate understanding and use of case management tools
- Demonstrate knowledge and utilisation of therapeutic models

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - high level interpersonal skills
  - analysis and judgement
  - risk management
  - oral communication skills required to develop rapport with client
  - oral communications skills may include listening, asking questions, providing encouragement
  - language used may be English, sign language or community language depending on client group
  - Literacy competency required to fulfil the procedures of the organisation/service
  - language used may be English or community language depending on service/organisation
  - Effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment must include a number of clients with complex needs

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes:

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Communication will include with:

- People with disabilities or where English in not the first language
- People in particular communities
- Different age and gender groups

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Information includes:

- Risk factors, prior history, family strengths

Review procedures include:

- Departmental reviews
- Court reviews
- Review of child family and other stakeholders

Reports include:

- Verbal
- Written
- Completion of proformas
- Meeting reports

Unit Sector(s)

Not Applicable

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CHCPROT510E Support the progress and development of young people

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT510D Support the progress and development of young people	CHCPROT510E Support the progress and development of young people	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to monitor the behaviour of young people, to provide effective responses to unacceptable behaviour and to support responsibility for behaviour management and change

Application of the Unit

Application

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain supportive contact with young people	1.1 Conduct interactions with young people in a fair, just, humane and positive manner
	1.2 Use communication strategies with individuals for effective interaction and problem solving
	1.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
	1.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses
	1.5 Use negotiation techniques to divert and minimise aggressive behaviour
	1.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor needs, risks and progress of young people	2.1 Use formal and informal methods to observe, monitor and gather information about individual and group behaviour 2.2 Assess behaviour for potential conflict and use a range of preventative and defusing strategies 2.3 Investigate behaviour and interactions in a fair, objective and consistent manner. 2.4 Check information received from others which might indicate abuse for accuracy and determine the response which is consistent with the issues and their seriousness 2.5 Make decisions on action that are consistent with all available evidence and organisation practice/ procedures 2.6 Seek specialist advice and make *referrals* where required
3. Provide positive opportunities for behaviour change	3.1 Encourage and assist young people to maintain contact with family, friends and support according to services and resources available 3.2 Assist contacts between young people and networks in the community according to organisation procedures 3.3 Refer young people and family to community services and suitable specialists according to the nature and urgency of the needs 3.4 Make contact with family and friends/supporters in accordance with young person's interests, and organisation practice 3.5 Assist young people to develop and maintain positive attitudes and appropriate relationships with staff, services agencies and with personal support 3.6 Encourage young people to manage themselves and their development and relationships confidently and productively

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ELEMENT	PERFORMANCE CRITERIA
4. Assist young people to manage risks	4.1 Challenge unacceptable behaviour and outline options and opportunities to change clearly and with positive encouragement 4.2 Confirm the implications of risk taking behaviour clearly, calmly and objectively 4.3 Use restraining techniques according to organisation's policies and procedures discontinue as soon as procedures specify. 4.4 Provide reports of incidents arising from risk taking and unacceptable behaviour that are accurate, clear and comply with procedures 4.5 Report on the appropriateness and effectiveness of the use of behaviour management strategies clearly and accurately in review and debriefing 4.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour 4.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures 4.8 Use opportunities to acknowledge and reward positive progress in behaviour and relationships

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation's policies, guidelines and procedures related to client management and support
- Relevant statutory responsibilities related to management of and support for young people, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- Principles of effective communication with young people
- General counselling strategies/techniques for use with young people
- Organisation reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of behaviour and development related to children and young people's social development, behaviour and relationships
- Principal/relevant cultural practices and customs of the community and the client profiles
- Stages of human development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interact with young people from different cultural backgrounds
- Support young people according to client/case management objectives, needs and risks and individual circumstances
- Support vulnerable young people and those with special needs and risks
- Identify personal values and their impact on performance

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to client management, personal support for young people in care, referral, reporting, client services
- Demonstrate knowledge of statutory requirements and application of the concept of duty of care

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- Demonstrate application of skills in:
  - high level communication
  - behaviour management
  - conflict resolution
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Knowledge testing and simulation exercises conducted in a training program
- Knowledge tested or inferred from explanations and performance in workplace applications
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues and clients

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Referrals/community services and support will include:

- Social/welfare worker
- Health/medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Case manager and case management team
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Legal advice
- Education/training/skills development
- Recreation/sporting groups

Unit Sector(s)

Not Applicable

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CHCPROT512C Coordinate work integrating statutory requirements and responsibilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to coordinate work arising from meeting statutory obligations

Application of the Unit

Application	This unit applies to statutory child protection work in a range of security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate levels or risk	1.1 Assess priorities and level of risk based on organisation's procedures and policies 1.2 Co-work cases involving court action, with delegated worker 1.3 Determine appropriate action in accordance with available resources
2. *Provide advice on complex cases*	2.1 Analyse and address current *issues arising from statutory intervention* 2.2 Assess information obtained from all relevant stakeholders about client's participation/access to resources 2.3 Assess and record progress towards achievement of goals 2.4 Undertake appropriate research to identify options for statutory intervention 2.5 Consult appropriate stakeholders regarding assessment of information and options for future actions

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ELEMENT	PERFORMANCE CRITERIA
3. Make judgements in relation to court action	3.1 Assess evidence and likely court outcomes 3.2 Assess current trends in legal processes and court decision-making and incorporate in advice provided

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Responsibilities of statutory work
- Relevant policy and procedures
- Relevant legislation
- Supervision models
- Family dynamics in different cultures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess and evaluate processes
- Demonstrate liaison and networking
- Apply statutory requirements to the provision of advice
- Interpret legal requirements
- Use knowledge related to applicable agency and legislative requirements in the workplace
- Use typical processes listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply policies, procedures, standards and statutory obligations
- Use communication techniques including:
  - active listening

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REQUIRED SKILLS AND KNOWLEDGE

- reflection
- summarising questions and statements
- gaining agreement on actions
- explaining outcomes
- Use supervision techniques
- Interpret implications of statutory obligations into day to day operations
- Demonstrate empathy and rapport building
- Demonstrate application of skills in:
  - critical incident debriefing
  - action planning
  - team building and management
  - conflict resolution
  - managing grief and change processes
  - stress management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for coordinating work integrating statutory requirements and responsibilities include:	• Within a juvenile justice environment • Within a care and protection environment • Within a statutory supervision environment • Provision of care environment
Coordinating work integrating statutory requirements and responsibilities will be carried out within requirements established by:	• Commonwealth and state legislation • International conventions relating to the rights of children and young persons • Organisation policy and procedures • Relevant program standards
Provide advice on complex cases includes situations where:	• Life threatening/high risk situations where the client's well being is in imminent danger and a particular legal/court option is sought • Serious/sustained abuse and/or sexual abuse and multiple injuries • Multiple difficulties present in family • Intellectual or psychiatric disability; and chronic and serious drug addiction affecting individual's capacity; and/or • A wide range of other agencies involved, such as community services, legal, medical and police agencies

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RANGE STATEMENT

Issues arising from statutory intervention include:	• Complications arising from behaviour or practice of client and/or significant others and co-workers
Researching relevant specialised information:	• Information in journals, conference, professional development

Unit Sector(s)

Not Applicable

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CHCPROT526B Work in a child protection environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT526A Work in a child protection environment	CHCPROT526B Work in a child protection environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to participate effectively as part of a child protection team , managing own performance and implementing safe work practices in the child protection context

Application of the Unit

Application

This unit applies to child protection work context and may include statutory and non statutory job roles

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work in a child protection team	1.1 Participate in and *contribute to functions of child protection team* 1.2 Amend own workload to assist with team priorities including crisis response team work 1.3 Behave according to agreed codes of conduct and with *respect to other team members* 1.4 Build relationships within team and recognise support needs of others

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ELEMENT	PERFORMANCE CRITERIA
2. Manage own performance as part of the team	2.1 Regularly monitor performance against work plans, organisation objectives and client needs 2.2 Identify and participate in formal and informal opportunities to develop skills and knowledge to optimise performance 2.3 Arrange and *participate in own regular supervision* 2.4 Implement *appropriate self care strategies and work/life balance* with recognition of complexity of child protection work 2.5 Monitor casework and *consult supervisor about specific case concerns*
3. Implement personal safety strategies in child protection work	3.1 Assess and plan personal safety before initial client contact 3.2 Identify level of client aggression and *respond appropriately according to organisation policy* 3.3 Use appropriate personal safety strategies during home visits, family contact visits, and when transporting clients 3.4 Maintain personal and child protection team safety by sharing critical safety information and client risk assessment according to policy 3.5 Complete required incident report documentation

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Child Protection legislation
- Work health and safety (WHS) policy and procedures relating to individual worker safety when interacting with clients
- Statutory responsibilities and delegations
- Code of conduct for child protection work
- Appropriate response to violence and aggressive client behaviour
- Organisation information systems
- Information sharing and referrals protocols
- Critical incident reporting procedures
- Types of abuse and resulting harms, including indicators of harm
- Family dynamics and attachment theories and concerns
- Strategies to engage and build rapport with children
- Impact of child abuse and neglect on child and adolescent development
- Dynamics of domestic and family violence
- Mental health concerns and affects on parenting
- Substance abuse and the effects on parenting
- Dynamics of sexual abuse, risk indicators and how to enhance protective factors
- Suicide prevention strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Contribute to, undertake tasks outside of their defined job role when required to support the team
- Resolves problems through discussion and contributes positively to team meetings
- Establish a learning and development plan
- Access and participate in regular supervision and complete supervision documentation
- Implement personal and team safety procedures

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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These include the ability to:

- Effective observation and communication skills
- Implement relevant policies and procedures to ensure task management and worker safety in client interactions
- Documentation of incident reports
- Undertake evacuation of self, workers and clients in situations of aggressive behaviour
- Recognise team dynamics and relationship concerns and act upon these to ensure maintenance of effective child protection team
- Identify own limitations in work role including stress factors and seek appropriate support
- Create learning and development plans to improve and increase own professional practice
- Communicate effectively with clients, colleagues and staff of external agencies
- Counsel clients using empathy, reflective listening paraphrasing and strengths-based techniques
- Manage conflict using appropriate negotiation and resolution skills
- Solve problems by identifying the issue, collaborates to identify possible solutions, implements a strategy to resolve the problem, and reviews the implementation an outcomes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Respect to other team members may include:

- Engage appropriately with individual and cultural differences within the team
- Disagree politely and respectfully
- Offers solutions to disputes within the team
- Compromise to maintain team harmony

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Participate in own regular supervision may include:	• Acknowledges and discusses own strengths and weaknesses in supervision with supervisor • Supervision may be internal or external to the organisation
Appropriate self care strategies and work/life balance may include:	• Regular breaks for lunch • Regular recreational leave • Overtime only worked when instructed or when approved by relevant authority • Regularly discuss workloads with supervisor
Consult supervisor about specific case concerns may include:	• Complexity of cases • Need to reprioritise cases • Advise of work unable to be completed • Significant changes to cases
Respond appropriately according to organisation policy may include:	• Follows workplace security protocols • Zero Tolerance for violence • Use of alarms • Movement and evacuation of staff

Unit Sector(s)

Not Applicable

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CHCPROT531A Interview children for investigation of child protection concerns

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to develop and maintain good practice for interviewing children in relation to the investigation and assessment of an allegation of child abuse and neglect

Application of the Unit

Application	This unit applies to child protection workers with responsibility for interviewing children in relation to the investigation and assessment of child abuse and neglect

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for interview	1.1 Review *child development factors and impact of abuse and neglect on the child*
	1.2 Identify most suitable person to interview child according to organisation and/or interagency guidelines
	1.3 Identify and select the most *appropriate timing and environment* for child interviews
	1.4 Ensure interview environment and timing meet individual needs of child and their circumstances
	1.5 Apply principles of *best practice interviewing* in case of child protection assessment and investigation
2. Conduct interview with child	2.1 Conduct interview according to *organisation and legislation requirements* relevant to job role
	2.2 Apply effective and flexible questioning strategies which consider sensitivity and development capacity of individual child
	2.3 Select and use questioning strategies that adhere to rules of evidence as appropriate to job role

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ELEMENT	PERFORMANCE CRITERIA
3. Reflect upon and improve interviewing skills	3.1 *Assess interviewing skills* against accepted principles of good interviewing practice 3.2 Recognise and evaluate the impact of own values and attitudes on interviewing practices 3.3 Seek feedback from others about interviewing practices

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Factors of child development stages
- Impact of child abuse and neglect on the child
- Interviewing practices appropriate to child protection situations
- Organisation policies for interviewing children in child protection matters
- Suitability of person to conduct the interview in the circumstances
- Options for timing and environment of interview
- Principles of best practice for child interviewing
- Legislation requirements relevant to child interviewing
- Effective and flexible questioning strategies
- Needs and sensitivities of children from a wide range of backgrounds
- Rules of evidence
- Own personal and professional values and attitudes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct interviews with children in a child protection environment according to accepted best practice and agreed protocols

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate effective communication and interviewing

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REQUIRED SKILLS AND KNOWLEDGE

- Conduct an interview in child protection context
- Recognise need to adapt questioning strategies to suit situations
- Establish rapport with children as interviewee
- Undertake self reflection and self assessment
- Seek feedback and make changes to improve interviewing techniques

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Child development factors and an impact of abuse and neglect on the child may include:	• Stages of child development in relation to memory and particularly the narrative language ability which is related to the age and experiences of the child • Experience of abuse and neglect is likely to have a negative impact on the social and cognitive development of a child - capacity of child to be able to tell their story

Appropriate person/ agency/ timing and environment may include:	• Determining the appropriate person/agency, timing and environment of interview requires the consideration of :
	  • age and development capacity of the child
	  • purpose of interview
	  • level of training and experience of the individual practitioner conducting the interview
	  • organisation policies of the particular agencies
	  • relevant interagency guidelines or codes of practice
	  • principles of best interest of the child being paramount to minimise the interviewing of children

Best practice interviewing may include:	• Interviewing practices using strategies based on the SAFE principles:
	  • simple language
	  • absence of specific detail or coercive techniques that suggest a desired response
	  • flexibility for the interviewee to choose what to report
	  • encourage elaborate responses
	• Practice based upon these principles employs open questions to develop rapport and to elicit the child's free narrative

Organisation and legislation requirements may include:	• Agency policies and guidelines • Interagency codes of practice • Interagency guidelines • Evidentiary requirements eg, recording of interviews

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RANGE STATEMENT

Assess interviewing skills may include:	• Self assessment of interviewing practices based upon reflecting on a child focused practice that trusts the child's capacity to tell her or his story, i.e. listening to the voice of the child • Reflecting on the challenges of maintaining good interviewing practice • Reflecting on values and attitudes that may be in conflict with child focused practice and good interviewing practice, e.g. the perception that to elicit specific and detailed information requires specific questions

Unit Sector(s)

Not Applicable

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CHCPROT532A Interact with the legal system to protect children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to interact effectively to assist children and their families to negotiate the legal system in child protection context

Application of the Unit

Application	This unit applies to a range of child protection work where it is necessary to understand the differing roles and responsibilities of key legal bodies in the child protection context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise the roles and responsibilities of key legal agencies in child protection	1.1 Identify roles and functions of *key legal bodies* in child protection 1.2 Apply appropriate level of understanding of *powers, orders and processes relating to key legal bodies* 1.3 Analyse *issues for children* involved with the legal system
2. Analyse and evaluate the legal options available to protect children	2.1 Assess and evaluate the *risks and benefits* of each legal option according to the needs of individual child and family 2.2 Assess legal options in consultation with other agencies according to organisation policies and relevant interagency guidelines where necessary 2.3 Identify most appropriate option to most effectively meet needs of child and family

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ELEMENT	PERFORMANCE CRITERIA
3. Liaise with key agencies to ensure children are supported to negotiate the legal system	3.1 Identify most appropriate *support agencies and process* for children involved in the legal system 3.2 Liaise with support agencies in consultation with child, family and other key agencies 3.3 Consult with and inform child and family of other available support systems as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Roles and responsibilities of key legal bodies within child protection systems
- Legislation relevant to child protection work and support systems
- Powers, orders and processes relating to key legal bodies in child protection
- Issues for children in dealing with the legal system
- Legal options available to children and families
- Organisation guidelines for interagency practices
- Roles and functions of support agencies and processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interact effectively with key legal agencies to assist children and their families negotiating the legal systems
- Demonstrate commitment to the key principles of maintain a child safe environment

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Liaise with children and their families in child protection work
- Analyse and evaluate support options for children and families
- Use communication skills for questioning, negotiating, conveying information, active listening
- Demonstrate appropriate networking and referral

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REQUIRED SKILLS AND KNOWLEDGE

- Recognise own limitations and agency boundaries
- Assist others to negotiate the legal system

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Key legal bodies may include:	• Crown solicitors office • Public Prosecutions office • Family Court • Federal Magistrates Court • State Magistrates Court • Youth Justice Services • Children's Courts • Criminal Courts

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RANGE STATEMENT

Powers, orders and processes relating to key legal bodies may include:

- Witness legislation
- Bail conditions to protect children
- Role the independent child lawyer in the Family Court jurisdictions
- Criminal injuries compensation
- Orders under Domestic Violence legislation
- Options under Child Protection Legislation

Issues for children may include:

- Impact of delay in a court matter coming to trial has a disproportionate impact on children compared to adults
- Child's experience of being questioned by different professionals in the child protection system for different purposes over a significant span of time in the life of a child
- Increased vulnerability of a child who has experienced abuse and neglect to further abuse and neglect
- Impact of experience of the child protection system in a decision to report abuse and neglect in the future
- Disproportionate impact on children of inappropriate questioning
- Legal requirements for particularity and the disproportionate impact on children in the development of their narrative language ability
- Tension between fundamental principle of the child's right to be heard in decisions affecting their well being and the nature of the adversarial system

Risks and benefits may include:

- Limits of the criminal justice system
  - standard of proof
  - capacity of the child to give evidence
  - public interest and the wishes of the child and their families
  - limits of bail conditions to protect children
- Likely assessment of outcomes
- Risk of harm to the children - how can the safety and well being of the child be secured most effectively

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RANGE STATEMENT

Support agencies and process may include:	• Child protections agencies • Witness protection and support services • Victim support services • Bail conditions to protect children • Role of the independent child lawyer in the family law system • Restraint and apprehend violence orders • Criminal injuries compensation

Unit Sector(s)

Not Applicable

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CHCPROT533A Work with children and young people with complex trauma and attachment issues and needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to recognise indicators of trauma in children and young people of different ages and at different stages and to identify their needs and those of their parents and carers

Application of the Unit

Application	This unit applies to those working with children and young people, in particular in contexts involving child protection, family services and child and youth placement and support

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Seek information from families, carers, significant people and professionals	1.1 Identify appropriate sources of information about the child or young person 1.2 Gather accurate information about child rearing practices and values of the cultural group to which the child or young person belongs 1.3 Compile a detailed overview of information available about developmental context and issues from pregnancy/birth to clarify impact of culture, family, home and community on developmental history of child or young person 1.4 Identify *factors and incidents that may potentially have influenced child's development* and impact on current behaviour patterns and characteristics

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ELEMENT	PERFORMANCE CRITERIA
2. Identify developmental issues	2.1 Apply knowledge of common developmental trends, milestones and associated characteristics and behaviours for children and young people 2.2 Make appropriate allowances for variations from what is considered normal development 2.3 Identify potential for developmental delays to impact on progress to future developmental stages 2.4 Clarify sequence of development for each individual child and identify range of influences on developmental process 2.5 Recognise issues associated with young children primarily seeking attachment rather than safety
3. Identify *indicators of trauma* in children and young people	3.1 Use knowledge of child development and common variations for children and young people to identify indicators of developmental delay 3.2 Access and accurately interpret available current information about possible indicators of trauma relevant to child's age and developmental status 3.3 Work with understanding of potential impacts of trauma on the child or young person 3.4 Clarify potential vulnerability of child through having witnessed and/or experienced violence, abuse and neglect at the hands of carers 3.5 Identify extent of child's positive experiences of stable, sensitive, loving and stimulating relationships and environments 3.6 Take into account the potential for prolonged exposure to frightening and overwhelming circumstances to result in 'toxic stress' 3.7 Identify potential consequences of toxic stress and closely observe child for signs of it

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ELEMENT	PERFORMANCE CRITERIA
4. Provide support to families impacted by trauma and violence	4.1 Encourage parents and carers to seek and accept appropriate support to manage their own shock and emotional responses 4.2 Listen calmly to information provided by child or young person and their parents and/or carers and provide reassurance in line with the situation and child's stage of development 4.3 Encourage child or young person to talk about all aspects of the traumatic experience and its aftermath, if appropriate, as an open, accepting and reassuring listener 4.4 Monitor developmental and educational progress of child or young person in line with their developmental status and needs and within requirements of own work role 4.5 Report situations of potential trauma in line with requirements of the organisation, legislation and work role

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Developmental trends, stages and potential indicators of trauma associated with developmental status of children and young people
- Factors that pose risks to healthy child development, including:
  - current or past exposure to family violence, alcohol/substance abuse or other addictive behaviours
  - mental health issues, including self-harm or suicide attempts
  - disability or complex medical needs
  - issues during pregnancy, birth or as a newborn
  - unsafe sleeping practices for infants
  - disorganised or insecure attachment relationship
  - developmental delay
  - history of neglect/abuse, state care, child death or placement of child or siblings, separations from parents/caregivers
  - parent, partner, close relative or sibling with history of assault, prostitution or sexual offences
  - experience of intergenerational abuse/trauma
  - compounded or unresolved experiences of loss and grief
  - chaotic household/lifestyle
  - poverty, financial hardship, unemployment, problem gambling
  - social isolation, inadequate housing, transience/homelessness
  - lack of stimulation, learning opportunities, disengagement from school, truanting
  - inattention to developmental health needs, poor diet
  - disadvantaged community, racism, recent refugee experience
- Risk factors associated with parenting issues, including:
  - parent/carer under 20 years, or single parent with multiple partners

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REQUIRED SKILLS AND KNOWLEDGE

- lack of willingness/ability to prioritise child's needs above own
- rejection or scapegoating of child
- harsh, inconsistent discipline, neglect or abuse
- inadequate supervision of child or emotional enmeshment

- Factors that influence positive outcomes, including:
  - sense of belonging to home, family, community and strong cultural identity
  - pro-social peer group
  - positive parental expectations, home learning environment and opportunities at major life transitions
  - access to relevant range of services for adult and child - with service understanding of abuse
  - accessible/affordable child care and high quality preschool programs
  - inclusive community neighbourhoods/settings

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify behaviours and characteristics associated with commonly recognised developmental trends and stages in children and young people
- Identify variations from 'the norm' that may require further investigation and clarification
- Recognise potential indicators of trauma and investigate appropriately and sensitively
- Communicate effectively with children, young people, their families, carers and significant professionals in situations of potential trauma to investigate, clarify and provide support
- Identify attachment issues in children and young people and respond appropriately
- Explain the potential impact of traumatic experiences on the development of children and young people and identify appropriate responses for parents and carers

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship building
  - data collection and analysis
  - problem solving

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should consider the range of client issues workers are expected to be able to address

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Factors and incidents that may potentially have influenced child's development may refer, for example, to:

- Cultural values and priorities
- Child rearing practices
- Chronic health conditions
- Nutritional patterns
- Experience of neglect or abuse
- Exposure to alcohol or drug misuse
- Exposure to violence
- Exposure to mental health issues

Indicators of trauma may vary with the age and stage of the child and include, for example:

- Neurobiological issues
- Behavioural changes
- Hyper-arousal, hyperactivity and sleep disruption and disturbance
- Heightened anxiety, insecurity and fearfulness
- Other emotional difficulties, including reduced capacity to feel emotions
- Cognitive delay and memory difficulties
- Eating disturbances and food sensitivities
- Loss of acquired skills, such as:
  - motor skills
  - communication skills
- Regression to earlier behaviour
- Truanting from school and running away from home
- Toileting accidents and incidents
- Anti-social behaviour, such as hurting animals, firelighting
- Hinting about sexual experience and/or explicit aggressive sexualised engagement with others
- Accident proneness and bodily aches and pains without reason

Unit Sector(s)

Not Applicable

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CHCPROT603B Plan and manage provision of out of home care

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT603A Plan and manage provision of out of home care	CHCPROT603B Plan and manage provision of out of home care	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers who are responsible for case management of children and young people who are living in out of home care

It covers the planning and providing for care placement of children and young people

Application of the Unit

Application

This unit applies to statutory child protection work in a range of security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within established principles of *out of home care* provision	1.1 Provide opportunity for child or young person to express their views on all matters concerning his or her welfare
	1.2 Ensure all actions and decisions take into account the culture, disability, language, religion and sexuality of the child or young person
	1.3 Assist child or young person in care to ensure that his or her *name, identity, language, cultural and religious ties* are preserved
	1.4 Apply the *Aboriginal and Torres Strait Islander placement* principle to all Aboriginal and Torres Strait Islander children and young people
	1.5 Actively support birth parents, family and significant others wherever possible, to continue to play a significant role in their child's life while he or she is in care

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ELEMENT	PERFORMANCE CRITERIA
2. Develop *care*/*case*/ *placement plan* in consultation with child/ young person, family, carers and other service providers	2.1 Ensure the safety, welfare, well being of child or young person is the paramount consideration in all planning 2.2 Actively involve children, young people, carers, family and significant others in decision-making processes 2.3 Take into account immediate, medium and long term needs of the child/young person, family and carer in planning 2.4 Select placement in accordance with needs of child/young person and *care plan* 2.5 Undertake planning in line with all *legislative and organisation requirements* 2.6 Communicate care/case plan to child or young person, carers, family members, and other bodies as required by legislative and organisation requirements 2.7 Apply permanency planning principles in all case planning processes 2.8 Complete all necessary documentation and store in accordance with legislative and organisation standards and procedures 2.9 Consider restoration/reunification in case planning process

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ELEMENT	PERFORMANCE CRITERIA
3. Implement care/case/ placement plan	3.1 *Prepare child/young person for placement* 3.2 Brief child/young person's family and the new carers and prepare for the placement 3.3 Maintain record-keeping systems re the placement in line with organisation and legislative requirements 3.4 Organise resource allocation to support the placement in line with organisation procedures 3.5 Monitor, address and support immediate and longer term developmental *needs of the child or young person* throughout the placement 3.6 *Support carers* in their provision of day-to-day care for the child or young person 3.7 Support carers to meet the changing and developing needs of the child/young person 3.8 Support carers at times of critical incidents and on other occasions of stress 3.9 Support child's identity and development of social relationships through approaches such as life story work 3.10 Implement contact with family and significant others, including siblings and community, according to the care/case plan 3.11 Take immediate and appropriate action that complies with legislative and organisation requirements and interagency protocols, to address alleged abuse in care or other critical situations which may arise

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor and *review* care/case/ placement plan	4.1 Ensure regular review mechanisms are in place and implemented according to legislative and organisation requirements 4.2 Regularly assess and review developmental needs of child or young person, including health, education, social and emotional needs 4.3 Undertake ongoing monitoring of child or young person and carers 4.4 Provide opportunities, both formal and informal, for child/young person, to meet in private with case worker and talk about their placement 4.5 Provide information to parents/family or significant others about progress of child

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Provision of care protocols, procedures and policies
- Awareness of statutory mandates and consequent responsibilities
- Impact of care placements
- Family and social dynamics which may impact on care placements
- Principles of effective casework
- Understanding of child and adolescent development
- Understanding of attachment theory (including grief and loss)
- Principles of permanency planning
- Understanding of identity issues and the importance of birth family
- Aboriginal child placement principles
- Understanding of legal implications and responsibilities of statutory work
- Understanding of state and federal jurisdictions, including all courts within the jurisdictions

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- Understanding of workings of court, legal systems and legal processes
- Detailed understanding of child protection policy and procedures including inter-agency protocols
- Detailed understanding of legislation relevant to child protection including permanency planning and adoption
- Understanding of risk assessment, comprehensive psychosocial assessment and family assessment
- Understanding of indicators of harm, types of harm, definitions and dynamics of harm
- Understanding of theories on vulnerability and resilience of children and young people
- Understanding of the change process
- Understanding of stages of child development (physical, emotional, cognitive, psychological and social including attachment theory
- Understanding of family dynamics in different cultures
- Understanding of recording and reporting systems
- Understanding of how to access interpreters for clients and their families who are from non-English speaking background or who are hearing or speech impaired

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate best practice in out of home care as identified by national standards and research
- Operate within applicable standards, policies and procedures and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Advocate on behalf of children, young people and families
- Interpret policies, procedures, standards and statutory obligations
- Use communication techniques such as; active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Use solution focused interviewing techniques
- Interview and engage children, young people , their families and foster carers in communication exchange.
- Effectively and impartially collect and analyse information according to risk assessment frameworks or models.
- Articulate rationale for decision-making
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Use age appropriate language and questioning techniques

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- Facilitate participative goal setting and case planning
- Utilise conflict resolution skills
- Manage grief and change processes
- Engage and establish a professional relationship with children and young people
- Monitor own level of stress and implement stress management strategies
- Work appropriately with cross cultural issues
- Present factual, non-emotive information succinctly.
- Demonstrate appropriate use of supervision and consultation
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the range of clients and specific needs that will encountered in the workplace

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes:

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Related units: This unit should be assessed in conjunction with related unit:

- CHCCM506C Undertake case management in a child protection framework

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Out of home care can include the child or young person staying with/in:

- Relatives, friends and acquaintances
- Foster care
- Residential care
- Shared family care
- Kinship care

Care plan can include:

- Day to day care issues
- Protective planning
- Restoration/reunification
- Residence of child or young person
- Contact with family, including siblings, and other significant people
- Education and training
- Religious practice
- Intensive support/special needs
- Medical treatment and healthcare
- Cultural needs/identity issues
- Type of placement proposed, including temporary care pending permanent placement
- Agency responsible for care of child
- Support services to be provided to child or young person
- Leaving care or after care needs
- Timeframes and processes for review

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Aboriginal and Torres Strait Islander placement principle is:	• Principles of self-determination and participation i.e. Aboriginal and Torres Strait Islander people have ownership in relation to decisions about Aboriginal and Torres Strait Islander children/young people • Principles of culturally appropriate placement • Principles of recording requirements of all Aboriginal and Torres Strait islander children and young people and all records are kept permanently
Name, identity, language, cultural and religious ties include:	• Child or young person's cultural background is recorded appropriately • If an Aboriginal or Torres Strait Islander child is placed in a non-aboriginal placement contact is maintained with the Aboriginal and Torres Strait Islander community • Cultural and religious practices are maintained and reinforced throughout the placement
Legislative and organisation requirements include:	• State and commonwealth legislation • Codes of conduct and organisation beliefs and philosophies • International conventions on the rights of children and young people • State and national standards for out of home care • Interagency protocols

Prepare child/young person for placement includes:	• Appropriate information provided about
	  • carer and carer's family
	  • child or young person and their needs (including medical, social, educational, physical and emotional)
	  • safety issues regarding the care of the child or young person
	• Providing empathy, understanding, and opportunity to talk
	• Adequate clothing, food, toys, equipment for placement

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Needs of the child or young person may include:	A range of developmental and individual needs of the individual child or young person including: • Physical health • Education and/or training • Family and social relationships • Self care skills • Assistance in understanding the reason they are in care • Cultural acknowledgement, input and education
Support provided to child or young person include:	• Regular opportunities to discuss placement issues with a trusted and supportive adult • Establishment of a safe and trusting relationship with a responsible adult/s who can act as an advocate if appropriate • Encouragement and opportunities to participate meaningfully in decision-making processes • Ongoing identification, addressing and monitoring of the range of developmental needs • Encouragement to participate in support or advocacy networks with other children/young people in out of home care
Support carers includes:	• Regular planned opportunities to discuss placement issues • Access assistance at time of crisis or stress • Opportunity for critical incident de-briefing • Regular training on issues relevant to care of children and young people • Encouragement to participate in support networks with other carers • If caring for a child or young person from a diverse background carers are assisted to support and positively reinforce the child/young person's cultural background and identity
Review refers to:	• Reviews are undertaken in line with legislative and organisation requirements

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Unit Sector(s)

Not Applicable

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CHCPROT701A Conduct complex child protection risk assessment

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to undertake all aspects of a complex child protection risk assessment

Application of the Unit

Application	This unit applies to child protection work in statutory context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather information about the risk/actual harm	1.1 Gather sufficient relevant information from a *range of sources* about the child to make a determination about harm and risk of harm 1.2 Consult previous child protection history where relevant 1.3 *Consult with colleagues* about previous supports or interventions provided by the organisation 1.4 *Liaise with other services* to obtain information that will assist with determination of risk of harm where this is appropriate
2. Identify factors impact on the determination of risk	2.1 Identify *factors that increase or reduce the vulnerability, severity and probability of harm* 2.2 Identify and document issues in *family functioning* that contribute to risk or protection 2.3 Correlate child development and attachment issues to assessing harm

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ELEMENT	PERFORMANCE CRITERIA
3. Conclude determination of risk	3.1 Use information gathered about the child to identify and determine harm and unacceptable risk of harm 3.2 Use *relevant legislation*, organisation tools and guidelines to determine the child's immediate and long term safety 3.3 Use senior staff and specialist practitioners' to confer about determination in complex cases 3.4 Document the outcome of the assessment and actions to be taken including any case work strategies that will contribute to interventions and child safety measures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Roles and responsibilities of key legal bodies within child protection systems
- Legislation relevant to child protection risk work assessment
- Powers, orders and processes relating to key legal bodies in child protection
- Issues for children in dealing with the legal system
- Legal options available to children and families
- Organisation guidelines for interagency practices
- Roles and functions of support agencies and processes
- Documentation processes and organisation information systems and tools to be used for complex risk assessment
- Statutory responsibilities and delegations
- Code of conduct for child protection work
- Information sharing and referrals protocols
- Critical incident reporting procedures
- Types of abuse and resulting harms, including indicators of harm, protective and risk factors
- Impact of child abuse and neglect on child and adolescent development
- Contemporary approaches to respectful and professional standards for case documentation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document child protection notifications and include recording of logical connections made between concerns expressed, analysis and decision-making, and response is congruent with assessment

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REQUIRED SKILLS AND KNOWLEDGE

- Provide accurate documentation using tools provided by the organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Record assessment considerations of child protection history and patterns of family functioning in analysis to inform responses in case discussion, case work and case management
- Articulate in documentation rationale for judgements/decision-making in case discussions, work management
- Complete risk assessment and case plans for each child/young person with consideration with consideration for individual needs
- Assess harm and makes appropriate decisions by analysing and synthesising information with the use of the structured decision-making tools, and provides rationale for decisions
- Collaborate, negotiate, and network with government and non government agencies
- Facilitate the initiation of case work as a result of determination of risk where appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the range of clients and specific needs that will encountered in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Range of sources may include:

- Consulting with relevant people known to the child and their circumstances
- Notifier information
- Consult any previous child protection history

Consult with colleagues may include:

- Team leader
- Manager
- Practice Supervisor
- Peer

Liaison with other services may include:

- Internal programs of the organisation
- Culturally specific organisations
- Mental health
- Drug and alcohol
- Medical Services
- Other agencies participating in interagency protocols e.g. Police, Domestic and Family violence services,
- Interstate Statutory Authorities on child protection

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RANGE STATEMENT

Factors that increase or reduce the vulnerability, severity and probability of harm may include:

- Child's age and developmental stage, physical, social and emotional well being
- Immediate/actual evidence of harm
- Availability of family/other protective support systems
- Isolation
- Previous history of harm and intervention needs
- Commitment to engage to reduce/eliminate risk of harm
- Ability and capacity to address the situations
- Admissions/disclosure information

Family functioning may include:

- Drug and alcohol use/abuse
- Mental health concerns
- Physical health and ability
- Intellectual disability
- Domestic and family violence

Relevant legislation includes:

- Child protection
- Witness legislation
- Bail conditions to protect children
- Role the independent child lawyer in the Family Court jurisdictions
- Criminal injuries compensation
- Orders under Domestic Violence legislation
- Options under Child Protection Legislation

Unit Sector(s)

Not Applicable

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CHCPROT702A Apply for and implement child protection orders

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to determine the most relevant orders in a particular case and proceed with application for and implementation of those orders

Application of the Unit

Application	This unit applies to child protection work in statutory context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine and recommend appropriate child protection order	1.1 Determine *suitability of order based on assessment of presenting risk factors* 1.2 *Inform the child* (*if age appropriate*) *and parents about the recommendation and process* to apply for a child protection order 1.3 Communicate with child in age appropriate way to ascertain their views and wishes in relation to court application 1.4 Include children's views in affidavits where appropriate 1.5 Coordinate the *court processes* represent the organisation in a professional manner in court 1.6 Recommend application for most appropriate assessment order based on *legislative and assessment conditions*

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ELEMENT	PERFORMANCE CRITERIA
2. Apply for assessment orders	2.1 Complete application for assessment order, ensuring application outlines grounds, rationale, assessment plan and required provisions 2.2 Explain to parents and child (where age appropriate) the rationale for applying for the order and the effects of the order 2.3 Apply for assessment orders to the Magistrate through the *most appropriate medium* 2.4 Provide a *copy of the assessment order to at least one parent* 2.5 Complete relevant documentation associated with assessment orders according to organisation policy
3. Implement and supervise child protection orders	3.1 *Complete documentation* related to implementation of orders 3.2 Engage and build rapport with children and families 3.3 Include key stakeholders in decision-making processes and document reasons for decisions made 3.4 Participate in development of reunification plans with family using strengths-based approaches 3.5 Assess needs of family to achieve reunification and ensure provision of resources 3.6 Provide visitation support to child, family and carer according to case plan 3.7 Regularly review case plans to progress reunification

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Roles and responsibilities of key legal bodies within child protection systems
- Legislation relevant to child protection risk work assessment and application for orders
- Powers, orders and processes relating to key legal bodies in child protection
- Issues for children in dealing with the legal system
- Legal options available to children and families
- Organisation guidelines for interagency practices
- Roles and functions of support agencies and processes
- Documentation processes and organisation information systems and tools to be used for complex risk assessment and affidavit preparation
- Statutory responsibilities and delegations
- Code of conduct for child protection work
- Information sharing and referrals protocols
- Critical incident reporting procedures
- Types of abuse and resulting harms, including indicators of harm, protective and risk factors
- Impact of child abuse and neglect on child and adolescent development
- Contemporary approaches to respectful and professional standards for case documentation
- Court processes and etiquette

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Clearly record assessment, information gathered, and views of the child and family in completed court order applications and affidavits

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REQUIRED SKILLS AND KNOWLEDGE

- Complete appropriate court forms and documents as required in hard copy and electronically
- Document case planning
- Attend and participate in family group meetings
- Document the placement agreement
- Assess and record child and parent strengths and needs using the standard forms and tools of the organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Record assessment considerations of child protection history and patterns of family functioning in analysis to inform responses in case discussion, case work and case management
- Articulate in documentation rationale for judgements/decision-making in case discussions, work management
- Complete risk assessment and case plans for each child/young person with consideration with consideration for individual needs
- Assess harm and makes appropriate decisions by analysing and synthesising information with the use of the structured decision-making tools, and provides rationale for decisions
- Collaborate, negotiate, and network with government and non government agencies
- Facilitate initiation of case work as a result of determination of risk where appropriate
- Implement and supervise child protection orders:
  - visit the child, the parents or the carer according to the contact standards
  - manage family contact for the child
  - monitor, assess and record the progress of the case plan towards the case plan goal
  - complete actions assigned in the case plan
  - ensure the case plan strategies are coordinated
  - liaise with other services
  - place and support child in out of home care if required
  - complete court related tasks
  - consult with line manager when making key decisions

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the range of clients and specific needs that will encountered in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Suitability of order based on assessment of presenting risk factors may include:	• The needs of the child to be safe • Strengths and needs of child and family • Level of intervention needed to meet the child's protection and care
Inform the child (*if age appropriate*) *and parents about the recommendation and process for court orders including*:	• The parameters of the child protection orders • The court process and their rights • Provide information in a manner that is appropriate for age. development, culture, literacy and ability comprehension • Make genuine attempts to locate the parents whose whereabouts are unknown to provide information about court order applications
Court processes must include:	• Set date and time for court mention • Lodge and serve court paperwork • Complete affidavit of service • Complete court paperwork in accordance with legislation and court timeframes • Affidavit material contains relevant evidence and provides a clear assessment of why the child is in need of protection

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RANGE STATEMENT

Legislative and assessment conditions may include:	• An investigation is necessary to assess whether the child is in need of protection • The investigation cannot be conducted properly unless the order is made • Reasonable steps have been made to obtain consent of at least one parent
Most appropriate medium may include:	• Phone • Fax • In person
Copy of the assessment order to at least one parent including:	• When providing the copy of the assessment order ensure information is also provided about their rights of appeal and process for doing so.
Complete documentation including:	• Case start up and case closure records • Record the identified protective needs of the child • Case plans and associated reviews • Reunification case plan documents • Risk evaluation tools

Unit Sector(s)

Not Applicable

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CHCPROT703B Facilitate incident prevention strategies in child protection work

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT703A Facilitate incident prevention strategies in child protection work	CHCPROT703B Facilitate incident prevention strategies in child protection work	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to implement safety strategies for the prevention and management of risks to child protection workers and teams

Application of the Unit

Application

This unit applies to child protection work in statutory context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify risk or threats to team safety	1.1 Liaise with team to identify *potential and actual risks associated with child protection work*
	1.2 Consult with the team to assess risk concerns in *range of child protection work situations*
	1.3 Document identified risks according to *organisation policy and procedures*
	1.4 Consult with team to plan *contingency responses* in relation to unexpected risks

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ELEMENT	PERFORMANCE CRITERIA
2. Develop individual and team strategies to manage risks and ensure workplace needs are met	2.1 Assess each risk situation in consultation with team and develop strategies to minimise risk 2.2 Ensure team adheres to *workplace health and safety procedures when carrying out functions of child protection work* 2.3 Implement *strategies that support and promote the resilience of team members* 2.4 Participate in workplace health and safety team meetings 2.5 Facilitate organisations risk management framework in relations to critical incidents and refer to *internal and external support networks* as required
3. Monitor team safety plans	3.1 Monitor and review formulated safety plans for staff attending home visits, after hours work, child risk assessments and engagement with high risk clients 3.2 Ensure critical incident debriefing processes and reflective learning informs change to policy and procedures where appropriate 3.3 Ensure all complaints of discrimination, bullying, harassment, code of conduct and privacy breaches, are addressed in accordance with organisation policy

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Roles and responsibilities of self and team in relation to worker safety within child protection systems
- Legislation relevant to child protection risk assessment work, particular for work

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occurring away from the immediate workplace e.g. work health and safety (WHS)
- Powers, orders and processes relating to key legal bodies in child protection
- Documentation processes and organisation information systems and tools to be used for safety assessment in child protection teams including debriefing systems
- Statutory responsibilities and delegations for staff and clients
- Code of conduct for child protection workers
- Critical incident reporting procedures
- Risk management processes to be applied within organisation work health and safety frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document child protection notifications and include recording of logical connections made between concerns expressed, analysis and decision-making, and response is congruent with assessment
- Provide accurate documentation using tools provided by the organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess and record team safety risk assessment considerations
- Support team members to maintain safety during home visits, supervised contacts, child risk assessments
- Conduct debriefing processes with the team post critical incidents
- Disseminate changes and improvements in policy and procedures related to worker safety on and off site within the context of working with high risk cases
- Problem solving in complex situations with high risk cases
- Maintain effective communication processes to ensure staff are informed of important issues about high risk cases that may affect their safety

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the range of clients and specific needs that will encountered in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional

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contexts.

Potential and actual risks to worker safety associated with child protection work may include:	• Physical attack and subsequent injury • Psychological and emotional distress • Threats to personal and family safety • Threats to damage property • Damage to property and personal affects
Range of child protection work situations may include:	• Home visits • Office visits • Client contacts in isolated areas • Working with high risk clients • Decisions made by the organisation that is in conflict with those of the family • Extreme case of abuse and neglect
Organisation policy and procedures may include:	• WHS • Confidentiality of worker personal details • Risk and safety assessment for staff • Home visitation and assessment • Client contact and single worker operations • Communications for out of office operations
Contingency responses may include:	• Reassigning case loads • Allocating two workers to a case rather than one • Re assess risks and implement changes to approaches accordingly • Seek support from other authorities, e. g Police where needed
Workplace health and safety procedures when carrying out functions of child protection work may include:	• Two worker model of operation • Communication strategies for work off site e.g. mobile phones, worker movement logs • Maintain contact with office on regular basis in home visits and assessments off site • Thorough debriefing in handover of client case to other workers

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Strategies that support and promote the resilience of team members may include:	• Debriefing processes • Buddy and support systems • Regular meetings to discuss strategies to ensure worker safety measures are current and up to date • Acknowledging the strengths within the team to address safety concerns
Internal and external support networks may include:	• Employee assistance programs • Counselling • Supervision

Unit Sector(s)

Not Applicable

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CHCPW401A Apply peer work practices in the mental health sector

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required for working with the mental health peer workforce in a range of settings where peer work occurs

Application of the Unit

This unit applies to peer work with individuals affected by mental illness in a range of mental health services

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Identify the context of mental health peer work	1.1 Demonstrate awareness of the historical context of peer work 1.2 Demonstrate consideration of the changing *social, political, cultural and economic context* in all peer work 1.3 Define peer work role and structures in a range of mental health services 1.4 Identify a range of mental health *consumer* and *carer* networks relevant to peer work 1.5 Apply knowledge of the consumer and carer movements
• Apply the values and central philosophies of mental health peer work	2.1 Identify your own values and how these may influence/impact peer work 2.2 Identify the organisation's peer work philosophies and how this impacts upon your approach to peer work 2.3 Apply *access and equity principles* in peer work

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Identify the range of mental health service options	3.1 Access *the range of support services provided by consumer peers and carer peers* 3.2 Utilise information about mental health systems and *the range of service options available* to support the recovery process

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

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Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include sufficient knowledge of the following areas to undertake the role outlined:

- Complaints processes of the organisation and sector
- Historical, social, political and economic contexts of mental health services and mental health consumer and carer movements including impacts of mental health systems on consumers and carers
- Philosophical, ethical and values based approaches to peer work
- International and national developments in consumer and carer peer work
- History and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- Impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- Social justice issues, principles and approaches including working from a rights based framework and awareness of the rights and responsibilities of consumer and carers and peer workers
- Different understandings of mental illness and distress/issues
- Principles and practices of duty of care as these apply to peer work
- Relevant legislation, standards and policies, that relate to mental health services and peer work
- Language, meaning and terminology in relation to mental health and peer work including dignity of risk and first person language

Essential skills:

The candidate must be able to::

• Apply and promote the underpinning values, ethics and philosophies of mental health peer work in all aspects of work

• Communicate effectively with clinicians, consumers/carers and other service providers

• Maintain confidentiality and explain limits of confidentiality

• Use inclusive and person first language

• Use the consumer’s or carers preferred language and terminology and their personal meaning and interpretations

• Apply an understanding of relevant legislation and standards in mental health peer work

• Access and be informed by contemporary and emergent literature on mental health peer work and practices

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence of being able to identify the context of mental health peer work and apply the values and philosophies of the area to their own work role

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EVIDENCE GUIDE

Conditions of assessment:

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies

OR

- A consumer/carer him/herself who has lived experience and demonstrated experience in a consumer peer worker or carer peer worker role
- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]

- Where the candidate being assessed in a consumer peer worker context, they must be assessed by an experienced consumer peer worker with lived experience (and a qualified Assessor where the consumer peer worker is not a qualified assessor)
- Where the candidate is being assessed in a carer peer worker context, they must be assessed by an experienced carer peer worker who has lived experience (and a qualified assessor where the carer peer worker is not a qualified assessor)

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- All workers should develop their ability to work in a culturally and linguistically diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and Torres Strait Islander people communities
- In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on individuals from culturally and linguistically diverse communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts

Social, political, cultural and economic context includes but is not limited to:

- Statutory framework within which work takes place
- Historical context of work including:
- changing attitudes to mental health and working with people with mental illness
- emergence of consumer/carer movements
- development of a body of consumer and carer written literature
- Changing social context of work including:
- person-centred and collaborative approach to working with people with mental illness
- changing government and societal views of mental health
- increasing use of consumer workers
- deinstitutionalisation
- Political context including:
- government policies and initiatives affecting mental health work
- Current economic situation as it relates to and affects mental health and the subsequent impact on client needs
- Facts/myths about mental illness and psychiatric disability
- Information about recovery
- The needs of Aboriginal and Torres Strait Islander people
- The needs of people from non-English speaking backgrounds
- Social variables such as social attitudes to mental illness
- Forced migrants and refugees

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts

Access and equity principles in peer work includes*:*

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family, carer/s and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including cultural, physical, religious, economic and social
- Recognition of diverse perspectives

The range of support services provided by consumer peers and carer peers may include but is not limited to*:*

- Promoting self-advocacy
- Advocacy
- Representation
- Community education and promotion
- Facilitation of peer groups
- Visitation and social recreational activities

The range of service options available includes but is not limited to*:*

- Consumer operated services
- Self-help support groups
- Integrated approaches
- Consumer and or carer networks
- Community development and education
- Mental health promotion
- Working with families and carer/s
- Clubhouse
- Supported employment
- Crisis situation responses
- Early intervention/prevention
- Consumer consultancy services
- Residential services
- Respite care
- Home based support
- Recreational services
- Alternative services

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts

Consumer in this context is defined as:	A person who uses or has used a mental health service. In this context it also includes the term *Lived experience* - *Consumer:* • The personal experience of living with mental illness and the consequences. This experience includes the consumer's mental, physical, emotional, social and spiritual wellbeing and may have significant social and economic impacts
Carer:	A person who has an unpaid caring role with a person with a mental health problem or mental illness. In this context it includes the term *Lived experience* - *Carer:* • The personal experience of being in an unpaid carer role with a person who is living with mental illness. This experience includes the carer's mental, physical, emotional, social and spiritual wellbeing and may have significant social and economic impacts

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCPW402A Contribute to the continuous improvement of mental health services for consumers and carers

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required to gather information and contribute to the continuous improvement of services for consumers and carers

Application of the Unit

This unit applies to peer work with individuals affected by a mental illness in a range of work contexts

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Identify areas for service improvement	• *Gather information* from consumers and/ or carers about their satisfaction with and access to existing services • Gather feedback from consumers and carers on effectiveness of services provided and areas for improvement 1.3 Consult with stakeholders to identify *available service options* 1.4 Consult with stakeholders to identify service gaps and access issues 1.5 Consult with stakeholders to identify *culturally appropriate system*s and services
• Contribute to service improvements	2.1 Collect and provide *consumer and carer feedback* about service provision to facilitate improvement to services 2.2 Compile and provide relevant information about possible improvements to services 2.3 *Promote the development of linkages and coordination* between service providers 2.4 Participate in the development of new systems and processes that promote continuity of care 2.5 Promote service delivery that is highly visible, easily accessible and culturally relevant 2.6 Respond appropriately to indications of neglect or abuse in service delivery
• Participate in activities that support the development of the peer workforce.	3.1 Maintain knowledge of research on current trends and resources as they relate to the peer workforce 3.2 Engage in *professional development activities* to improve own practice 3.3 Establish communication and information sharing processes between service providers 3.4 Establish and maintain connections with

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
	consumer and carer networks and/or organisations
	3.5 Promote effective systems to support the ongoing development of a peer work force
• Contribute to service review and evaluation	4.1 Support consumer and carer initiatives
	4.2 Identify methods of evaluation and research that are *consumer and carer friendly*
	4.3 Undertake self-reflection and self-evaluation to assess own practice against identified agency objectives or code of ethics, using a range of valid evidence

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Consultation process for maximising consumer and carer participation in all aspects of service review, evaluation and improvements
- Research methods, information gathering and information processing methods as related to capacity and requirements of job role
- Systems that promote culturally appropriate services
- Systems that promote continuity of care, high visibility and access
- Consumer and carer networks as relevant to job role
- Current trends and approaches to continuous improvement processes and models
- Methods for disseminating feedback in formal and informal contexts

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Essential skills

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with consumers or carers
- Utilise creative, and encouraging approaches to engage consumers or carers in feedback, evaluation and research where this is part of the job role
- Demonstrate a broad range of communication approaches for the purpose of gathering information and encouraging consumer or carer participation in evaluation and service improvement
- Establish and maintain relationships for the purpose of gathering consumer or carer views on services provision
- Apply oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, gestures) necessary to develop a trusting relationship
- Use communication techniques to enhance communication and facilitate consumer or carer interaction within their environment
- Demonstrate cultural sensitivity in the collection of consumer or carer data
- Maintain data collection and evaluation records according to organisation policy and procedures
- Data gathering and analysis techniques including evaluation skills, group facilitation, conducting meetings, working collaboratively and interviewing individuals

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence that they have contributed to the continuous improvement of one or more areas of mental health services

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Conditions of assessment:

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies.

OR

- A consumer/carer him/herself who has lived experience and demonstrated experience in a consumer peer worker or carer peer worker role

AND

- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]
- Where the candidate being assessed in a consumer peer worker context, they must be assessed by an experienced consumer peer worker with lived experience (and a qualified Assessor where the consumer peer worker is not a qualified assessor)
- Where the candidate is being assessed in a carer peer worker context, they must be assessed by an experienced carer peer worker who has lived experience (and a qualified assessor where the carer peer worker is not a qualified assessor)

Access and equity considerations:

- All workers in community and health services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

	should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on individuals from culturally and linguistically diverse communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

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Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Gather information may include*:*

- Ensuring that any information gathered is in line with state/territory and national privacy, health privacy, records, information and other relevant legislation
- Contacting relevant ethics groups and committees before collecting information where this is necessary.
- Working in compliance with organisational policy and procedures
- Identifying where rights and social justice are not being upheld in the process of data collection and analysis

Available service options may include:

- Consumer operated services
- Self-help support groups
- Integrated approaches
- Consumer and or carer networks
- Community development and education
- Mental health promotion
- Working with families and carer/s
- Clubhouse
- Supported employment
- Crisis situation responses
- Early intervention/prevention
- Consumer consultancy services
- Residential services
- Respite care
- Home based support
- Recreational services
- Alternative services

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*Culturally appropriate system*s may include:	• Inclusion and diversity policies • Culturally diverse and sensitive service arrangements, resources, and employees • Active participation of culturally diverse individuals and community groups in service planning and delivery
Consumer and carer feedback may include*:*	• Information gathered with the consent of the consumer or carer and the intentions of the use of feedback clearly explained to the informant • Informal information gathered through conversation • Formal information or data collected via statistical forms, service and worker evaluations completed by consumers or carers • Individual or group submissions or complaints • Individual or group submissions about positive service actions and suggested improvements • Consumer or carer participation in focus groups specifically designed to obtain information on service gaps, barriers and needs for improvement • Information provided via advocacy or representation
Promote and develop linkages and coordination may include:	• Developing networks • Advocacy • Representation • Providing information and education on best practice methods for mental health services • Evidence based practice sharing
Professional development activities may include:	• Training • Forums • Journals and other literature • Online resources including You Tube, and Blogs • Conferences • Consumer events and network activities • Newsletters • Mental health activities and resources

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Consumer and carer friendly includes:

- Information in plain English
- Culturally appropriate communication mechanisms
- Easily understood information (translated as necessary)
- Well designed

•
•

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCPW403A Apply lived experience in mental health peer work

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required by consumers and carers in the mental health peer workforce to use and apply their lived experience in a purposeful way

Application of the Unit

This unit applies to consumer and carer where criteria of employment includes lived experience and are working with consumers/carers who are affected by mental illness across a range of mental health services

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Clarify organisational context for using lived experience	1.1 Confirm organisation's expectations of the use of *lived experience* in the course of peer work 1.2 Apply organisational policy and guidelines in relation to using lived experience in peer work, especially in relation to safe disclosure and public disclosure 1.3 Determine the extent and the types of stories to be shared from own lived experience
• Determine boundaries of sharing lived experience and prepare aspects of your story	2.1 Establish appropriate personal boundaries and guidelines 2.2 Apply varied levels of sharing in relation to lived experience 2.3 Evaluate and select options in *framing stories for different purposes* 2.4 Consider *privacy* in developing parameters of stories to be told or written 2.5 Obtain clear and *informed consent* from others before including them in any story 2.6 Review impact of sharing lived experience and confirm or vary level of disclosure 2.7 Seek input from experienced peers about ways to effectively use lived experience in peer work
• Use lived experience to establish role in peer work	3.1 *Ensure sharing is positive, purposeful* and within the philosophical framework of *peer ethics*, values, role definition and organisation requirements 3.2 Recognise and address the potential impacts and implications of sharing aspects of your personal story on consumers, carers, other staff and upon the organisation 3.3 *Recognise sharing of your personal story is one component of job role*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Maintain a safe working relationship in relation to lived experience in peer work	4.1 Engage in debriefing and peer supervision when relevant 4.2 Recognise and take action to attend to *own vulnerabilitie*s associated with use of lived experience in peer work 4.3 Recognise and take action to attend to own vulnerabilities associated with *vicarious trauma*
• Utilise responsible self-care strategies	5.1 Apply strategies to address personal physical and emotional *needs* 5.2 Maintain a positive work life balance and personal wellness plan 5.3 Negotiate *reasonable adjustments in the workplace* as required

Required Skills and Knowledge

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include sufficient knowledge of the areas below to apply to their work in relation to this unit:

- Importance of self awareness in mental health peer work
- Intention of purposeful sharing and positive use of lived experience in mental health peer work
- Historical, social, political and economic contexts of mental health services and mental

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health consumer and carer movements
- Philosophical, ethical and values based approaches to peer work
- International and national developments in consumer and carer peer work
- History and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- Impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- Social justice issues, principles and approaches including working from a rights based framework and awareness of the rights and responsibilities of consumer and carers and peer workers
- Impacts of trauma and the role of the peer workforce in trauma informed care
- Impacts of mental health systems on consumers and carers
- Different understandings of mental illness and distress/issues
- Principles and practices of duty of care as these apply to peer work
- Self-care strategies and processes, reflection in peer work

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

It is critical that the candidate demonstrate the ability to:

- Apply and promote the underpinning values, ethics and philosophies of mental health peer work in all aspects of work
- Articulate and extrapolate lived experience to:
- establish rapport
- provide hope
- provide objective information and opportunity for consumer/carer exploration of opportunities, rights, and options in recovery planning
- building a shared understanding
- Implement the ethics, values and intentions of the consumer/carer workforce
- Communicate effectively with consumers/carers and service providers
- Maintain confidentiality and explain limits of confidentiality
- Participate in self-care strategies in mental health peer work

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context • The candidate must show evidence that they have been able to apply learnings from their own lived experience to working with peers in a mental health context

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Conditions of assessment:

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies

OR

- A consumer/carer him/herself who has lived experience and demonstrated experience in a consumer peer worker or carer peer worker role

AND

- Accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]
- Where the candidate being assessed in a consumer peer worker context, they must be assessed by an experienced consumer peer worker with lived experience (and a qualified Assessor where the consumer peer worker is not a qualified assessor)
- Where the candidate is being assessed in a carer peer worker context, they must be assessed by an experienced carer peer worker who has lived experience (and a qualified assessor where the carer peer worker is not a qualified assessor)

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Access and equity considerations:

- All workers in community and health services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on individuals from culturally and linguistically diverse communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other mental health peer work units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Lived experience - Consumer in this context means:	The personal experience of living with mental illness and the consequences. This experience includes the consumer's mental, physical, emotional, social and spiritual wellbeing and may have significant social and economic impacts

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Lived experience - Carer in this context means:	The personal experience of being in a carer role with a person who is living with mental illness. This experience includes the carer's mental, physical, emotional, social and spiritual wellbeing and may have significant social and economic impacts
Framing stories for different purposes may include*:*	• Empathy • Engagement • Holding hope • Rapport building • Respect • Valuing and responding to the uniqueness of each person
Privacy and informed consent in this context means*:*	Information is shared according to the legal requirements under the Privacy Act, organisation policy on confidentiality, and wherever possible consumer and carer informed consent, knowledge and full participation. Information may under these provisions be shared with people such as: • Care network • Case managers • Consumers • Family members • Other services • Other staff • Supervisor

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Ensure sharing is positive, purposeful may include*:*

- Appropriate disclosure and use of lived experience
- Collaborative consultation
- Empathy
- Engagement
- Holding hope
- Listening and responding to the person verbal and nonverbal communication
- Non-judgemental and sensitive approach
- Rapport building
- Respect
- Valuing and responding to the uniqueness of each person
- Working with the person's own understanding of their experience

Peer ethics in this context means*:*

Peer ethics broadly relates to the values that underpin mental health peer work, and that inform mental health peer worker practices. *Peer ethics* refers to the dual principles of reciprocity and equality - between peer workers and their peers - on the basis of shared or similar experiences, on mutual sharing and understanding, and in the knowledge that mental health peer workers do not exert power over people who are using or accessing theirs, or any other services

Peer ethics are essentially about actively facilitating and promoting the self-determination and empowerment of people who are affected by mental distress

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Recognise sharing of your personal story is one component of job role may include:

- Accessing peer support
- Education about recovery
- Elimination of discrimination
- Encouraging a person's sense of hope and personal value
- Enhancing a person's own sense of agency
- Enhancing and supporting the care network
- Identifying and exploring positive and negative risks with consumers
- Promoting self-advocacy and self determination
- Promoting the right of equal and full citizenship with access to all community resources and opportunities
- Removal of barriers to participation
- Supporting people to develop and pursue their recovery goals and aspirations
- Trauma and trauma informed care
- Working with consumers with their choices to live, and work in their community of choice

*Own vulnerabilitie*s may include:

- Recovery journey and own physical health and well being
- Re- traumatisation
- Vicarious trauma
- Transference and counter transference
- Limited workplace support or access to supervision
- Excessive workload and expectation
- Specific work environments

Vicarious trauma in this context is defined as*:*

The negative changes that happen to individuals over time as they witness or hear of other people's traumatic experiences. Vicarious trauma is often intensified when a worker identifies or recognises similar experiences to that of the people with whom they are working

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Needs may include:

- Cultural
- Disability
- Emotional
- Employment
- Financial and economic
- Grief and loss
- Health
- Housing
- Legal
- Mental health
- Physical
- Problematic alcohol and other drugs use
- Sexuality
- Social
- Spiritual
- Trauma informed care
- Friends and family

Reasonable adjustments in the workplace may include:

- Variation to workload, hours of work
- Self-determination in regard to choice of peer work
- Accessible, timely and appropriate supervision other than line management
- Periods of leave where this is a supportive and appropriate strategy

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCPW404A Work effectively in trauma informed care

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required by individuals to practice trauma informed care.

Application of the Unit

This unit applies to individuals working in the community and health sectors where services are informed by the knowledge and understanding of central trauma particularly the impact of interpersonal violence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Work effectively from a trauma informed care perspective	1.1 Create safe environments and relationships with those affected by trauma 1.2 Apply the key principles and practices of trauma informed care 1.3 Respond appropriately to disclosures of trauma 1.4 Respond appropriately to expressions of trauma 1.5 Identify resources and strengths within individuals who have experienced trauma 1.6 Identify resources and supports within the community for people who have experienced trauma
• Utilise *self-care strategies*	2.1. Apply self-care strategies in managing *re-traumatisation* 2.2 Apply self-care strategies in managing *vicarious trauma*
3. Contribute to the continuous improvement of trauma informed care in services	3.1 Reflect upon own practice and work environment to embed trauma informed care and practice in service delivery 3.2 Identify *barriers to implementing trauma informed care and practice* and refer to appropriate/ senior personnel 3.3 Participate in organisation policy development on trauma informed care according to job role 3.4 *Identify and participate in strategies* to enhance service delivery of trauma informed care 3.5 Respond to stakeholder feedback on trauma informed care service delivery

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Trauma, including:
- Prevalence of trauma in the population
- How trauma impacts over the lifespan
- The dynamics of interpersonal violence and the relationship to trauma
- The way individuals cope and manage trauma
- The potential for and causes of re traumatization
- Definitions of trauma and complex trauma and its impacts
- Definition and impacts of interpersonal violence and its relationship to trauma
- Gender and cultural differences in trauma informed care
- Respectful engagement with individuals, families and communities affected by interpersonal violence, sexual assault and child abuse including child neglect
- Common beliefs and attitudes towards people who experience interpersonal violence and how this impacts on their access to services and recovery
- Values and core principles and features of trauma informed care and practice, including:
- A belief that recovery is possible and that healing occurs in healthy and supportive relationships Understanding trauma and its impact
- Promoting safety
- Supporting control, choice and autonomy
- Focusing on strengths
- Ensuring cultural competence
- Impacts of subsequent trauma including seclusion and restraint on people with trauma histories
- Sensory reactivation (triggering), re-victimisation and re- traumatisation
- Strategies for becoming trauma informed, practicing trauma informed care and promoting continuous improvement
- Mutual relationship between trauma informed care and practice and recovery orientated practice
- Organisation policy and procedures related to trauma informed care service delivery
- Practices that build resources and strengths within individuals who have experienced

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trauma
- Relevant legal implications and other rights/ obligations and limitations
- Legislation, policies, procedures and guidelines relating to information handling, such as confidentiality, privacy, security, freedom of information
- Social justice principles
- Referral options and resources available to support self-advocacy
- Links between suicidality, self- harm and interpersonal trauma
- Boundary perspectives (worker, client and community)
- Effects of vicarious trauma, possible indicators and strategies to manage vicarious trauma
- Dynamics of power and control and tactics characteristically utilized in interpersonal violence
- Vicarious trauma in the workplace and for the individual worker

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Convey information about trauma informed care and practice to consumers
- Balance warmth and empathy with boundaries and limits
- Apply trauma informed care and policies and practice within job role
- Apply policy and practice for managing vicarious trauma in the workplace
- Promote best practice for the prevention of re-traumatisation
- Use trauma informed assessment tools as required
- Gather feedback on the capacity of services to implement trauma informed care
- Demonstrate an understanding of duty of care requirements
- Perform work within duty of care requirements
- Uphold and support the rights and interests of client groups in the workplace
- Respond in crisis and ongoing care situations
- Identify supportive supervision processes for reflective practice
- Apply oral communication competence in order to represent the interests, rights and needs of the client whilst maximising client autonomy using appropriate language and terminology as relevant to organisation structure
- Written communication skills as required by organisational policies and procedures

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context • The candidate must show evidence that they have practiced trauma informed care

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Conditions of assessment:

This unit includes skills and knowledge specific to trauma informed care and practice

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies

OR

- A consumer/carer him/herself who has lived experience and demonstrated experience in a consumer peer worker or carer peer worker role
- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]

- Where the candidate being assessed in a consumer peer worker context, they must be assessed by an experienced consumer peer worker with lived experience (and a qualified Assessor where the consumer peer worker is not a qualified assessor)
- Where the candidate is being assessed in a carer peer worker context, they must be assessed by an experienced carer peer worker who has lived experience (and a qualified assessor where the carer peer worker is not a qualified assessor)

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Access and equity considerations:	• All workers in community and health services should be aware of access, equity and human rights issues in relation to their own area of work. • All workers should develop their ability to work in a culturally and linguistically diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on individuals from cultural and linguistically diverse communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other mental health peer work units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Self-care strategies may include:

- Establishing boundaries
- Identifying boundary violations and transgressions
- Seeking supervision
- Awareness of vicarious trauma and self-care strategies
- Use of arousal reducing strategies
- Participating in Peer support strategies
- Following organisational policies and procedures

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Self-care strategies may include:	• Establishing boundaries • Identifying boundary violations and transgressions • Seeking supervision • Awareness of vicarious trauma and self-care strategies • Use of arousal reducing strategies • Participating in Peer support strategies • Following organisational policies and procedures
Re-traumatisation is defined in this context as*:*	Re-traumatisation is the re-experiencing of sensations and/or emotions experienced at the time of a single or multiple traumatic events/histories from the past. Re-traumatisation is generally triggered by reminders of previous trauma - sensations, images, sounds, situations and body feelings, which may or may not be potentially traumatic in themselves.
Vicarious trauma is defined in this context as*:*	Vicarious trauma are changes and stress reactions that can occur in a worker or carer who is overtime, repeatedly exposed to disclosures about trauma or traumatic material. It emerges from witnessing or hearing about other people’s suffering and trauma.

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Self-care strategies may include:

- Establishing boundaries
- Identifying boundary violations and transgressions
- Seeking supervision
- Awareness of vicarious trauma and self-care strategies
- Use of arousal reducing strategies
- Participating in Peer support strategies
- Following organisational policies and procedures

Barriers to implementing trauma informed care and practice may include*:*

- Absence of trauma informed organisation culture
- Organisation/worker using disempowering strategies including:
- Coercive and involuntary treatment
- Services that are hierarchical, and non-communicative
- fragmented service provision
- Use of restraint and seclusion
- Lack of available resources
- Using judgement and non-respectful language and approaches
- Using non collaborative approaches e.g. professional controlled or driven service delivery
- Unsupportive work practices
- Absence of evaluation processes

Identify and participate in strategies may include:

- Organisational assessment
- Gather feedback on the capacity of services to implement trauma informed care
- Participate in Trauma Informed supervision of staff

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Unit Sector(s)

Not applicable.

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Custom Content Section

Not applicable.

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CHCPW405A Promote and facilitate self advocacy

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required by individuals to promote and encourage self- advocacy in others

Application of the Unit

This unit applies to work contexts where the promotion and facilitation of self-advocacy contributes to a person's self-determination, empowerment and right to make informed choices in regard to all aspects of their life. Work may be undertaken in a range of health and community services

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Assist individuals or groups to identify their issues, rights and preferred options	1.1 Apply *strategic questioning* to clarify advocacy issues 1.2 Provide *information on self advocacy* in relation to individual or group issues 1.3 Assist individual or group to identify their own needs and rights and to determine if their rights are being infringed or are not being met 1.4 Work with individuals or groups to evaluate and negotiate *advocacy options* 1.5 Document advocacy options according to organisation's requirements
• Enable individuals to gain self-advocacy skills	2.1 Build a shared understanding about advocacy issues and choices available 2.2 *Identify potential barriers and relevant strategies to overcome them* 2.3 Collaboratively develop an individual's *self-advocacy strategy and arguments* 2.4 Provide opportunities for *practicing self-advocacy* 2.5 Identify and utilise self-advocacy resources 2.6 Support individuals to document the circumstances and events relevant to the advocacy situation 2.7 Be present while the person self advocates on request

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ELEMENT	PERFORMANCE CRITERIA
• Follow up and support individuals after self-advocacy	3.1 *Follow up and reflect with the individual on the self-advocacy process and outcomes* 3.2 Identify further strategies and next steps if required 3.3 Provide additional advocacy support when needed to individuals to further enhance their self-advocacy efforts
• Promote self-advocacy	4.1 Promote the right of individuals to self-advocate 4.2 Encourage a culture of self-advocacy and *dignity of risk* 4.3 Develop relevant promotional material about self-advocacy 4.4 Raise awareness about barriers to self-advocacy

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include sufficient knowledge of the following areas to undertake the role outlined:

- History, values, central philosophies and context of advocacy and self-advocacy
- Self-advocacy approaches and options including group and individual advocacy
- Referral options and resources available to support self-advocacy
- Differences between negotiation, advocacy, mediation, facilitation and conciliation
- Barriers to self-advocacy and strategies for overcoming barriers
- Social justice principles including human rights, self-determination, access and equity, and empowerment
- Impacts of stigma, prejudice and discrimination
- Organisation policy and procedures relevant to the facilitation and promotion of self-advocacy
- Relevant legal and other rights/ limitations
- Legislation, policies, procedures and guidelines relating to information handling, such as confidentiality, privacy, security, freedom of information
- Organisations and services relevant to the nature of services required
- Referral options and resources available to community and individuals

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Access and provide timely and accurate information and education about self-advocacy
- Identify potential challenges and barriers to self-advocacy
- Maintain documentation according to the policy of the organisation
- Use assertion skills to model aspects of self-advocacy
- Demonstrate and model goal setting, problem solving and action planning skills to promote self-advocacy
- Network to identify appropriate services supporting the rights of individual and group

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self-advocacy
- Apply self-promotion skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context • The candidate must show evidence that they have promoted and encouraged self advocacy in others within a mental health context
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally and linguistically diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities • In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on culturally and linguistically diverse communities.
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Strategic questioning may include:	• Strategic questioning is asking a question that will make a difference to the person's current way of thinking about or viewing an issue. Strategic questions should be: • About the persons experiences • A question that invites new thinking • Questions that invite hope, imagination and new possibilities
Information on self-advocacy may include:	• Freedom of choice • Access to services of choice • Personal safety and security • Access to rights protection and legal remedies
Advocacy options may include:	• Discussions with people of identified choice for purpose of addressing a specific concern or issue • Discussions with individuals or services of choice based on acquisition of accurate information to achieve self-advocacy • Discussions about the differences between advocacy and self-advocacy and related services

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RANGE STATEMENT

Identify potential barriers and relevant strategies to overcome them may include:

Potential barriers:

- Organisation or service system culture
- Discrimination, prejudice and judgemental attitudes
- Insufficient and inaccurate provision of information and withholding of critical information that would promote and support the achievement of self-advocacy
- Language literacy and numeracy issues
- Cultural contexts and situational interpretations of empowerment and protocols
- Geographic, economic and social barriers

Strategies to overcome barriers:

- Policies and procedures in organisations that support the implementation for promoting and facilitating self-advocacy
- Professional development in organisations about self-advocacy
- Provision of accurate and timely information about individual and group rights relevant to each situation and context
- Presenting information and services with cultural sensitivity
- Use of cultural consultants in relevant situations
- Ensure information on self-advocacy is presented in a way that promotes access and equity whilst addressing individual literacy, language and numeracy skills

Self-advocacy strategy and arguments is defined in this context as*:*

- This is the approach the person will take and the arguments they will use to support their position e.g. evidence or reference to policies

Practicing self-advocacy may include:

- Research
- Preparation
- Rehearsals
- Role plays
- Discussions

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RANGE STATEMENT

Follow up and reflect with the individual on the self-advocacy process and outcomes is defined in this context as*:*	• Self-Advocacy can be carried out by individuals or members of a group. For people to be empowered in self-advocacy it requires developing skills in planning, and preparation as well as undertaking self-advocacy. Reflection is a strategy to promote the development of self-advocacy skills. • Worker 'being with the individual' and 'objective empathy'
Dignity of risk is defined in this context as*:*	Self-determination or taking responsibility for one's self-management and autonomy in one's life choices and the willingness to take informed and planned risks in order to grow

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCPW406A Work effectively in consumer mental health peer work

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required to be effective as a mental health consumer peer worker

Application of the Unit

This unit applies to peer work with consumers affected by a mental illness, or mental health problems in the mental health sector

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Establish and maintain effective consumer peer work relationships	1.1 Use *lived experience* of mental health to maintain a *safe and positive working relationship* 1.2 Clarify role expectations and define appropriate relationship guidelines 1.3 Use effective communication strategies build a working relationship based on shared understanding 1.4 Use consumer's preferred language and concepts
• Explore consumer preferences, values, meanings, needs and goals	• Use a strengths based approach to discuss with the consumer their abilities to address their own needs and aspirations in recovery • Discuss with consumer their sense of identity and choices for personal wellness, development of self-efficacy and discovering meaning and purpose in life • Confirm consumer preferences, values, meanings, *needs* and goals
• Facilitate access to resources and information	• *Provide information about opportunities and strategies* for consumers to achieve their identified aspirations and discuss and support preferred action as required 3.2 Provide *a range of appropriate information and education* that enables consumers to make informed choices about their right to participate in all aspects of service 3.3 Maintain accurate information and resources and review regularly for currency and relevance

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Provide consumer peer services	4.1 Use strategies to ensure all interactions with consumers reflect *peer ethics* 4.2 *Work in collaboration with consumer* and relevant others according to job role requirements 4.3 Facilitate and support consumer networks and social connections 4.4 *Respond promptly and supportively to consumers in distress or crisis*, taking into account duty of care, job role and organisation policies and procedures 4.5 Complete documentation, *records of service* and reports as this applies to peer work and job role requirements 4.6 Follow organisation's policy and procedures particularly in relation to code of conduct, ethics, duty of care, record keeping, *confidentiality and privacy*, as this applies to consumer peer work
• Work within a peer work framework	5.1 Maintain and uphold a peer perspective and identity informed by knowledge of consumer perspectives 5.2 Consult regularly with consumers to remain informed and ensure authentic representation of consumer perspectives 5.3 Identify and minimise role strain, role conflict and role confusion issues in a timely way 5.4 Maintain boundaries appropriate to the delivery of peer delivered services 5.5 Utilise consumer developed resources and literature for access to service users and staff 5.6 Undertake *development activities* about working from a lived experience perspective
• Work collaboratively with other staff	6.1 Recognise limits of own knowledge, abilities and work role and make appropriate referral as required in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
	accordance with organisation's policy and procedures
	6.2 *Work collaboratively with other service* staff and mental health workers to support holistic and seamless services
	6.3 Contribute to policy development about peer issues
	6.4 Promote the service and peer work to other workers

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit.

These include sufficient knowledge of the following areas to undertake the role outlined:

- Importance of self awareness in mental health peer work
- Contemporary frameworks and influences underpinning mental health peer work including recovery, consumer and carer participation and leadership approaches, person centred, rights based, self-determination, holistic physical health and wellbeing
- Self-management of own mental illness
- Overview of key historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- Philosophical, ethical and values based approaches to peer work
- International and national developments in consumer and carer peer work
- History and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- Impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- Social justice principles
- Knowledge of working from a rights based framework
- Awareness of the rights and responsibilities of consumer and carer peer workers
- Impacts of trauma, grief and loss
- Different understandings of mental illness and distress
- Principles and practices of duty of care as these apply to peer work and job role
- Relevant policies, standards and legislations that relate to peer work
- Community development and peer work
- Types of work methods and practices which can improve on personal performance such as time management, information management, professional development and supervision

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the

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identified work role.

It is critical that the candidate demonstrate the ability to:

- Reflect on own attitudes, behaviours and practice and how this affects other people
- Work from demonstrated and consistent peer ethos and peer ethics
- Apply a strengths based approach to work
- Access other consumer workers, resources and services
- Communicate effectively with consumers and service providers
- Complete documentation as required by the organisation and job role that is consistent with peer work approaches
- Effective referral including identification of circumstances in which referral to a health or other professional is appropriate
- Maintain confidentiality and explain limits of confidentiality
- Strategic questioning to:
- develop understanding of the consumer perspective of their own experiences
- support the rights and needs of consumers
- Respond to crisis/emergency appropriately according to job role and organisation policy
- Use inclusive and person first language
- Use the consumers preferred language and terminology and their personal meaning and interpretations
- Identify barriers experienced by people affected by mental illness
- Work collaboratively with the consumer to support their self-determination in the recovery process
- Demonstrate the underpinning values, ethics and philosophies of mental health peer work in all aspects of work
- Promote and support the right of consumers to advocate on their own behalf and in their own interests
- Self-care and personal safety strategies in mental health peer work
- Basic workplace protocols for maintaining an effective workplace
- Work within a complex organisational structure in partnership with multiple agencies

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence of working effectively as a mental health consumer peer worker

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EVIDENCE GUIDE

Conditions of assessment:

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience as a consumer **and** holds this unit of competency or demonstrated equivalent competencies

OR

- A consumer who has lived experience and demonstrated experience in a consumer peer worker role
- Accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Lived experience in this context as a Consumer is defined as: The personal experience of living with mental illness and the consequences. This experience includes the consumer's mental, physical, emotional, social and spiritual wellbeing and may have significant social and economic impacts

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Safe and positive working relationships include:

- appropriate use of lived experience
- defining peer work relationship
- clarifying expectations
- maintaining self-care strategies
- accessing self-care strategies
- awareness of own vulnerabilities and that of the peer consumer
- honest and trusting communications
- establishing and promoting hope
- promoting dignity of risk and self-determination in recovery

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Needs may include:

- Cultural
- Disability
- Emotional
- Employment
- Financial and economic
- Grief and loss
- Health
- Housing
- Legal
- Mental health
- Physical
- Problematic alcohol and other drugs use
- Sexuality
- Social
- Spiritual
- Trauma informed care

Provide information about opportunities and strategies may include*:*

- Accessing peer support
- Education about recovery
- Elimination of discrimination
- Encouraging a person's sense of hope and personal value
- Enhancing a person's own sense of agency
- Enhancing and supporting the care network
- Identifying and exploring positive and negative risks with consumers
- Promoting self-advocacy and self determination
- Promoting the right of equal and full citizenship with access to all community resources and opportunities
- Removal of barriers to participation
- Supporting people to develop and pursue their recovery goals and aspirations
- Trauma and trauma informed care
- Working with consumers with their choices to live, and work in their community of choice

A range of appropriate information and education may include:

Range of information may include:

- Recovery information
- consumer rights information
- service and support options and networks
- consumer organisations,
- consumer developed resources, tools and material

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- activities, forums and events

Appropriate information may include being:

- Culturally appropriate
- Age appropriate
- Literacy appropriate
- Numeracy appropriate
- Language appropriate

Peer ethics is defined in this context as*:*

Peer ethics broadly relates to the values that underpin mental health peer work, and that inform mental health peer worker practices.

Peer ethics refers to the dual principles of reciprocity and equality - between peer workers and their peers - on the basis of shared or similar experiences, on mutual sharing and understanding, and in the knowledge that mental health peer workers do not exert power over people who are using or accessing theirs, or any other services.

Peer ethics are essentially about actively facilitating and promoting the self-determination and empowerment of people who are affected by mental distress

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Work in collaboration with consumers to ensure that:	• Individual and cultural needs are addressed • Potential barriers and challenges to achieving consumer directed outcomes are identified and appropriately resolved • There are appropriate levels of consultation • Information resources and education are appropriate to consumer's individual circumstances
Respond promptly and supportively to consumers in distress or crisis may include:	Facilitating access to: • Ambulance • Clinical mental health services • Person's care network including nominated person • Cultural consultants • Hospitals • Other organisations • Peer workers • Workers within the organisation
Records of service may include:	• Advanced directive • Advocacy letters • Assessment records • Care and service plans • Complaints • Consent letters • Consumer's own records of their recovery • Evaluation forms • Feedback and satisfaction forms • File notes • Individual program plans • Individual service plans • Initial contact forms • Personal records • Recovery wellness plans • Referral letters

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Confidentiality and privacy;(a) *Information is shared according to the legal requirements under the Privacy Act, organisation policy on confidentiality, and where possible consumer informed consent, knowledge and full participation:*	• In situations where a consumer discloses to a mental health peer worker or is observed by a mental health peer worker to be in a situation of risk to self and/or others then the limits of confidentiality apply with a duty of care to report the risk as required by organisation policy.
Confidentiality and privacy; (b) *Information may be shared within the above stated bounds of confidentiality and wherever possible, with the consent, knowledge and full participation of a consumer, with people such as:*	• Care network • Case managers • Consumers • Family members • Other services • Other staff • Supervisor
Development activities may include:	• Training • Coaching • Mentoring • Participation in networks • Use of blogs and other online learning tools
Work collaboratively with other services to:	• Establish working relationships with other service that will benefit the participation and promotion of consumers and peer work • Promote recovery and consumer decision making • Support the rights, interests in the needs of consumers seeking access to other services as part of their identified recovery

Unit Sector(s)

Not applicable.

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Custom Content Section

Not applicable.

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CHCPW407A Support self-directed physical health and wellbeing

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to ensure mental health services respond to the physical and sexual health and wellbeing of individuals.

Application of the Unit

This unit of competency applies to work across a range of mental health and broader community service activities, where work is informed by an understanding of the factors that impact on physical and sexual health; including iatrogenic effects of mental illness diagnosis and treatment on an individual's wellbeing

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Provide information, referral and support	1.1 Identify and respond to the presentation of iatrogenic effects in the delivery of services
	1.2 Identify and respond to individual rights, choices and approach to self-care
	1.3 Support individual to be self-determining regarding their physical and sexual health, iatrogenic effects and wellbeing
	1.4 Source and provide resources that will enable the individual to make informed choices regarding physical and sexual health, iatrogenic effects and wellbeing
	1.5 Refer individual to appropriate health and other services for additional information and support
	1.6 Support individual to access and participate in comprehensive and/or specialist health checks and/or complementary care services as desired
	1.7 Support individual to develop strategies to facilitate their identified wellbeing choices and manage any iatrogenic effects
• Work collaboratively with the individual and service providers	2.1 Assist individual to identify activities and services of choice to enhance or maintain physical and sexual health, wellbeing and natural supports
	2.2 Assist individual to identify and address *potential barriers* to physical and sexual health and wellbeing activities
	2.3 Support individual to access and participate in physical health and wellbeing activities on an ongoing basis
	2.4 Support individual to monitor, review, adjust, and consider their physical and sexual health and wellbeing requirements on an ongoing basis

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include a sufficient knowledge of the following areas to undertake the role outlined:

- The importance of physical and sexual health and general wellbeing in the delivery of services
- Impacts of stigma, prejudice and discrimination
- Social determinants of health
- Understanding of limitations of own work role and responsibilities
- Understanding the importance of holistic approaches enabling physical and sexual health and wellbeing
- Indicators of iatrogenic effects which may have an impact on health and well-being
- Understanding basic requirements for physical and sexual health and wellbeing, including:
- diet
- exercise
- self-care style opportunities and information
- oral health
- comprehensive health checks
- access to health services, and natural supports and resources
- Factors that can negatively impact on health and wellbeing
- Strategies to enable individual participation and decision making for physical and sexual health and wellbeing
- Supporting existing individual networks and developing new networks and facilitating choice
- Strategies to ensure appropriate information sharing to enable individuals to make informed choices for physical and sexual health and wellbeing
- Concepts of self-determination, empowerment and enabling
- Resources and networks that can support the cultural and spiritual needs of individuals

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Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

It is critical that the candidate demonstrate the ability to:

- Adopt a non-judgemental and accepting attitude when working with individuals in regard to physical and sexual health and wellness
- Work effectively with individuals, their identified social networks, colleagues, supervisors and other services/agencies
- Adhere to own work role and responsibilities
- Recognise the correlations and causal relationships between mental illness and related physical health problems
- Support individuals to communicate effectively with health and care providers
- Seek and respond to individual preferences regarding information sharing
- Support the right to individual decision making and personal choice; regarding physical and sexual health and wellbeing
- Promote activities towards the autonomous achievement of fully self-directed physical and sexual health and wellbeing
- Assist individuals to respond to potentially serious diagnosis enabling them to process emotional and other consequences
- Provide an appropriate response within job role requirements when individuals seek information about medication and other treatments
- Follow organisation’s policies and protocols
- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
- this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors
- industry work roles will require a literacy level that will enable workers to interpret international safety signs, and complete workplace forms and records where necessary
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
- this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, individuals and colleagues
- Apply verbal and non-verbal communication skills:
- industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context • The candidate must show evidence that they have sourced and provided information and worked with individuals and service providers
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work. • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities • All workers should develop their ability to work in a culturally and linguistically diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Potential barriers may include:

- limited activity options available in the area
- limited access to information about available options
- insufficient resources to participate in identified options

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCPW408A Work effectively in carer mental health peer work

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required to be effective as a mental health carer peer worker

Application of the Unit

This unit applies to mental health peer work in the mental health sector.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Establish and maintain effective carer peer work relationships	1.1 Use *lived experience* to establish and *maintain a safe and positive working relationship* with other carers 1.2 *Clarify role of carer peer worker* at initial engagement to clarify role expectations and define appropriate relationship guidelines 1.3 Build *effective communication strategies* to clarify meaning and build a working relationship based on shared understanding 1.4 Discuss *carer needs* and goals using a strengths based approach to address their own needs and identify required carer support 1.5 Collaborate with the carer to establish a carer support plan
• Facilitate access to resources and information	2.1 Provide information about opportunities and strategies for carers to achieve their preferred support 2.2 Provide appropriate information and education on a range of matters relating to carer support 2.3 Maintain accurate information and regularly review for currency and relevance 2.4 Compile carer developed resources and literature for access to service users and staff

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Provide support and services	3.1 Use strategies to ensure all interactions with carers uphold the principles and practices of peer work 3.2 Collaborate with carers and relevant others to ensure that individual and cultural needs are addressed 3.3 Collaborate with carers to ensure appropriate levels and opportunities for carer consultation 3.4 Facilitate and support carer networks and represent carer perspectives 3.5 Respond promptly and supportively to carers in distress or crisis, in accordance with duty of care and organisation policies and procedures 3.6 Complete documentation, records of service and reports as this applies to carer peer work 3.7 Follow organisation's policy and procedures particularly in relation to code of conduct, ethics, duty of care, record keeping, confidentiality and privacy, as this applies to carer peer work 3.8 Identify and minimise role strain, role conflict and role confusion issues in a timely way 3.9 Maintain boundaries appropriate to the delivery of peer delivered services
• Work collaboratively with other staff	4.1 Discuss limits of own knowledge, abilities and work role and make appropriate referral as required in accordance with organisation's policy and procedures 4.2 Work collaboratively with other service staff and mental health workers to support holistic and seamless services 4.3 Contribute to policy development about peer issues 4.4 Promote the service and peer work to other workers

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include sufficient knowledge of each of the following areas to undertake the role outlined:

- Importance of self-awareness in mental health peer work
- Contemporary frameworks and influences underpinning mental health peer work including recovery, trauma informed care, person centred, rights based, self-determination, holistic physical health and wellbeing
- Historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- Philosophical, ethical and values based approaches to peer work
- International and national developments in consumer and carer peer work
- History and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- Impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- Work from demonstrated and consistent peer ethos
- Work from demonstrated and consistent peer ethics
- Social justice issues and approaches
- Impacts of trauma and trauma informed care
- Different understandings of mental illness and distress
- Principles and practices of duty of care as these apply to peer work
- Relevant policies, standards and legislations that relate to peer work
- Carer participation and leadership approaches
- Range of services that exist to assist people to meet their needs
- Community development and peer work
- Types of work methods and practices which can improve on personal performance such as time management, information management

Essential skills:

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It is critical that the candidate demonstrate the ability to:

- Reflect on own attitudes, behaviours and practice and how this affects other people
- Work from demonstrated and consistent peer ethics
- Apply a strengths based approach to work
- Access other carer workers, resources and services
- Communicate effectively with carers and service providers
- Complete documentation as required by the organisation and job role that is consistent with peer work approaches
- Effective referral including identification of circumstances in which referral to a health or other professional is appropriate
- Maintain confidentiality and explain limits of confidentiality
- Strategic questioning to:
- develop understanding of carer perspective of their own experiences
- support the rights and needs of carers
- Respond to crisis appropriately according to job role and organisation policy
- Use the carers preferred language and terminology
- Identify barriers experienced by people affected by mental illness
- Demonstrate the underpinning values, ethics and philosophies of mental health peer work in all aspects of work
- Promote and support the right of consumers and carers to advocate on their own behalf and in their own interests
- Self care strategies in mental health peer work
- Basic workplace protocols for maintaining an effective workplace
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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence that they have used their lived experience to work effectively in a mental health carer peer worker role

Conditions of assessment:

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies

OR

- A carer him/herself who has lived experience as a carer and demonstrated experience in a carer peer worker role
- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally and linguistically diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Lived experience in this context as a Carer is defined as:	The personal experience of being in a carer role with a person who is living with mental illness. This experience includes the carer's mental, physical, emotional, social and spiritual wellbeing and may have significant social and economic impacts
Maintain a safe and positive working relationship includes:	• appropriate use of lived experience as a carer • defining carer peer work relationship • clarifying expectations • maintaining self-care strategies • accessing self-care strategies • awareness of own vulnerabilities and that of the carer • honest and trusting communications
Clarify role of carer peer worker which may include but is not limited to:	• providing information about services and opportunities for carer support services and participation in service delivery • community and service educator • facilitator of carer support groups • carer representative at local and national level • independent carer consultants • appropriate sharing of lived experience as a carer • referral to internal and/or external services • advocate for carers

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Effective communication strategies may include:

- Appropriate disclosure and use of lived experience as a carer
- Collaborative consultation
- Empathy
- Engagement
- Giving hope
- Listening and responding to the person verbal and nonverbal communication
- Non-judgemental and sensitive approach
- Rapport building
- Respect
- Valuing and responding to the uniqueness of each person
- Working with the person's own understanding of their experience

Carer needs may include:

- Culturally sensitive services and resources
- Disability services
- Emotional support and resilience strategies
- Financial and economic opportunities relevant to care provisions
- Grief and loss counselling and support services
- Health services for social and emotional wellbeing
- Access to information on affordable housing options
- Legal information and support services
- Mental health services providing support to carers
- Social and recreational belonging and inclusion
- Spiritual connectedness
- Information on trauma informed care
- Information on recovery oriented practices and principles

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Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCPW601A Establish and maintain mental health peer work

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required to work collaboratively with consumer workers and carer workers to maximise their employment in mental health peer work

Application of the Unit

The skills described in this unit apply to managers and team leaders who are responsible for the recruitment, planning, and ongoing management of consumer workers and carer workers in the mental health peer workforce

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
• Undertake peer worker planning and recruitment	1.1 Identify and assess mental health peer participation requirements in collaboration with consumer and carer leaders 1.2 Plan processes and recruitment strategies that align with national policy and recommendations of the consumers and carers in service delivery 1.3 Develop *job specifications and position responsibilities* in collaboration with consumer and carer leaders 1.4 Determine and address reasonable adjustment needs in all aspects of recruitment and employment 1.5 Recruit peer workers as required using timely and appropriate processes and providing all relevant documentation as required by the organisation 1.6 Provide relevant *induction, orientation and training plans* for new peer workers 1.7 Establish a *work plan* in consultation with the peer worker 1.8 *Promote to others positive inclusion* of peer workers in the organisation

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ELEMENT	PERFORMANCE CRITERIA
• Support peer work	2.1 Create work practices that optimise the intended objectives, values and ethics of mental health peer work 2.2 Define, agree and communicate peer worker roles, responsibilities 2.3 Develop work practices that are equitable for peer workers, including the same access to resources and work related facilities and opportunities as other workers 2.4 Provide peer workers with *appropriate access to supervision, mentoring and debriefing* by experienced peer workers and other people best able to satisfy their agreed work and development needs 2.5 Provide opportunities as appropriate for peer workers to operate in leadership and management roles 2.6 Ensure that peer workers are supported and have access to peer mentoring and peer networking opportunities on an ongoing basis 2.7 Put in place *mechanisms to continually evaluate support strategies* and *ongoing skills development* available to peer worker 2.8 Ensure peer work plans and organisational policy are consistent with peer worker frameworks and principles 2.9 Identify and address risks and evidence of role strain, role conflict and role confusion in relation to peer worker role 2.10 Recognise performance achievement and encourage self-assessment and reflective practice

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ELEMENT	PERFORMANCE CRITERIA
• Promote and support the inclusion of peer workers in the workplace	3.1 Promote the value of peer work to all staff 3.2 Identify and manage service culture issues and procedures that are barriers to effective peer work 3.3 Consult with peer leaders in the development and delivery of staff training 3.4 Provide support and training about peer work to staff to clarify role delineation and minimise the risk of role strain, role conflict and role confusion 3.5 Encourage all staff to attend consumer and carer events 3.6 Collaborate with peer workers to establish a self-directed workplace wellness plan to assist maintaining employment
• Promote and champion peer work	4.1 Develop, manage and review policies and procedures to support the delivery and promotion of peer work within the organisation 4.2 Advocate with peer workers within the organisation and sector 4.3 Ensure peer worker participation in all relevant planning, implementation, education and evaluation activities, both within the organisation and sector 4.4 Ensure information about peer work programs appear in organisational brochures, promotional materials and annual reports 4.5 Seek or allocate funding for peer worker driven resource and program development and other initiatives 4.6 Maintain current knowledge of peer work developments and innovations

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Required Skills and Knowledge

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit.

These include knowledge of:

- History of emergent mental health consumer and carer movements
- Philosophical, ethical and values based approaches to mental health peer work
- The mental health peer workforce, and consumer and carer participation
- Theoretical perspectives on approaches to mental health peer work
- Innovative approaches to mental health peer work
- Working from a rights based framework
- Impacts of stigma, prejudice and discrimination on recovery journey
- Social justice issues and approaches
- Organisation objectives, policies and procedures required to support a mental health peer workforce
- Ethics and practice differences between mental health peer work, and mental health work
- Human resource management theory, principles and practices as they relate to mental health peer work
- Duty of care for the supervision of others in the workplace
- Rights and responsibilities of mental health peer workers, and employers
- Research on the value and challenges of peer work in mental health settings
- Strategies for ongoing development, support and promotion of mental health peer workers in the organisation
- Current knowledge of consumer and carer developed literature, research and resources
- Development of peer delivered mentoring and supervision
- Barriers experienced by mental health peer workers, and strategies to address these barriers
- Relevant legislation, policies and guidelines that impact on the mental health peer workforce and the organisation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan, recruit, support and retain mental health peer workers in a manner consistent with the ethics, duty of care, job readiness, principles and practices of mental health peer work
- Allocate work within the agreed guidelines, work plans, job descriptions and principles

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of mental health peer work
- Negotiate reasonable adjustment to work plans including modifying continuous periods of work, workplace, assess and modify workloads, arrange mentoring or buddying where necessary
- Manage and facilitate team work and a service culture that supports and acknowledges the importance and role of mental health peer workers in the organisation
- Supporting mental health peer worker integration in the workplace including awareness of different levels of support needs and application of differences
- Provide a safe and healthy workplace that meets mental health peer worker needs, and collaboratively review on a regular basis
- Manage reasonable adjustments in the workplace, as required and in consultation with the individual peer worker
- Effectively develop and maintain the relevant infrastructure and systems supports required to sustain a mental health peer workforce
- Identify and minimise role strain, role conflict and role confusion in mental health peer work
- Conduct a structured debriefing process
- Demonstrate application of skills in:
- Risk management
- Contingency management
- managing people
- effective interpersonal and communication skills
- team management
- working effectively with mental health peer workers, consumers and carers including structured debriefing
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • Assessment may be conducted over more than one occasion or use material drawn from the workplace for a period of time • The candidate must show evidence of planning, promoting and supporting peer work within their management area of responsibility
Access and equity considerations:	• All workers in community and health services should be aware of access, equity and human rights issues in relation to their own area of work, in particular people with mental health problems or psychosocial dysfunction • All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted

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Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Job specifications and position responsibilities include:	• Job functions reflective of the intentions of employing the knowledge and skills of an individual based on their lived experience • Clear and intentional descriptions of the duties/work to be undertaken and how this role fits within the broader scope of service delivery • Accountability processes and decision making • Specifications are to clearly identify "lived experience" as employment criteria
Induction, orientation and training plans may include*:*	• WHS systems and equipment orientation • Access to policies and procedures, ethics and codes of conduct including confidentiality, record keeping • Establishing a training plan in collaboration with the individual and relative to the work role expectations and outcomes

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RANGE STATEMENT

Work plan is defined in this context as:	• A work plan is an outline of all tasks that need to be completed over a specified period of time and/or project negotiated between employee and employer and accommodates reasonable adjustment where this is preferred by the consumer or carer peer worker
Promote to others positive inclusion may include:	• Developing policies on consumer/carer participation • Modelling inclusive practices • Demonstrating and leading by example to others in the team the importance and value of consumer/carer participation in the work environment • Planning for consumer worker/carer workers to provide education and information to other workers and services based on their lived experience
Appropriate access to supervision ,mentoring and debriefing may include:	• Peer supervision • Group supervision • Team leader supervision • Peer coordinator supervision • Determined as appropriate by the individual • Reflective practice opportunities • Counselling • Peer mentoring/ co-worker debriefing • Peer worker networks and forums
Mechanisms to continually evaluate support strategies may include*:*	• Review of management systems • Worker feedback processes • Intentional inclusion of seeking effectiveness of support provided to consumer/carer workforce
Ongoing skills development may include*:*	• Work place training opportunities • Mentoring • Coaching • External training opportunities • Research • Conference attendance

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Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCQM501B Facilitate an accreditation process

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to facilitate the evaluation of an organisation against standards through an accreditation process

Application of the Unit

Application	This unit applies to workers in a variety of community service contexts required to participate in and facilitate an imposed accreditation process

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate an organisation self evaluation process	1.1 Complete self evaluation report for the organisation in which practice is reviewed against nominated *standards* 1.2 Conduct focus groups, questionnaires and/or interviews with clients to receive feedback 1.3 Conduct focus groups, questionnaires and/or interviews are with other *stakeholders* to receive feedback 1.4 Conduct record audits 1.5 Complete appropriate *documentation*
2. Facilitate the development of a quality improvement plan	2.1 Assess the organisation's performance against the standards and identify gaps 2.2 Develop strategies to address identified gaps 2.3 Where appropriate, consult relevant stakeholders in developing a quality improvement plan

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ELEMENT	PERFORMANCE CRITERIA
3. Implement a quality improvement plan	3.1 Develop quality improvement workplan, including performance criteria to evaluate 3.2 Regularly monitor the quality improvement workplan 3.3 Prepare regular reports against the workplan and present to relevant parties 3.4 Revise workplan according to relevant feedback
4. Coordinate the organisation for an external evaluation	4.1 Inform relevant stakeholders about the external evaluation process 4.2 Schedule interviews with staff and board members where appropriate 4.3 Schedule interviews with tenants and other service providers 4.4 Prepare files and records for examination 4.5 Prepare all documentation for examination 4.6 Identify strategies to ensure continuous improvement mechanisms and integrate into work systems

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation as it applies to the work environment and service delivery contexts
- Relevant standards and licensing requirements applicable to the accreditation process
- Knowledge of process for engaging stakeholders in the planning and consultation stages of accreditation
- Knowledge of systems to support the accreditation process - including government and non government consultants, resources and personnel
- Good practice principles and emerging trends in service delivery area
- Quality assurance principles and practices
- Systemic approaches to developing work plans including performance criteria, outcomes, outputs and other related service deliverables

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of accreditation processes
- Coordinate a self assessment process at an organisation level
- Maintain knowledge of best practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - goal setting

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REQUIRED SKILLS AND KNOWLEDGE

- communication
- ability to develop policy
- evaluation and review
- consultation
- report writing

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a relevant workplace or appropriately simulated environment where assessment may take place
Method of assessment may include:	• Observation • Written assessment • Case studies • Evidence of materials developed in the workplace • Questioning • Documentation/written reports

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Standards may include but are not limited to:	• National community housing standards • Public housing standards • Aboriginal housing standards • Supported accommodation standards • Aged care standards • Child care standards

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RANGE STATEMENT

Documentation may include but is not limited to:	• Policies and procedures • Files • Business plans • Procedural forms, checklists, etc • Self study report
Stakeholders may include but are not limited to:	• Staff • Tenants/clients • Applicants • Government departments • Boards of Directors • Other service providers • Local community • Real estate agents • Funding bodies • Accreditation bodies

Unit Sector(s)

Not Applicable

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CHCRCP401A Use telephone communication skills to assess caller's needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
N/A	CHCRCP401A Use telephone communication skills to assess caller’s needs	New unit in V4

Unit Descriptor

This unit of competency describes the skills and knowledge required to conduct a telephone based assessment of callers’ needs using effective communication/interpersonal skills

Application of the Unit

The communication skills described in this unit may be applied across a range of workplace contexts involving application of a range of communication strategies to address specific needs and issues, and working with various levels of social and cultural diversity
In particular, this unit would be applied where workers provide support to carers, care recipients and their families across a range of service types and settings

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

• Establish a relationship with *the caller* using a professional manner	1.1 Establish and maintain professional boundaries with the caller 1.2 Explain and apply privacy and confidentiality principles, practices and procedures according to organisation guidelines 1.3 Establish the identity of the caller and their relationship to the person with care needs 1.4 Consistently use *active listening skills* to help develop a rapport with the caller and establish trust 1.5 Show respectful, empathic understanding to clarify the nature and depth of the caller's feelings 1.6 Ensure all communication with the caller reflects an understanding and respect for individual differences and needs 1.7 Develop an *empowering relationship* which assists the caller to clarify options, seek support and decide on next steps to address and/or meet current needs
• Apply strategies to manage the call	2.1 Identify the need for and engage an interpreter service when required 2.2 Identify and respond to *the nature of the call* 2.3 Listen for and respond to *non-visual feedback* from the caller 2.4 Adjust tone or manner to respond to caller's individual needs 2.5 Identify *cues which may indicate caller stress or distress* 2.6 Differentiate between abuse from the caller and the caller's expression of anger/frustration 2.7 Implement *strategies to effectively manage any abuse from the caller* and *defuse the caller's anger/frustration* 2.8 Adjust communication processes as required when assessing *callers with special needs* 2.9 Maintain the focus of the caller on the provision and receipt of information relevant to their needs 2.10 Identify *situations where telephone communication is inadequate* and plan for alternative assessment

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• Manage the completion of the telephone call	3.1 Recap and clarify the caller's understanding of the conversation 3.2 Confirm with the caller that the information that they have provided is complete 3.3 Confirm with the caller the *next steps in the process* 3.4 Sensitively manage to break the rapport with the caller and bring the call to a timely end 3.5 Document information within identified time frames and according to relevant guidelines 3.6 Pass on the information gathered to other health professionals as required
• Address own personal factors likely to impact on telephone communication	4.1 Identify and respond to *barriers to listening to the caller* 4.2 Identify and develop personal attributes and attitudes likely to facilitate communication 4.3 Demonstrate awareness of personal issues or attitudes likely to impact negatively on the call and manage appropriately 4.4 Use constructive *strategies for dealing with strong caller emotions and stressful situations* 4.5 Discuss own reactions to these strong caller emotions or stressful situations with peers and/or supervisor 4.6 Use a *range of effective self-care strategies* for responding to strong emotions and stressful situations 4.7 Use peer support to seek advice and knowledge, brainstorm and problem solve collaboratively

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills, task management skills, contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Awareness of unique issues for callers with special needs, including those from an

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Aboriginal and/or Torres Strait Islander/culturally and linguistically diverse (CALD) background
- Basic understanding of relevant guidelines and legislation
- Communication styles/techniques and how to apply them
- Organisation policies and procedures
- Personal attitudes, beliefs and values and how these might facilitate or impede effective communication
- Principles of effective communication, in particular, communication processes that support resilience and self-management in others
- Procedures for facilitating referrals and emergency interventions
- Scope and limitations of telephone assessment role
- Service and own role boundaries
- Understanding of the cognitive or emotional barriers and dynamics in seeking help

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with callers/clients, supervisors and co-workers
- Demonstrate willingness to work within philosophy, policies and procedures of the organisation to address callers' needs
- Establish priorities, manage time effectively and demonstrate well-developed personal organisation skills
- Identify requirements outside scope of role, responsibility, knowledge and skill
- Use skills in defusing challenging situations to ensure support and positive outcomes for callers who may be highly stressed
- Work collaboratively with internal and external stakeholders to achieve organisation goals

In addition, the candidate must be able to demonstrate relevant task skills, task management skills, contingency management skills and job/role environment skills

These include the ability to:

- Communicate with callers in a representative range of workplace situations and involving:
  - adjusting communication to meet differing needs
  - providing feedback
  - strategies to minimise conflict and tensions
  - using active listening and recognising non-visual triggers
  - using language that is respectful, non-judgemental and neutral
- Demonstrate skills in:
  - accurate data entry using current assessment tools and technology
  - applying basic understanding of relevant guidelines and legislation
  - effective communication
  - information gathering and situation analysis
  - negotiation

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- Use oral communication skills (language competence) required to fulfil job roles as specified by the organisation, including:
  - acknowledging and responding to a range of views
  - active listening
  - asking for clarification and probing as necessary
  - asking questions
  - negotiating solutions
  - using interviewing techniques

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in CALD environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however, holistic assessment practice with other community services units of competency is encouraged • Resources essential for assessment include: • workplace health and safety (WHS) guidelines • relevant organisation and legislative guidelines, standards and procedures
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

It is recommended that this unit be assessed in conjunction with the following related unit or an equivalent unit on assessment of client's needs:

- CHCRCP402A Conduct assessment of carer's needs

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The caller may include:	• Advocate • Care recipient • Carer • Family member • Friend • Significant other
Active listening skills may include:	• Appropriate brief encouragers which help the caller relate their story and concerns • Balancing the frequency of questions • Hearing the caller’s concerns • Paraphrasing (reflection of content) • Reflection of feelings/thoughts, behaviours and experience (content) • Summarising and closure • Understanding the caller’s context • Using open and closed questions to expand or clarify understanding
Empowering relationship may include:	• Active listening • Avoid use of labelling • Exploring options and potential consequences with the caller • Facilitating informed caller choices • Focus the caller on identifying immediate needs and concerns • Identify achievable tasks to be addressed after the call • Identifying, affirming and focussing on the caller’s strengths and opportunities • Reframing, summary and closure
The nature of the call may include:	• A request for information • A request for advice • A request for services • An emergency
Non-visual feedback includes:	• Background noise • Manner of speech, including rate and type of language used • Paralingual clues

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Cues which may indicate caller stress or distress include:	• Silence • Tone/pitch of voice • Crying • Inability of the caller to articulate problems • Inability of the caller to identify or accept possible solutions to needs • Raised tone of voice • Talking at the same time/not listening to responses • Terminology of negative words (e.g. burden, prisoner, trapped and can't cope)
Strategies to effectively manage any abuse appropriately includes:	• Provide a warning that the behaviour is unacceptable • Report to manager according to organisation guidelines • Terminate the call appropriately
Strategies to defuse the caller's anger/frustration include:	• Acknowledge and validate the caller's feelings • Identify opportunities to implement active listening skills • Identify priorities to be addressed and recognise the possible need for additional contact to work through issues • Manage tone, pitch and pace of voice • Recognise that the caller is angry/frustrated • Remain calm while allowing the caller to express their anger/frustration, within limitations • Take opportunities to empower the caller and assist them to reach a solution to resolve any identified issues
Callers with special needs include but are not limited to:	• Aboriginal and/or Torres Strait Islander callers • CALD callers • Callers who have cognitive impairment • Callers who have hearing impairment • Callers with dementia • Callers with mental health problems • Callers with a speech impediment or decreased verbal communication • Callers living in rural and remote locations • Callers who may have experienced social exclusion and/or trauma
Situations where telephone communication is inadequate may include:	• Environmental factors impacting on the caller's ability to engage over the telephone • Particular needs facing Aboriginal and/or Torres Strait Islander and CALD callers • Severe emotional distress

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Next steps in the process may include:	• The need for an in-depth assessment • Establish actions and timeframes • Clarification of the caller's expectations of respite/support • Follow-up contact • Identification of responsibility for actions • Referral to another service
Barriers to listening to the caller may include:	• Environmental factors • Inability to connect with the caller on a personal level • Lack of understanding of the individual's context • Pre-conceived perceptions of the caller and their situation • Talking at the same time/not listening to responses • Use of jargons
Strategies for dealing with strong caller emotions and stressful situations may include:	• Awareness of personal vulnerabilities which may be triggered during a call • Containment skills • Debriefing • Externalise caller emotions • Manage tone, pitch and pace of voice • Supervision • Identification of alternative communication mediums
Range of effective self-care strategies may include:	• Constructive feedback about assessment skills • Debriefing and defusing • Knowing when and how to ask for back-up/support • Recognition and processing of call-related experiences • Recognition of stressful situations when it is appropriate to terminate a telephone call • Reflection on practice • Self monitoring

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCRCP402A Conduct assessment of carer's needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
N/A	CHCRCP402A Conduct assessment of carer’s needs	New unit in V4

Unit Descriptor

This unit of competency describes the skills and knowledge required to conduct an assessment of a carer’s needs using effective communication skills.

Application of the Unit

This unit would be applied where workers provide support to carers, care recipients and their families across a range of service types and settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

• Complete the *intake screening process*	1.1 Respond promptly to the enquiry received 1.2 Identify the need for and engage an interpreter service when required 1.3 Assess the carer's eligibility to access available services 1.4 Clearly explain the intake process and how information is used, including requirements for mandatory data collection 1.5 Explain and apply privacy and confidentiality principles, practices and procedures 1.6 Explain what service the organisation can provide 1.7 Gather information to enable assessment of the carer's priority of need 1.8 Identify the need to refer the carer to another agency for assessment and arrange the referral, if required
• Undertake the assessment process	2.1 Use an open, empathic and confident manner with the carer to establish a rapport and obtain their consent to participate in the assessment process 2.2 Ensure the assessment focuses on the care relationship rather than the individual and empowers both the carer and the care recipient 2.3 Implement the appropriate *level of assessment* based on the outcomes of the intake screening process 2.4 Clearly explain the assessment process and how information is used

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	2.5 Complete the *assessment process* holistically using a conversational approach in line with organisation guidelines, procedures and instruments 2.6 Adjust communication processes as required when assessing *carers with special needs* 2.7 Recognise and respond to situations of either the carer or the care recipient according to organisation guidelines 2.8 Seek advice from supervisor, as required, to determine service issues associated with assessment information 2.9 Document information within identified timeframe and according to relevant guidelines
• Clarify the *carer's needs*	3.1 Display positive regard to assist the carer to talk freely about their concerns and needs without fear of judgement 3.2 Encourage and allow the time for the carer to share their story 3.3 Recognise and respond to the impact of *complex care issues* on the carer 3.4 Assist the carer to identify issues external to, and which impact on, their caring role 3.5 Establish the carer's unmet needs within the limits of the level of assessment 3.6 *Identify and prioritise the carer's need for a service*
• Apply skills which assist the assessment process	4.1 Use *active listening skills* to help establish a rapport with the carer, and identify their needs 4.2 Use language that the carer understands 4.3 Develop an *empowering relationship* which assists the carer to clarify options, seek support and decide on next steps to address problems and/or meet current needs 4.4 Ensure all communication with the carer reflects understanding and respect for individual differences and needs 4.5 Use peer and/or supervisor support to seek advice and knowledge, and problem solve collaboratively 4.6 Guide the carer to remain focussed on issues related to their caring role
• Address own personal	5.1 Identify and develop personal attributes and

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factors likely to impact on the assessment process	attitudes likely to facilitate the assessment process 5.2 Demonstrate awareness of personal issues or attitudes likely to impact negatively on the assessment process and manage appropriately 5.3 Use constructive *strategies for dealing with strong carer emotions and stressful situations* 5.4 Discuss with peers and/or supervisor own personal reactions to these strong carer emotions or stressful situations 5.5 Use a *range of effective self-care strategies* for responding to impactful client presentations or situation 5.6 Use peer and/or supervisor support to seek advice and knowledge, and problem solve collaboratively 5.7 Identify limit of ability through self-reflection and seek assistance, advice and knowledge from peers/management

Required Skills and Knowledge

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Communicate effectively with carers/clients, supervisors and co-workers
- Complete assessment process effectively to determine the carer's needs
- Demonstrate willingness to work within philosophy, policies and procedures of the organisation to address carers' needs
- Establish priorities, manage time effectively and demonstrate well-developed personal organisation skills
- Identify requirements outside scope of role, responsibility, knowledge and skill
- Maintain documentation as required, navigating through multiple data systems, including effective use of relevant information technology
- Use skills in defusing challenging situations to ensure support and positive outcomes for carers who may be highly stressed
- Work collaboratively with internal and external stakeholders to achieve organisation goals

In addition, the candidate must be able to demonstrate relevant task skills, task management skills, contingency management skills and job/role environment skills.
These include the ability to:

- communicate with carers in a representative range of workplace situations and involving:
- adjusting communication to meet differing needs
- providing feedback
- strategies to minimise conflict and tensions
- using active listening and recognising non-verbal triggers

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- using language that is respectful, non-judgemental and neutral
- Demonstrate skills in:
- accurate data entry using current assessment tools and technology
- developing specific knowledge of the local community
- effective communication
- information gathering and situation analysis
- negotiation
- Use oral communication skills (language competence) required to fulfil job roles as specified by the organisation, including:
- acknowledging and responding to a range of views
- active listening
- asking for clarification and probing, as necessary
- asking questions
- negotiating solutions
- using interviewing techniques

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however, holistic assessment practice with other community services units of competency is encouraged • Resources essential for assessment include: • relevant assessment tool for assessment and data collection • workplace health and safety (WHS) guidelines • relevant organisation and legislative guidelines, standards and procedures
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed in conjunction with the following related unit:

- CHCRCP403A Support carers to access information and services

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Intake screening process includes:	• Collection of personal data about the carer • Collection of required minimum data • Determination of eligibility of service • Establishment of next steps for assessment • Identification of priority for assessment • Referral to another service
Level of assessment refers to:	• Quick assessment for emergency situations • Shallow and broad assessment process which includes broad, general questions of all the assessment domains • In-depth assessment includes specific exploration of identified domains
Assessment process may require the use of tools which may include:	• ACCNA-R • Caregiver Reaction Assessment scale (CRA) • Carer Strain Index (CSI) • K10 • Self Rated Burden scale (SRB) • Zarit • Organisation or state specific assessment tools: • service coordination tool template (SCOTT) • ongoing needs identification tool (ONI)
Carers with special needs include but are not limited to:	• Aboriginal and Torres Strait Islander and CALD carers • Carers who have cognitive impairment • Carers who have hearing impairment • Carers with dementia • Carers with mental health problems • Carers with a speech impediment or decreased verbal communication • Carers living in rural and remote locations • Carers who may have experienced social exclusion and/or trauma

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Carer's needs may include:	• Advocacy • Case management • Counselling • Guided referral for other service • Information on available services • Respite services (direct and indirect)
Complex care issues may include but are not limited to:	• Abusive situations by either the carer or care recipient • Behaviours of concern by the care recipient • CALD issues • Family dynamics • Hidden carers • High-level support needed for the care recipient • Situations where the needs of the carer and care recipient are in conflict • Young carers
Identify and prioritise the carer's need for a service includes taking into account:	• Adequacy of available respite to the carer • How much time the carer needs to spend caring • Increasing needs of the care recipient • Level of the carer emotional stress/strain (using a screening tool) • Number of care recipients being cared for • Other informal and formal support available or currently provided • Presence of other events affecting the carer's capacity to care • Reason the carer has made contact • Special difficulties, including behaviours of concern • Whether early intervention or education and training may significantly reduce the risk of serious deterioration or future crisis • Whether the carer has physical or mental exhaustion or illness (using a screening tool) • Whether the carer's health is deteriorating
Active listening skills may include:	• Appropriate brief encouragers which help the carer relate their story and concerns • Balancing the frequency of questions • Hearing the carer's concerns • Paraphrasing (reflection of content) • Recognising when higher levels of care may be indicated • Reflection of feelings ,thoughts, behaviours and experience (content) • Summarising and closure

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Empowering relationship may include:	• Understanding the carer's context • Using open and closed questions to expand or clarify understanding • Active listening • Avoid use of labelling • Exploring options and potential consequences with the carer • Facilitating informed carer choices • Focus the carer on identifying immediate needs and concerns • Identify achievable tasks to be addressed after the assessment • Identifying and affirming carer's strengths and opportunities • Reframing, summary and closure
Strategies for dealing with strong carer emotions and stressful situations include:	• Awareness of personal vulnerabilities which may be triggered during an assessment process • Containment skills • Debriefing • Externalise carer emotions • Managing tone, pitch and pace of voice • Seeking advice from supervisor
Range of effective self-care strategies may include:	• Constructive feedback about assessment skills • Debriefing and defusing • Knowing when and how to ask for back-up/support • Recognition and processing of assessment-related experiences • Reflection on practice • Self monitoring

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCRCP403A Support carers to access information and services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
N/A	CHCRCP403A Support carers to access information and services	New unit in V4

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide support to carers by facilitating access to information, respite care and other support services appropriate to their individual needs and circumstances, and those of the care recipient.

Application of the Unit

This unit would be applied where workers provide support to carers, care recipients and their families across a range of service types and settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

• Work with the carer to identify strategies/resources to meet their needs	1.1 Establish a rapport with the carer through an open, empathic and confident manner 1.2 Explain privacy and confidentiality principles, practices and procedures 1.3 Assist the carer to identify possible services and supports to address identified needs 1.4 Identify *barriers to the provision of services* 1.5 Assess the carer's eligibility to access available services 1.6 Recognise the *complex circumstances* of people in accessing support services 1.7 Recognise the *key factors in risks to the care relationship continuing* and respond according to organisation guidelines 1.8 Recognise and r*espond to carers or care recipients who are reluctant* to access respite or other support services 1.9 Recognise and respect the carer's and care recipient's right to self-determination within legal parameters
• Work with the carer to develop a *support plan* to meet their own needs and those of the care recipient	2.1 Support the carer's strengths and abilities as well as addressing their needs in the planning process 2.2 Support the carer to make informed decisions to prioritise their identified needs 2.3 Select from the available *range of options* and devise strategies to address the carer's identified needs and achieve their goals 2.4 Document agreed support plan according to

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	organisation guidelines
• Work with the carer to implement the support plan	3.1 Address need for support/services in order of priority 3.2 Work with other professionals and organisations to implement support plan 3.3 With the carer's consent arrange for, or refer the carer and/or care recipient to, *other service providers* according to organisation and funding guidelines 3.4 Where available use the allocated budget to meet the carer's needs according to relevant guidelines and delegation
• Review the effectiveness of the support plan	4.1 Undertake a reassessment of the carer's needs in response to *changes in the carer or care recipient's situation* 4.2 Re-prioritise the carer's needs based on the reassessment 4.3 Review the support plan

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Availability of, and eligibility requirements for, current government funded programs
- Awareness of unique issues for carers with special needs including those from Aboriginal and Torres Strait Islander and culturally and linguistically diverse backgrounds
- Basic understanding of relevant guidelines and legislation
- Current information on range of support services/networks available to carers and care recipients
- OHS policies and procedures related to the provision of respite care
- Procedures for facilitating referrals and emergency interventions
- Procedures for, and limitations to, negotiating services from other service providers for carers
- Specific knowledge of the local community
- Specific issues for carers when caring for care recipients with complex needs including:
- chronic health problems

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- health problems relevant to specific disabilities
- health problems with older people including dementia and dementia with challenging behaviours
- mental health problems and understanding of impact of episodic conditions
- Understanding of the role and responsibilities of self and other workers within the organisation
- Understanding the cognitive or emotional barriers and dynamics in seeking help
- Understanding other barriers to provision of services
- Understanding the difference between service directed care and person centered or self managed care
- Understanding of factors that impact on the caring role and how they may contribute to reluctant behaviours including:
- background and setting of the care giving e.g. cultural aspects, age of carer
- family dynamics
- mediators e.g. carer coping strategies, social support, quality of relationship between carer and care recipient, quality of carer's other relationships, access to respite services, other carer resources
- personality traits
- respite and other services
- stressors e.g. carer and care recipient behaviour, health status, functional status, amount of care provided, availability of services, financial status, social isolation, multiple roles with competing priorities, emotional impact of caring i.e. loss, grief and guilt

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with internal and external stakeholders to achieve organisation goals
- Communicate effectively with carers/clients, supervisors, co-workers and other service providers
- Ensure all work is in accordance with organisation's and other relevant guidelines
- Establish priorities, manage time effectively and demonstrate well-developed personal organisation skills
- Identify requirements outside scope of role, responsibility, knowledge and skill

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Demonstrate skills in:
- information gathering and situation analysis
- negotiation
- effective communication
- strategic planning and outcomes measurement
- liaising with other organisations and service providers

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in CALD environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however, holistic assessment practice with other community services units of competency is encouraged • Resources essential for assessment include: • WHS guidelines • relevant organisation and legislative guidelines, standards and procedures
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed in conjunction with the following related unit:

- CHCRCP402A Conduct assessment of carer's needs

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Barriers to the provision of services may include:	• (CALD issues • Environmental factors • Functional limitations • Personal barriers • Geographical situations • Systemic factors
Complex circumstances may include:	• Abusive situations by either the carer or care recipient • Behaviours of concern by the care recipient • CALD issues • Family dynamics • Hidden carers • High-level support needed for the care recipient • Situations where the needs of the carer and care recipient are in conflict • Young carers
Key factors in risks to the care relationship continuing may include:	• Conflict in relationships with family or service providers • High intensity care • High levels of carer stress • Loss of formal or informal supports • Multiple competing role demands • Worsening health or behaviour of the care recipient • Worsening physical or mental health of the carer
Respond to carers or care recipients who are reluctant include:	• Ascertain reasons for reluctant behaviours • Offer service options which may overcome the carer's or care recipient's reluctance • Provide reassurance and encouragement to explore options for support • Provide relevant information to carer
Support plan may include:	• A proposed respite program • Carer support services appropriate to the individual needs • Description of the carer's aspirations regarding their situation • Emergency arrangements, including: • family and other contacts able to contribute support in

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	an emergency • what support/care could be provided for the care recipient, including informal services • Extended family and community support resources available to the carer • Identification of support needs and options for the care recipient
Range of options may include:	• Formal care arrangements • Informal care arrangements, including: • family support • support of friends and/or neighbours
Other service providers may include:	• Carer support services • Carers Associations and other networks • Counselling services • General practitioners • Mentoring and skills building programs • Respite service providers • Specialist services • Specific health care services
Changes in the carer or care recipient's situation includes changes to:	• Level of health • Personal circumstances • Risks and/or WHS needs

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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CHCRF301E Work effectively with families to care for the child

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to establish a positive relationship with the family of a child going into care and negotiate in relation to care practices to facilitate the child's transition into care

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a positive relationship with *family members*	1.1 Complete introductions and outline worker's own role clearly 1.2 Show the facilities to family members 1.3 Ensure verbal and non-verbal communication styles are used appropriately 1.4 Create welcoming atmosphere for family members and provide opportunities for them to participate in the children's experiences
2. Exchange information with family members about the child's physical and emotional care needs	2.1 Ensure information sharing about child's participation in program occurs *frequently* in accordance with the *organisation's guidelines* 2.2 *Make yourself available* for parents to provide information 2.3 *Communicate information* in a culturally appropriate way 2.4 Respond to messages promptly

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ELEMENT	PERFORMANCE CRITERIA
3. *Respond to a family member's concern* about their child	3.1 Listen to questions and concerns and respond according to organisation's procedures 3.2 Direct family member to appropriate person or place when *further support* or action is required 3.3 Ensure communication is appropriate to age, cultural and linguistic background of individual/ group
4. Reach agreement with family members about care practices	4.1 Reach agreement on specific requests by negotiation and modification of care practices 4.2 Explain importance of program aspects to parents in relation to their child's needs/development 4.3 Clearly explain and discuss limitations 4.4 Negotiate alternatives/compromises as necessary 4.5 Clearly communicate final decision to all involved
5. Facilitate child's transition into care	5.1 Encourage parents to *familiarise* themselves and their children with the service and workers 5.2 Encourage parents to develop clear and reasonably consistent process of farewell and pick up 5.3 Provide clear information and reassurance to assist parents to develop confidence in the service 5.4 Acknowledge parents' feelings about child care and support in all conversations

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Diversity of family types and cultures
- Interpreter services, and communication through interpreters
- Organisation standards, policies and procedures
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a relationship with family which enables the needs of the child to be communicated or met

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic communications skills such as active listening and questioning
- Apply interpersonal skills
- Demonstrate a genuine interest in the children, and their families
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Family members may include:

- Brothers and sisters
- Extended family members
- Fathers
- Foster children
- Grandparents
- Kin
- Mothers

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RANGE STATEMENT

Organisation's guidelines about exchanging information with family members may include:	• Recording of any family members to whom information is not to be provided • Who is permitted to pass on information
Frequently may be:	• According to the pattern of the child's participation in the service • Daily • Weekly
Depending on:	• Frequency of attendance • Issues of the day • Length of time the child and family have been using the service • The child's age
Make yourself available to parents will differ according to the structure of the service. Workers may be available via:	• Care review meetings or conversations • Communicating in a style that is appropriate to the parent's expectations • Conversations when parent/s arrive to collect the child • Conversations while parent participates with or alongside worker in an activity • Telephone • Welcoming children with their parent/s
Communicate information may be via:	• An interpreter • Notes on whiteboard, bulletin board • Verbal conversations • Worker who has second language/language of parent • Written notes
Respond to a family member's concern may include:	• Communication guidelines to respond to regularly received /serious questions or comments • Directing person to appropriate person in the service

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RANGE STATEMENT

Further support may be available through:	• Literature • Local networks • Referral to professionals/other services • Telephone support services
Familiarise may relate to:	• Equipment • Other children • Physical environment • Timing of program events

Unit Sector(s)

Not Applicable

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CHCRF402B Provide intervention support to children and families

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with families to identify issues that require early intervention for reducing risk and developing capacity for increased effectiveness as a family unit

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Operate within a professional network	1.1 Seek professional opinions from informed others when analysing presenting issues 1.2 Manage presenting issues within a case work framework 1.3 Confirm family intervention strategies with the professional support network
2. Structure the access and interaction with the family	2.1 Negotiate access to individuals and the family unit 2.2 Demonstrate respect for all family members 2.3 Assure the safety of family members 2.4 Structure interaction to provide opportunities for family members to participate in decision-making

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ELEMENT	PERFORMANCE CRITERIA
3. Identify constraints/barriers to family effectiveness	3.1 Assess social interaction with the community 3.2 Review financial management 3.3 Observe and discuss parenting methods 3.4 Observe and discuss family relationship issues 3.5 Review household management 3.6 Identify current methods for dealing with stress
4. Identify options with family members	4.1 Identify key areas where changes are required and agree with involved family members 4.2 With the family, develop a plan of action to implement agreed options for change 4.3 With family members, explore factors that could influence their preference and ability to achieve a course of action/change 4.4 Discuss agreed actions for change and confirm with supervising professionals
5. Identify resources to assist the family	5.1 Support the family/family member in decision-making to assess and access the resources required 5.2 Brief professional support on family's issues and options within case management framework 5.3 Refer the family/individual family member to professionals who will participate in implementing the action plan
6. Support agreed actions	6.1 Provide education to develop skills in areas such as parenting, household management, stress management and conflict management as required 6.2 Review progress of the success of any intervention within the case management framework

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Models of family intervention theory and practice including family structures and dynamics
- Family intervention strategies, scope and process
- Behaviour change models/practices and options to support behaviour change
- Facilitation model/practices
- Human development and understanding of life stages
- Counselling models/practices including basic knowledge of theories supporting counselling process
- Professional service provision codes of conduct, ethical codes, referral protocols
- Group dynamics models/practices
- Range of services available and referral resources
- Organisation procedures and program standards
- Indicators of pathology i.e. substance use, mental health
- Cultural protocols, taboos and language systems
- Statutory mandate and responsibilities
- Stress indicators
- The wider physical, social, community and cultural environment within which the client lives
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Occupational health and safety guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Work cooperatively with clients/significant others to achieve behavioural life skills changes
- Work with individuals in a range of settings to achieve maximum outcomes

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - advocacy
  - assertion
  - behaviour management
  - client assessment and behaviour observation
  - communication and establishing rapport and relationship building
  - conflict management
  - demonstration of empathy
  - determining and maintaining role boundaries
  - managing groups
  - negotiation
  - negotiation
  - observation
  - reporting
  - stress management
  - stress management
  - use of personal and professional authority and influence to support or confront
- Demonstrate application of counselling skills, including:
  - counselling context, process and goals
  - establishing a trusting relationship
  - human life stage development
  - information gathering
  - reflective listening, respectful responding, development of empathy and rapport

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
  - equipment and resources normally used in the workplace

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EVIDENCE GUIDE

Method of assessment may include:	• Observations • Questioning • Evidence gathered from the workplace environment • Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Families may include:	• All social constructions of family
Working with clients will be carried out within requirements established by:	• Relevant legislation and statutory requirements • International conventions relating to the rights of individuals • Organisation policy and codes of conduct • Relevant program standards • Professional association codes of conduct and ethical and ethical positions
Establishing a relationship with clients will be carried out within requirements established by:	• Relevant international conventions on civil, human rights • Cultural protocols, taboos and systems • Organisation mission, philosophy and practices

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Unit Sector(s)

Not Applicable

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CHCRF511A Work in partnership with families to provide appropriate care for children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work in partnership with families to care for the child

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Consult *family members* about the child, and the child's needs	1.1 Gather *information about the child's needs, routines and preferences* on an ongoing basis 1.2 Briefly gather information about key *family events* that may influence the child's behaviour 1.3 Maintain confidentiality of information 1.4 Exchange information about child's interests 1.5 Gather information about family's specific child care practices 1.6 Actively seek parent requests in relation to their child's care 1.7 Use *appropriate communication strategies*

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ELEMENT	PERFORMANCE CRITERIA
2. Reach agreement with family members about care practices	2.1 Reach agreement on specific requests by negotiation and modification of care practices 2.2 Explain importance of program aspects to parents in relation to their child's needs/development 2.3 Clearly explain and discuss *limitations* 2.4 Negotiate alternatives/compromises as necessary 2.5 Clearly communicate final decision to all involved
3. Provide *opportunities for family members to participate* in the service/ program	3.1 Create *a welcoming atmosphere for all family members* 3.2 Provide opportunities for family members to participate in the children's experiences 3.3 Create opportunities for parents/family members to provide feedback and ideas about the program 3.4 Encourage parents to be involved in decision-making processes of the service 3.5 Accept varying levels of involvement in communications with parents 3.6 Facilitate parent and carer support networks 3.7 Promote the importance of parenting and caring
4. Provide information to parents/carers about incidents and develop care strategies together	4.1 Clearly and calmly communicate information about specific incidents 4.2 Allow time to listen to reaction of parent/s and/or carer/s to news of incident 4.3 Facilitate discussion about possible impact of incidents 4.4 Make suggestions about suitable responses as appropriate 4.5 Develop and implement strategies for response by family and service

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ELEMENT	PERFORMANCE CRITERIA
5. Respond to a family member's concerns about a child	5.1 Listen respectfully to questions and concerns 5.2 Discuss situation causing concern with family member to reach clear understanding of situation 5.3 Develop and implement strategies for response by family and service 5.4 Determine and fulfil appropriate follow up

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Parent/carer reactions to separation from child and use of child care
- Strategies for involving family members in the service
- The value of participation by parent/carer in children's services - for the child, parent/carer and service
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult and plan activities collaboratively with families

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate collaborative style of relating to parents and carers
- Demonstrate respect for parent's strengths, competence and knowledge of their child
- Demonstrate non-judgemental attitude to different perspectives
- Apply communication skills such as:
  - empathy
  - active listening
  - checking understanding

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Family members may include:

- Mothers
- Fathers
- Grandparents
- Siblings
- Kin
- Extended family members
- Foster children
- Partners of parents
- Guardian and foster parents

Information about the child's needs, routines and preferences may include:

- Food and drink preferences
- Sleeping and rest patterns
- Health status
- Toys and activities preferred
- Level of social interaction/solitude preferred
- Level of abilities
- Additional support needs
- Developmental stage information
- Cultural requirements
- Expectations of the parent/s regarding the child
- Forbidden foods
- Particular food and drink needs of the child

Information may be gathered through:

- Enrolment forms
- Enrolment interviews
- Conversations
- Referral agents

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RANGE STATEMENT

Family events that may have an impact on a child's behaviour include:	• Major changes to health/housing/work • Addition of a family member e.g. sibling, step parent, carer • Crises and family problems • Conflict and violence • Losses and grief • Parental absence • Family celebrations • Moving home • Other celebrations
Appropriate communication strategies may include:	• Use of interpreters • Degree of privacy • Degree of formality • Relaying messages as required
Requests for specific actions may include:	• Requests to take child to doctor/ dentist/ kindergarten • Relaying messages as required
Limitations in relation to care practices that may be discussed with parents may be due to:	• Resources at the venue • Time available • Peak/slower time of day involved • Physical layout • Own health, stamina • Number of children in care
Parent's feelings about child care may include:	• Anxiety • Guilt

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RANGE STATEMENT

Opportunities for family members to participate include:	• Suggestion boxes • Evaluations and surveys • Membership of management/parent/carer committee • Activities and meals involving children, staff and family members • Excursions • Parent representative in policy decisions
A welcoming atmosphere for all family members may be created by:	• Photos, paintings and posters of families and familiar places and images • Décor • Familiar procedures • Newsletters • Location of service • Comfortable space to sit and talk • Facilities to make a drink • Notice board/space for displaying family news/celebrations • An office or area available for confidential discussions
Parent support networks may be facilitated by:	• Allowing time, space for parents/carers to communicate with each other • Hosting meetings of parents/carers • Providing information or referral to facilitate contact with a network

Unit Sector(s)

Not Applicable

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CHCRF621C Promote equity in access to the service

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to actively promote a service to actively engage and enhance participation of unrepresented or equity groups

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor the use of the service	1.1 Analyse attendance patterns and identify children from local community who are under represented in using the service 1.2 Monitor in *collaboration* with all relevant parties 1.3 Set targets for increased use of service by those under represented 1.4 Monitor achievement of these targets
2. *Promote the service* to all potential users	2.1 Provide information about the service on request 2.2 Target the range of potential users of the service with information, provided in relevant formats

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ELEMENT	PERFORMANCE CRITERIA
3. Develop strategies to enhance participation of under represented groups	3.1 Establish *feedback processes* to enable people to provide information about their experience of accessing the service 3.2 Identify *barriers* and implement strategies to deal with these 3.3 Critically evaluate service practices and policies against access and equity principles 3.4 Implement, monitor and evaluate strategies with all relevant parties
4. Convey the eligibility criteria clearly	4.1 Identify and communicate funding program eligibility criteria 4.2 Identify and communicate organisation eligibility criteria 4.3 Identify any client groups that must be given priority according to guidelines 4.4 Provide a clear statement of who can and who can not access the service 4.5 Communicate reasons for eligibility criteria of the service
5. Decide on eligibility and priority for the service and communicate the decision effectively	5.1 Gather sufficient *information* to decide on eligibility and priority 5.2 Decide according to eligibility criteria and convey reasons for the decision clearly 5.3 If the person is ineligible for service, explain appeal or waiting list procedures 5.4 Refer to more appropriate service if relevant

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Up to date knowledge of the funding program guidelines
- Up to date knowledge of the organisation's guidelines for service eligibility
- The social and political context of child care services
- Other services available within the local community and the eligibility criteria of these
- Consumer perspectives on service provision and access to services
- Complaints and appeal procedures
- Knowledge of the potential users of the service considering cultural backgrounds, social circumstances, range of abilities and disabilities
- Circumstances which lead to a child and family being eligible and having priority for service
- Circumstances might exclude a person from service
- If a person is assessed as ineligible to use the service other options are developed with them
- Social justice philosophy and principles
- Relevant legislation e.g. anti-discrimination, Disability Act, state/territory regulations
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Critically analyse all aspects of service delivery in the light of client needs, community values and philosophical framework of service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Outline the rationale for the eligibility criteria and can relate these criteria to the potential client group in the community
- Gather sufficient breadth and depth of information to make a fair decision
- Apply communication skills such as:
  - interviewing skills
  - problem solving developing alternatives
  - negotiation skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Collaboration around monitoring the use of the service and developing and evaluating strategies may involve:

- Management
- Parents
- Community representatives
- Funding bodies
- Government bodies including regulatory bodies
- Advocacy organisations

Promote the service by:

- Written material
- Word of mouth
- Local media such as newspapers, radio referral agents

Barriers to participation may include:

- Physical and distance barriers
- Attitudinal barriers within the service
- Social and cultural expectations
- Expectations of parents or children
- Isolation
- Lack of knowledge of available services

Information may be obtained directly by:

- Interview
- Phone
- Letter

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RANGE STATEMENT

Or indirectly by:	• Information provided by referral agent • Information provided by family members or other persons representing them.
Feedback processes may involve:	• Families • Community representatives • Children • Advocates

Unit Sector(s)

Not Applicable

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CHCRF622C Plan child care provision with families

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to plan and review the provision of care with families

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of related pre-requisite unit:

- CHCRF511A Work in partnership with families to provide appropriate care for children

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Explore the needs of the child and family with parent/s	1.1 Invite parent/s to share relevant information about needs of child and family
	1.2 Gather *information* about needs from a range of sources as relevant
	1.3 Treat information received with confidentiality
	1.4 Document information according to organisation's guidelines and legislative requirements
	1.5 Gather sufficiently detailed information to enable decisions to be made
	1.6 Demonstrate respect for a parent's decision not to share information about their family, as relevant

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ELEMENT	PERFORMANCE CRITERIA
2. *Provide information about the service* and discuss *issues* with parent/s	2.1 Provide comprehensive information about the service in an appropriate way 2.2 Utilise *strategies to ensure effective communication* 2.3 Communicate accurate information about limits on what the service can provide 2.4 Keep waiting lists up to date so clear information can be provided to parents about availability of the service 2.5 Outline to parent/s how the service will provide care and meet the child's needs 2.6 Explain the service philosophy and the history/ rationale for policies as relevant 2.7 Clearly outline parents' rights and responsibilities in relation to service policies 2.8 Explain *procedures parents need to follow* 2.9 Explore and clarify with parents expectations about the service 2.10 Respond to concerns for child or parent about utilising the service 2.11 Make appropriate referrals to other service types when parent expectations and service provision are not compatible
3. Develop parents' confidence in the service	3.1 Demonstrate respect for the family and their child rearing practices in all communications 3.2 Develop, implement and review *strategies to ensure the service is open to family members*

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ELEMENT	PERFORMANCE CRITERIA
4. Review service provision with family members	4.1 Actively seek *feedback from parents* 4.2 Receive feedback in a respectful way and act upon it appropriately 4.3 Regularly review agreement for service with the family 4.4 Challenge a family member's failure to follow service *guidelines* as required 4.5 Explore and negotiate issues and concerns identified by parent/s

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Parent's perspective's about child care service - its importance, its purposes, reactions to using child care
- Boundaries and limits of the service
- Cross cultural communication
- Use of interpreters
- Resources available in other services and types of children's services
- Cultural diversity of care practices
- Custody arrangements policies
- Principle of confidentiality and issues in implementing confidentiality
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Collaboratively plan and review service provision with families

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate non-judgemental attitude to parents with different views about children and child care to the worker's own views
- Apply communication skills such as:
  - communication skills such as assertiveness, listening

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REQUIRED SKILLS AND KNOWLEDGE

- problem solving
- empathy to parent's concerns and problems

Evidence Guide

EVIDENCE GUIDE

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Information may be gathered about:	• Members of the family • Custodial arrangements for the child • Hours of care requested • How soon care is required • Language/s used by the child and in the home • Additional needs of the child e.g. Language support, health needs • Special care requirements of the child • Financial constraints • Eligibility for fee relief • Special access criteria that apply • Preferences for care provision e.g. Location, staffing • Cultural background • Health status • Immunisation status • Needs and routines of the child
Information about the needs for service may be gathered from:	• Parents • Other family members • Health professionals • Schools and other community organisations • Community members acting as advocates for the child or family
Information may be gathered via:	• Enrolment interviews • Parent interview/phone conversations
Strategies to ensure effective communication may include:	• Use of interpreters • Parent accompanied by advocate • Pictures and non-verbal communication • Alternative communication systems

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RANGE STATEMENT

Provide information about the service may include:	• Program model • Philosophy and purpose • Policies and procedures • Fees • Rebates • Assistance schemes • Service guidelines • Legislative/regulatory requirements
Formats for information provided may include:	• In language used by the parents • Plain English
Issues to be communicated about availability of the service include:	• Vacancies • Waiting lists • Process for application • Priority of access
Strategies to ensure the service is open to family members may include:	• Visits • Opportunity to meet staff • Participation in program • Unhurried arrival and farewell times
Feedback from parents may be sought about:	• The child's experience in the service • The parent's experience in using the service • Suggestions for improvements
Guidelines of the service that family members should follow may include:	• Schedule for fee payments • Procedure for collecting ill child

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RANGE STATEMENT

Procedures parents need to follow may include:	• Signing • Notifying absences • Fee payments procedures • Service procedures regarding nappy use/disposal

Unit Sector(s)

Not Applicable

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CHCRF623C Respond to problems and complaints about the service

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to effectively resolve grievances and complaints about the service

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to *a family member's concerns* about their child	1.1 Provide observations about the child in the service as relevant 1.2 Collate and present feedback and views of all workers involved with the child 1.3 Discuss concern and identify key issue/s with the family member 1.4 Discuss possible actions and reach a decision together 1.5 Use *appropriate communication strategies*
2. Acknowledge and address *grievances and complaints*	2.1 Listen respectfully to person's concerns 2.2 Inform people of avenues for complaint 2.3 Identify investigate and discuss issues underlying complaint, according to guidelines 2.4 Take action as quickly as required by the situation 2.5 Explain complaint process and inform complainant of what can and can not be expected from process 2.6 Refer complaint to appropriate procedures or forums as appropriate

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ELEMENT	PERFORMANCE CRITERIA
3. Effect resolution of complaints	3.1 Ensure parties are clear about confidentiality and the rights of others and protect these during the process 3.2 Seek advice as required 3.3 Generate options and facilitate resolution 3.4 Facilitate *mediation between parties* concerned as relevant 3.5 Obtain resolution or an agreement to set aside issues 3.6 Record process and outcomes according to the organisation's procedures
4. Develop service	4.1 Consider feedback about suggestions for improved practice or procedures and implement as appropriate 4.2 Develop information to clarify service practices and procedures and provide as relevant

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Complaint procedures
- Relevant service guidelines
- Relevant codes of ethics
- Confidentiality policies and procedures
- Self awareness
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Resolve conflicts with users of the service balancing organisation guidelines with client needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Facilitate discussions when competing views and interests exist
- Demonstrate communication which is direct, authoritative and listening to competing viewpoints
- Demonstrate application of skills in:
  - conflict resolution techniques
  - negotiation skills
  - problem solving skills

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REQUIRED SKILLS AND KNOWLEDGE

- good communication including listening, empathy responding, questioning
- capacity for managing differences in point of view

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, giving consideration to the range of workplace contexts • Assessment could take place on one or more assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit may be (but is not required to be) assessed in conjunction with related units such as:

- CHCRF622C Plan child care provision with families
- CHCORG619C Develop and maintain the quality of service outcomes

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate communication strategies to respond to a family member's concern may include:

- Use of interpreters
- Privacy
- Number of people who participate is decided

A family member's concerns may be about a child's:

- Health
- Behaviour
- Development
- Social interaction
- Homework
- Life skills
- Emotional well being

Grievances and complaints may be received from:

- Users of service
- People denied access to service
- Ministers of government departments
- Local members of parliament
- Local community members
- Media
- Service or person advocating on behalf of child/family
- Licensing bodies
- Advisory/support organisations
- Workers of the service

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RANGE STATEMENT

Complaints may be about:	• Quality of the service • Problems in the service • Inadequate level of service provision e.g. Hours, times • Children in the service • Financial matters • Staffing • Behaviour management strategies • Attitude of worker • Insensitivity to cultural practices of child/family
Mediation between parties to effect resolution of a complaint may be between:	• Worker and parent • Worker and child • Parent and service
Guidelines for addressing complaints may include:	• Organisation procedures, policies and guidelines • Legal obligations • Guidelines of funding body/government bodies who have a regulatory role

Unit Sector(s)

Not Applicable

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CHCRF624C Support parents in their parenting role

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide children's services that are specifically targeted to families who are isolated or experiencing specific stresses

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after successful achievement of pre-requisite unit:

- CHCRF511A Work in partnership with families to provide appropriate care for children

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a collaborative relationship with the parent/s	1.1 Spend time with parent/s to develop understanding of their perspectives and experiences
	1.2 Use *language and communication that suits the family's needs*
	1.3 Use *strategies to develop trust in the service* and the worker as required
	1.4 Take care to ensure privacy is maintained within the community
	1.5 Record information about contact to enable accurate and relevant communication next time
	1.6 Initiate conversations with parent/s relevant to their lives and perspectives

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ELEMENT	PERFORMANCE CRITERIA
2. *Provide information to parent/s*	2.1 Provide relevant and timely information 2.2 Answer questions and concerns or seek out relevant information for parent/s 2.3 Give advice within limitations of worker's expertise 2.4 Provide information about the child based on specific observations 2.5 Suggest resources for the child 2.6 Arrange referral to relevant services after consultation with parent/s, as required
3. Listen to parent/s concerns or problems	3.1 Give sufficient time according to the seriousness of the concern and level of parent's distress 3.2 Arrange referral to appropriate service as relevant 3.3 Ensure ideas/suggestions given to the parent are relevant to the parent's feelings 3.4 Listen to concerns in a respectful manner 3.5 Discuss child's progress and needs with the parent, with sensitivity to the parent's feelings 3.6 Use strategies to debrief after emotionally demanding communication with parent/s
4. Develop parent's capabilities in caring for their children	4.1 Reinforce effective strategies parent is already using 4.2 Demonstrate care strategies to parent/s 4.3 Suggest strategies for parents to foster child's development, according to parent's energy and focus of interest 4.4 Promote to parents the significance of play for children

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Parent's experiences of parenting - anxieties, guilt
- Impact of isolation on families and children - geographic, social, economic, cultural isolation
- Community networking
- Community resources
- Stress management and debriefing strategies
- Problem solving
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a collaborative working relationship with parents to enhance parents' caring abilities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate appropriate self disclosure and openness when communicating with parents
- Demonstrate empathy with parent/s who are isolated or experiencing severe levels of stress
- Demonstrate application of skills in:
  - non-judgemental listening

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REQUIRED SKILLS AND KNOWLEDGE

- cross cultural communication
- use of interpreters
- basic counselling skills
- skills to build rapport and trust
- empowerment
- adaptability and flexibility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Families may require support as a result of:	• Isolation due to distance, language, circumstances • Additional needs of their child • Not yet communicating in English • Crises and emergencies
Support may be provided by such means as:	• Toy libraries • Mobile services • Play groups • Home visiting • Respite care • Advice and information • Referral
Language and communication that suits the family's needs may require:	• Language other than English • Interpreter • Informal, colloquial style or formal style of conversation
Strategies to develop trust in the service may include:	• Developing a rapport with the child first • Remembering and using names of the child/children on each visit and using information gathered previously • Offering non threatening assistance in the first instance e.g. toys

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RANGE STATEMENT

Provide information to parent/s may be about:	• Resources available in the community • Development opportunities for the child available in the community • Where resources/materials may be purchased or borrowed • The child's development, needs and abilities

Unit Sector(s)

Not Applicable

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CHCRH401C Work effectively in the leisure and health industry

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH401B Work effectively in the leisure and health industry	CHCRH401C Work effectively in the leisure and health industry	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work in a context within which leisure and health work occurs and to effectively support its role in enhancing well being

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of the leisure and health sector	1.1 Demonstrate in all work understanding of the value of *leisure, recreation and play* in enhancing well being 1.2 In all work in the sector demonstrate consideration of the historical *context* of the sector 1.3 Demonstrate consideration of the changing social, political, and economic context in all work 1.4 Demonstrate an understanding of the different work environments and work roles within the industry
2. Develop knowledge of the leisure and health industry	2.1 Demonstrate knowledge of *current issues* which impact on the sector and different models of leisure and health 2.2 In collecting information about leisure and health, collect and use views of key *stakeholders and representatives* from relevant target groups 2.3 Seek information for professional development and further *training options* and identify potential career pathways

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate a commitment to the central philosophies of the leisure and health sector	3.1 Demonstrate consideration and understanding of the *underpinning values and philosophy of the sector* in all work undertaken 3.2 Demonstrate *commitment to access and equity principles* in all work in the sector 3.3 Ensure clients participate in all aspects of service planning and support activities 3.4 Undertake all work as part of the inter disciplinary team and exhibit an awareness of the role of a conjoint approach to leisure and health programs 3.5 Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities
4. Operate within the policies and procedures of the leisure and health sector	4.1 Identify *relevant organisation policies* and discuss with colleagues and team 4.2 Ensure all work is consistent with relevant statutory and legislative provisions 4.3 Demonstrate knowledge of ethical conduct and duty of care requirements relevant to the practice of leisure and health

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Concepts of autonomy and independence, integration and segregation
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Facts/myths about the value of leisure and recreation in enhancing health and well being

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- Historical and social context
- Holistic and client-centred care
- Importance of consumer input and choice
- Importance of respecting individual recognition
- Indigenous Australian culture
- Knowledge specific to working with people from culturally, spiritually and linguistically diverse backgrounds
- Leisure theory
- Work health and safety (WHS) principles and practices
- Policy, regulatory, legislative and legal requirements include:
  - Privacy Act
  - equal employment opportunity principles
  - Guardianship Board
  - Freedom of Information Act
  - individual rights
  - disability services acts and standards
  - aged care accreditation standards
  - Aged care Act (1997) including the 'Quality Care principles'
  - National Home and Community Care standards
- Political and economic context
- Principles and practices of confidentiality
- Principles and practices of duty of care
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client empowerment / disempowerment
- Principles of quality of life
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Significance of the advocacy role when working with marginalised groups including the boundaries and limitations
- The leisure and health industry

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate commitment to the central philosophies of the leisure and health sector
- Operate within the policies and procedures of the leisure and health sector
- Work within the context of the leisure and health sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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These include the ability to:

- Demonstrate application of skills in:
  - interpersonal communication with clients and other stakeholders
  - working as part of a team or as a sole worker
  - effective facilitation techniques
  - reflecting - feelings, experience, content
  - problem solving
  - communication
  - application of WHS principles and practices
- Prepare reports so the information and organisation of information is appropriate to its purpose and audience
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The person being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Leisure, recreation and play include:	• Examples of leisure: Free choice activities which are not seen as work, obligatory or constrained that foster well being • Examples of recreation: Participation in community, outdoor, fitness, sport, racing, arts, entertainment. Music, tourism activities • Examples of play: all of the following activities outside of our usual roles which include any of the following; voluntary, fun, role play, games, fantasy, exploring, social exchange and learning.
Context includes:	• Changing social context of work and leisure e.g. consumer centred approach, changing government and societal views of leisure and health approaches to working with clients • Economic context e.g. the current economic situation as it relates to and affects the subsequent impact on client needs • Facts/myths about the place of leisure and health in our lives • Historical context of leisure and health work e.g. changing attitudes to Leisure and recreation ; changing approaches to using leisure with clients • Political context e.g. government policies and initiatives affecting leisure and health work • Range of sectors within which leisure and health work takes place, such as disability, aged care residential and community, hospital, rehabilitation services, mental health, correctional services • Statutory framework within which leisure and health work takes place

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Current issues and models of work in the leisure and health sector may include:

- Clubs and societies
- Community development and education
- Consumer run models
- Employment options
- Home based support
- Leisure and health promotion
- Peer support / self help
- Psychosocial rehabilitation
- Residential services
- Respite care

Stakeholders and representatives may include:

- Carers
- Community organisations
- Consumers
- Families and care givers
- Friends, peers and target groups
- Government representatives and service providers
- Leisure and health services
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector

Training options may include:

- TAFE
- Universities
- Other training providers:
  - private
  - government

The underpinning values and philosophy of the sector may include:

- A holistic and consumer-centred approach
- Commitment to empowering the consumer
- Commitment to meeting the needs and upholding the rights of consumers
- Community education
- Delivery of appropriate services
- Encouragement of personal growth and wellness
- Promotion of health and well being

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A commitment to access and equity principles includes:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Creation of a consumer oriented culture • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social
Relevant organisation polices and legislation may include:	• Aged care accreditation standards • Aged Care Act (1997) including the 'Quality Care principles' • Child Protection Act • Commonwealth Disability Discrimination Act 1992 • Commonwealth Disability Services Act 1986 • EEO or anti-discrimination acts • Juvenile justice regulations • Mental Health Act • National Home and Community Care standards • Work health safety and welfare • Organisation mission statements • Organisation policies • Relevant state/territory acts

Unit Sector(s)

Not Applicable

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CHCRH402B Undertake leisure and health programming

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH402A Undertake leisure and health programming	CHCRH402B Undertake leisure and health programming	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with health practitioners and other relevant people to create, plan, coordinate, deliver and evaluate appropriate leisure and health activities and programs for individuals and groups

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify activities/programs to match leisure and health needs of the client or group	1.1 Work with health practitioners and key others to develop activity/program plans 1.2 Collect and review *relevant information* to establish the needs of leisure and health clients, based on the leisure and recreation assessment 1.3 Identify and review a range of possible *programs* to meet needs 1.4 Select *program focus* and type based on client needs, organisation's criteria and resource availability 1.5 Undertake an activity/program analysis to match client needs to the characteristics of the activity/ program 1.6 Where appropriate, undertake an assessment of outing requirements 1.7 Undertake risk assessment for activities/programs and outings

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare activity/program plan	2.1 Undertake *appropriate planning* of activities within team context to ensure client needs are met 2.2 Incorporate consultation with key clients and stakeholders into planning of activities 2.3 Determine operational arrangements for conducting the program and assess for feasibility 2.4 Develop and document goals and outcomes for each activity/program 2.5 Include appropriate implementation and evaluation strategies in the activity/program plan 2.6 Develop plans to include activity/program modifications required to meet client needs 2.7 Document resource adaptations, where appropriate, according to organisation procedures and protocols 2.8 Ensure planned activities reflect accepted good practice in working with leisure and health clients 2.9 Document the activity/program plan according to organisation procedures and protocols
3. Identify and obtain required resources	3.1 Devise and implement strategies to obtain and utilise necessary human, financial and physical resources 3.2 Where required resources are not readily available, make submissions to potential sources, in accordance with relevant guidelines 3.3 Evaluate, select and arrange suitable locations for program implementation 3.4 Demonstrate an understanding of the range of leisure and recreation options and experiences suitable to client needs 3.5 Identify components of an activity relevant to the abilities of the client 3.6 Where necessary, modify and adapt activities to meet client needs 3.7 Conduct resource audit

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ELEMENT	PERFORMANCE CRITERIA
4. Promote activity/program	4.1 Identify potential program users and design and distribute appropriate information to achieve maximum response 4.2 Evaluate effectiveness of promotional activities and make changes as indicated by response 4.3 Develop motivational strategies to maximise client participation 4.4 Evaluate effectiveness of motivational strategies and make amendments as indicated by the response
5. Deliver activity/program	5.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements 5.2 Provide participants with access to a range of activities suited to their needs and interests 5.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies 5.4 Adapt program to changing needs of participants as required 5.5 Promptly address problems in program delivery 5.6 Use effective facilitation techniques in the delivery of activities 5.7 Develop strategies to deal with challenging behaviour 5.8 Implement strategies to deal with challenging behaviour 5.9 Monitor levels of client participation 5.10 Amend activity to facilitate an appropriate level of client participation

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ELEMENT	PERFORMANCE CRITERIA
6. Evaluate activity/program	6.1 Define criteria to judge program effectiveness in consultation with clients and stakeholders 6.2 Routinely use appropriate evaluation strategies during and after the program and for revision and development 6.3 Collect, organise and report evaluation information in a format that is accessible and meaningful to clients and stakeholders 6.4 Prepare and present reports as required
7. Document the activity/ program	7.1 Determine documentation requirements that reflect accepted good practice in working with leisure and health profession 7.2 Conduct documentation processes according to organisation guidelines and legal/statutory requirements 7.3 Evaluate the effectiveness of documentation

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current documentation requirements and expectations within the profession
- Relevant aspects of psychology and behaviour management
- Motivational theory and strategies
- Client choice
- Holistic health (emotional, social, physical, mental, spiritual)
- Levels of human needs (universal, developmental, special)
- A range of activities and programs
- Facilitation techniques

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- Legal and safety requirements as they relate to activities and programs
- Risk assessment processes
- Outing assessment processes
- Relevant funding sources
- Research and consultation
- Coordination and management of programs
- Analysis of data, information and relationships
- Advocacy
- Provision of support to a diverse range of people/organisations
- Conflict resolution communication and negotiation
- Cross cultural communication and negotiation
- Literacy adequate to prepare a range of appropriate resource material
- Working with and through community leaders
- Volunteers
- Work health and safety (WHS) principles and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document steps within the programming process
- Identify the leisure and health needs of the client or group
- Prepare activity/program plan
- Identify and obtain required resources
- Promote, deliver and evaluate activity/program

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - a range of activities and programs
  - motivating clients
  - promoting activities and programs
  - research and consultation
  - coordination and management of programs
  - analysis of data, information and relationships
  - advocacy
  - provision of support to a diverse range of people/organisations
  - conflict resolution communication and negotiation
  - cross cultural communication and negotiation
  - literacy adequate to prepare a range of appropriate resource material

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- working with and through community leaders
- WHS principles and practices
- effective use of relevant information technology in line with WHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Competency should be assessed in the context of:
  - working with individuals and groups
  - target groups relevant to the worker and the activity or program
  - consulting with relevant stakeholders
  - for at least two of the types of activities and programs identified in the Range Statement
  - for at least two of the purposes identified in the Range Statement
  - individually or as part of a team

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating

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conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant information may include:

- Interviews with clients
- Social history
- Care plans/case notes
- Research past lifestyles and interests
- Holistic assessment of client

Programs include:

- Activities designed to address needs of target groups or individuals
- Activities designed to meet needs identified in research
- Activities to extend the participation numbers in existing programs
- Passive and/or active activities
- Physical, mental, emotional, social and/or spiritual activities
- Strategies to address barriers to participation
- Those directed at individual people and their needs
- Those directed at the general community
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
- Those designed to respond to social, economic and demographic changes

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Program focus may include:

- Leisure
- Education/learning/training
- Personal development and support (e.g. coping skills)
- Therapeutic
- Music and performing arts (e.g. theatres, band, video production team)
- Language and art based
- Spiritual and religious
- Research, planning and management (e.g. excursions, travel)
- Community action and development
- Special interest causes (e.g. environmental issues)
- Enterprise development activities
- Employment, fund raising, small business

Program activities may include:

- Discussion groups
- Games
- Outings
- Reminiscence
- Poetry and drama
- Storytelling and reading
- Art and craft
- Cognitive stimulation
- Sporting and recreational activities
- Structured and unstructured social activities
- Leisure activities
- Play
- Work-related tasks

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Appropriate planning and implementation of programs is undertaken for the purpose of:	• Providing immediate and ongoing support • Promoting participation and personal development • Enabling people to use their time constructively, have fun and maintain independence • Enabling people to learn and explore skills, knowledge and attitudes • Enhancing well being • Maintaining and improving cognitive functioning • Maintaining and improving physical abilities • Promoting social interaction and friendship development • Provide an avenue for emotional and psychological support • Enable participants to meet their spiritual and religious needs

Unit Sector(s)

Not Applicable

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CHCRH404B Plan, implement and monitor leisure and health programs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH404A Plan, implement and monitor leisure and health programs	CHCRH404B Plan, implement and monitor leisure and health programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to participate in planning, implementation and evaluation of programs providing activities for individuals

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and record detailed information about client/s	1.1 Work in a team with health practitioners and relevant others
	1.2 Use appropriate *methods to assess* client/s leisure and health needs according to specific purpose and under the guidance of an experienced worker
	1.3 Use a variety of recording methods according to the purpose for recording and under the guidance of an experienced worker
	1.4 Record information using *holistic approach* to health and well being of client/s
	1.5 Participate in the analysis of information gained to identify individual strengths, needs, interests and preferences
	1.6 Maintain confidentiality while observing and recording

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ELEMENT	PERFORMANCE CRITERIA
2. Participate in the design of individual program plans	2.1 Participate in the design of *individual programs* using a consultative approach based on client's leisure and health needs assessment 2.2 Participate in the design of individual program plans using a range of resources and *ideas* 2.3 Participate in the design of individual program plans using *a variety of experiences* 2.4 Participate in the design of individual program plans within the *client's life, development and social context* 2.5 Participate in the design of individual program plans to enhance the health, well being and abilities of the individual 2.6 Participate in the design of individual program plans that meet additional and specific leisure and recreation needs of the client 2.7 Participate in the design of individual program plans that reflect the *philosophy and goals of the service* 2.8 Participate in the design of individual program plans that are relevant to cultural and social contexts of the individual and their community 2.9 Participate in the design of individual program plans that reflect multi-cultural perspective 2.10 Document an individual program plan for the client based on information gathered during assessment

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ELEMENT	PERFORMANCE CRITERIA
3. Implement individual program plans	3.1 Contribute to developing the setting and environment for leisure and health activities within constraints of resources, location and client's needs and availability 3.2 Contribute to developing timetables that provide structure and flexibility and serve as a communication tool 3.3 Implement programs, allowing for clear staff communication, adapting to conditions and needs on day, in line with service requirements 3.4 Gather and organise *resources required* for the individual program plan 3.5 Organise off-site outings as extension of program where appropriate, according to directions 3.6 Maintain ongoing communication with those involved in the program 3.7 Identify *concerns about current individual program plans* and refer appropriately
4. Monitor and evaluate individual program plans	4.1 Assess progress of each individual using specified processes 4.2 Contribute to regular *review of the individual program plan* 4.3 Regularly document and evaluate individual program plan outcomes according to individual/service requirements 4.4 Clearly identify *criteria* for documentation and evaluation and use for review

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do

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the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theories of development
- Current documentation requirements and expectations within the profession
- Relevant aspects of psychology and behaviour management
- Client assessment processes and relevant data collection tools
- Data collection methods
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Detailed knowledge of facilitating a variety of learning experiences e.g. art, music, sport
- Facilitation techniques
- Legal and safety requirements as they relate to activities and programs
- Risk assessment processes
- Up-to-date information and a range of sources of information is assessed as resources for individual program plan development
- Relevant quality improvement and accreditation system principles
- Inclusion - non-discriminatory practices and associated legislation
- Knowledge and development - build on strengths of individual
- Work health and safety (WHS) principles and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document an individual program plan
- Gather and record detailed information about client/s
- Participate in the design of programs
- Implement programs according to plan or instruction
- Monitor and evaluate individual program plans

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - respect for different family expectations
  - observation
  - communication skills
  - consultative process
  - identification of local community resources
  - WHS principles and practices

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed either on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods to assess may include:

- Interview with client, care workers, parents/family
- Review of care/plan documentation
- Observation in activity sessions
- Use of standard proformas

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Holistic approach includes consideration of:

- Physical health
- Emotional health
- Mental health
- Social health
- Spiritual health
- Cognitive health

Individual programs include:

- Activities designed to address needs of individuals
- Activities designed to meet needs identified in research
- Activities to extend the participation numbers in existing programs
- Passive and/or active activities
- Physical, mental, emotional, social and/or spiritual activities
- Strategies to address barriers to participation
- Those directed t individual peope and their needs
- Those directed at the general community
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
- Those designed to respond to social, economic and demographic changes

Ideas and suggestions for programming may be gathered from:

- Client assessment
- Colleagues
- Networks resource workers
- Workers in other services
- Newsletters, magazines, articles
- Publications
- Professional body

A variety of experiences for use in programs may include:

- Excursion/at usual location
- Familiar experiences/special events
- Unstructured/structured
- Indoor/outdoor
- Busy/quiet experiences
- Surprising/predictable and planned
- Challenging/confirming

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Client's life, development and social context may include:	• Geographic context, e.g. remoteness, buildings, lack of space, isolation • Community groupings, alliances and conflicts • Historical context of community, e.g. significant events, future plans • Social context, e.g. social isolation, crowding and noise • Cultural context
All those involved with program design may include:	• Individual • Staff/care providers • Parents/family member • Management
Information about an individual's development and social cultural context may be gained by:	• Recorded observations • Conservation • Consulting family/community representatives • Written report/records
Philosophy and goals of the service include:	• Culturally specific services philosophies • Philosophies about people, their development and learning • Philosophies and values about society and communities

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Goals of the service may be oriented to an emphasis on:

- Leisure
- Creativity
- Recreation
- Holistic care and development
- Personal attention and flexibility
- Learning and education
- Social interaction and development
- Language development
- Psychomotor development
- Cultural identity and knowledge
- Environmental understanding
- Confidence with technology
- Multicultural understanding
- Education/learning/training
- Personal development and support (e.g. coping skills)
- Therapeutic
- Maintaining and improving cognitive functioning
- Maintaining and improving physical abilities
- Promoting social interaction and friendship development
- Providing an avenue for motional and psychological support
- Enabling participants to meet their spiritual and religious needs

Identities of individuals may include:

- Racial
- Gender
- Cultural
- Social
- Peer group

Concerns about the current program plans may include:

- Gaps
- Resourcing issues
- Repetition
- Aspects where an individual's participation is low

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Mobile service may need to design programs particularly targeted to those who are isolated:

- Geographically
- Socially

Resources required may include:

- Transport
- Equipment
- Venue
- Equipment and materials
- Games
- Leisure activities
- Curriculum/learning materials
- Staffing
- Food and drink
- Support staff and resource staff
- Skills of staff

Specialist resources may include:

- Professionals with expertise about particular needs
- Written information
- Special equipment
- Information and education videos
- Resource Networks
- Family member
- Bilingual workers
- Interpreter services
- Resource units
- Extra staffing

Additional resources may include:

- Worker training
- Resource centres

Review of the individual program plan may include:

- Review of individual with additional needs
- Review of strategies for meeting needs of individuals within context of whole group

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Criteria to assess programs may be in relation to:	• Short term and long term goals of program • Progress of individual • Progress of the group • Philosophy and goals of the service • Cost effectiveness • Appropriate practice • Daily programs, weekly programs

Unit Sector(s)

Not Applicable

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CHCRH405B Plan leisure and health programs for clients with complex needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH405A Plan leisure and health programs for clients with complex needs	CHCRH405B Plan leisure and health programs for clients with complex needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to understand and effectively work with individuals and groups with complex needs when planning for leisure and health service provision

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of a range of presenting client impairments, characteristics and symptoms	1.1 Identify the range of issues that can impact on a *client with complex needs* 1.2 Determine the range of client characteristics and symptoms 1.3 Demonstrate an understanding of the impact of a range of issues, characteristics and symptoms on participation in leisure 1.4 Determine a range of strategies and modifications that will enable the client to maximise their participation in leisure and recreation programs
2. Demonstrate commitment to concepts of inclusion, segregation and empowerment	2.1 Demonstrate the practice of the principles of integration in recreational and leisure activities 2.2 Identify the advantages of integration in recreational and leisure activities 2.3 Identify the disadvantages of segregation in recreational and leisure activities 2.4 Identify mechanisms to empower clients with complex needs through recreational and leisure activities

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ELEMENT	PERFORMANCE CRITERIA
3. Plan for the impact of client issues, characteristics and symptoms	3.1 Determine the recreational and leisure needs of clients with complex needs 3.2 Identify the benefits of participation in recreational and leisure activities in relation to meeting identified needs 3.3 Identify barriers to participation in recreational and leisure activities 3.4 Develop strategies for overcoming identified barriers to participation in recreational and leisure activities 3.5 Where appropriate, involve *stakeholders and significant others* in planning to manage barriers to recreational and leisure activities

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of the range of complex needs including physical, emotional, cognitive, sensory, communication, psychiatric and disadvantaged groups
- Theories of development in complex needs clients
- Theories of inclusion, segregation and integration
- Importance and value of empowerment
- Different approaches to program planning and development
- Respect for different expectations of client, significant others and support staff
- Detailed knowledge of facilitating a variety of leisure and health activities
- Relevant quality improvement and accreditation system principles
- Inclusion - non-discriminatory practices and associated legislation
- Knowledge of development - build on strengths of individual

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Essential skills:

It is critical that the candidate demonstrate the ability to:

- Create an environment which fosters participation
- Implement strategies to meet the requirements of clients with complex needs
- Outline a personal philosophy about the use of leisure and health programs to promote well being, social justice and equity of clients with complex needs
- Assess up-to-date information and a range of sources of information as resources for program development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - observation
  - communication skills
  - consultative process
  - identification of local community resources
  - work health and safety (WHS) principles and practices
  - sensitivity and empathy when working with clients with special needs

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client with complex needs may include:

- Clients requiring multiple service types
- Clients with a range of needs that cannot be met by one service type, including:
  - physical disabilities
  - intellectual disabilities
  - mental health issues
  - aboriginal and torres strait islander
  - youth
  - mature aged
  - ethnic/cultural
  - HIV/aids
  - sensory disability
  - disadvantaged groups, such as homeless
- Clients who have family and carer needs that require additional service inputs

Stakeholders and significant others may include:

- Care givers
- Relatives/friends/partners
- Medical and nursing personnel/specialists
- Health practitioners
- Support networks
- Multi-disciplinary team members
- Management

Unit Sector(s)

Not Applicable

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CHCRH406A Apply knowledge of human behaviour in leisure activity programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes skills and knowledge required to recognise specific aspects of human behaviour as required by workers in the leisure and health sector

Application of the Unit

Application	The application of knowledge and skills described in this unit of competency underpins work in the leisure and health sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of human development across the lifespan	1.1 Identify relevant aspects of human physical, social, and intellectual development across the lifespan 1.2 Relate information about the various aspects of human development to the needs, interests and skills of specific client groups
2. Apply knowledge of *human cognitive processes*	2.1 Identify key aspects and knowledge related to memory, decision-making and reasoning 2.2 Apply information about human cognitive processes to the needs and abilities of specific client groups, such as clients with dementia 2.3 Develop a program of leisure activities to cater for the needs and interests of clients with specific cognitive abilities, such as clients with acquired brain injury/clients with dementia

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ELEMENT	PERFORMANCE CRITERIA
3. Identify perceptions of illness, health and wellness and ways clients respond to illness	3.1 Identify various *perceptions of illness* 3.2 Identify various *perceptions of health and wellness* 3.3 Describe 'acceptable' and 'unacceptable' ways people respond to illness 3.4 Analyse how this behaviour impacts on other people 3.5 Explore trans-cultural differences in the ways people respond to illness
4. Identify common *perceptions of disability*	4.1 Research and identify a range of perceptions of disability common in the community 4.2 Describe ways various concepts of disability can impact on a person with a disability 4.3 Develop a range of strategies for facilitating the integration of a client with a disability or disabilities into leisure activities 4.4 Identify various protective and inclusive legislation which impact on leisure service delivery

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Human physical, social, and intellectual development across the lifespan
- Human cognitive processes, including key aspects relating to:
  - memory
  - decision-making
  - reasoning
  - communicating
- Key aspects of normal functioning and impaired cognition, including processes associated with acquired brain injury and dementia
- Perceptions of illness, health and wellness and ways clients respond to illness, including trans-cultural differences in the ways people respond to illness
- Definition, impacts and common perceptions of disability
- Strategies for facilitating integration of a client with a disability or disabilities into leisure activities
- Legislation which impact on leisure service delivery

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of human development across the lifespan and human cognitive processes to the development of leisure activity programs
- Identify perceptions of illness, health and wellness and ways clients respond to illness and common perceptions of disability
- Develop a program of leisure activities to cater for the needs and interests of clients with specific cognitive abilities, such as clients with acquired brain injury / clients with dementia

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REQUIRED SKILLS AND KNOWLEDGE

- Analyse how illness response behaviour impacts on other people
- Develop a range of strategies to facilitate client integration into leisure activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit may be assessed through a range of assessment activities that include workplace tasks. • Assessment should reflect the diversity of settings within which leisure and health work takes place and the range of client groups with whom leisure and health professionals work • Resources required include access to relevant workplace or simulated setting
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Life stages include:

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Very elderly

Stages of development may relate to:

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development
- Psychosexual stages
- Stages of moral development
- Stages of ego development

Human cognitive processes refer to basic processes such as:

- Reasoning
- Decision-making
- Communicating
- Memory
- Normal memory function
- Impaired memory function
- Key aspects of normal functioning cognition
- Key aspects of impaired or abnormal cognition

Examples of impaired cognition include:

- Concentration difficulties
- Confusion
- Disorientation
- Dementia
- Delirium
- Delusions
- Forgetfulness
- Hallucinations
- Learning disability
- Intellectual disability

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RANGE STATEMENT

Medical conditions where clients may exhibit impaired cognition may include:

- Dementia, including alzheimer's disease
- Head injury
- Huntington's disease
- Parkinson's disease
- Pick's disease
- Alcohol abuse
- Schizophrenia
- Stroke

Perceptions of health and wellness include:

- Defining health
- Varying individual beliefs about health
- The holistic nature of wellness
- Difficulties in defining wellness
- Factors impacting on wellness
- Activities and factors attributed to health and wellness
- Relationships between the concepts of wellness, health and illness
- Wellness and health promotion

Perceptions of illness and illness behaviour include:

- Varying perceptions of illness
- Different ways people might respond to illness (illness behaviour)
- Trans-cultural differences in illness behaviour
- Perceptions of illness behaviour ranging from acceptable through to unacceptable
- Ways carers might respond to clients' illness behaviours
- People's beliefs about health and illness
- Coping strategies

Perceptions of disability include:

- Varying societal perceptions of disability
- Ways these perceptions are reinforced (e.g. through media, adherence to medical model of care etc)
- Impact of these perception on people with disability
- Protective and inclusive legislation which impact on leisure service delivery
- Strategies for facilitating inclusion

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Unit Sector(s)

Not Applicable

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CHCRH407A Apply sociological concepts to leisure and health

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes skills and knowledge required to apply *sociological concepts* to health, leisure and disability and the influence on individual involvement in leisure

Application of the Unit

Application	The application of knowledge and skills described in this unit of competency underpins work in the leisure and health sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of the *social context of health* in Australia	1.1 Apply knowledge of key aspects of health provision in Australia 1.2 Consider the impact of demographic issues related to health, such as rural and remote health provision 1.3 Identify and analyse issues associated with the provision of health services to *specific groups* within Australian society 1.4 Analyse the (micro) culture of the workplace and the impact of health care provision on workers and clients 1.5 Analyse the impact of society on health and leisure outcomes
2. Apply knowledge of the *social context of leisure* in Australia	2.1 Analyse the role of leisure as part of everyday life in a range of different contexts 2.2 Describe different approaches to leisure at different stages of the life cycle 2.3 Analyse the provision of recreation and leisure services to older Australians

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ELEMENT	PERFORMANCE CRITERIA
3. Analyse *impacts of sociological factors on people with a disability*	3.1 Apply knowledge of social and medical models of disability and the ways these models impact on provision of services to people with disabilities 3.2 Analyse the experience of disability and how and why this experience varies for different groups in society 3.3 Identify and analyse impacts of political and social policy on people with disabilities and their families through the life course 3.4 Identify the impact of disability on participation in leisure

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Meaning of terms such as:
  - sociology, society, social structure, socioeconomic status
  - culture, gender, trans-cultural
  - institutions, power
- The leisure and health worker's fit in the health system
- Australian health system and its impact on different groups, including
  - older people
  - Aboriginal Australians
- Different individual/group approaches to leisure and how this is influenced by society
- Different approaches to leisure through the life span
- Different models of disability and the impact on service provision for people with disabilities
- The experience of disability
- Factors that have had an impact on individual leisure e.g.
  - legislation governing access for people with disabilities
  - economic effect of drought

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Describe how own work context fits into the Australian health system (e.g. provision of funding, accreditation and registration requirements, private versus public sector etc)
- Apply knowledge of ways specific groups in Australia approach leisure and how these approaches are shaped by the society in which they live
- Apply knowledge of ways different models of disability impact on provision of services

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REQUIRED SKILLS AND KNOWLEDGE

to people with a disability

- Analyse the experience of disability and how and why this experience varies for different groups in our society
- Identify factors in Australian society over recent years which have impacted on individual leisure involvement in both positive and negative ways, including legislation governing disabled access and economic effects of drought
- Apply knowledge of the social context of health and leisure to the development of leisure activity programs
- Apply knowledge of the sociological perspective of disability to the development of leisure activity programs

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit may be assessed through a range of assessment activities that include workplace tasks
- Assessment should reflect the diversity of settings within which leisure and health work takes place and the range of client groups with whom leisure and health professionals work
- Resources required include access to relevant workplace or simulated setting

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Sociological concepts may include but are not limited to:

- Sociology, society, social structure, socioeconomic status
- Culture, gender, trans-cultural
- Institutions, power

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RANGE STATEMENT

Social context of health may include but is not limited to:

- Australian health system
- Commonwealth, state, territory and local government roles and responsibilities
- Public and private sectors
- Provision of services to specific groups such as:
  - aged care provision in the community
  - residential aged care
  - rural and remote
  - Aboriginal Australian health care
  - migrant health
- Specific issues related to health care and the workplace such as:
  - funding
  - registration
  - assessment of clients
  - availability of services
  - respite care
- Impact of different models of care on health and illness such as:
  - medical model
  - social model
- Current emphasis on health provision as opposed to health improvement

Specific groups may include but are not limited to:

- Older people
- Aboriginal Australians
- Youth
- Children
- Migrants

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RANGE STATEMENT

Social context of leisure may include but is not limited to:	• Work and leisure • Leisure and family • Leisure and the life cycle • Leisure roles and socialisation • Leisure provision for older people • Impact of (micro) culture on leisure e.g. growing up in rural Australia vs urban Australia vs remote community • Impact of life experience on leisure • Individual leisure aspirations and societal constraints
Impacts of sociological factors on people with a disability may include but are not limited to:	• Disability as a social construct • Social and medical models • Stigma and prejudice • Provision of services to people with disabilities • Various experiences of disability • Societal factors that impact on people's experience of disability • Impact of political and social policy on people with disabilities and their families • Impact of disability in relation to leisure

Unit Sector(s)

Not Applicable

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CHCRH503B Develop leisure and health programs for clients with special needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH503A Develop leisure and health programs for clients with special needs	CHCRH503B Develop leisure and health programs for clients with special needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify and respond to groups and individuals with special needs

Application of the Unit

Application

The skills and knowledge of this unit of competency are mostly likely to be used be self directed and within organisation policy and procedure

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and assess the specific requirements of *special needs clients* in leisure and health programs	1.1 Actively involve client with a special need, significant others and support staff and encourage them to participate in the assessment process 1.2 Identify all relevant information on the persons special needs and his/her personal requirements and record according to organisation procedures
2. Promote the role of leisure and health programs in enhancing the well being of special needs client/s	2.1 Promote benefits of leisure and health programs to *stakeholders*, target groups and within the organisation to maximise client well being 2.2 Implement appropriate evaluation and monitoring processes to ensure ongoing client benefits

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ELEMENT	PERFORMANCE CRITERIA
3. Plan required resources	3.1 Identify the appropriateness of facilities 3.2 Identify and gather or modify materials and equipment that are appropriate for the individual according to the plan 3.3 Identify specialist resources according to the plan and request as needed 3.4 Plan and utilise additional resources according to available finances
4. Create an environment which fosters participation of special needs client/s in leisure and health program	4.1 Develop program in consultation with all involved to meet the desired outcomes and goals identified in client needs assessment 4.2 Review current program to identify its appropriateness for the individual 4.3 Gather detailed information to identify individual's needs 4.4 Develop strategies for ongoing communication and review with all those involved
5. Manage and develop strategies to meet the requirements of special needs client/s participating in leisure and health programs	5.1 Demonstrate innovative approach to ways to meet the requirements of special needs clients 5.1 Show empathic attitude to specific requirements of special needs clients 5.2 Support leisure and health programs in a manner that supports the person's strengths and interests 5.3 Support leisure and health programs in a manner that supports duty of care and legislative requirements 5.4 Support leisure and health programs according to risk management plan 5.5 Support active integration of special needs clients into the community and community activities through provision of *special requirements* where possible

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theories of development in special needs clients
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Assessment of key variables to guide decision-making about programming approach
- Respect for different expectations of client, significant others and support staff
- Detailed knowledge of facilitating a variety of leisure and health activities
- Up-to-date information and a range of sources of information is assessed as resources for program development
- Relevant quality improvement and accreditation system principles
- Inclusion - non-discriminatory practices and associated legislation
- Knowledge of development - build on strengths of individual
- Issues such as integration, segregation and contemporary approaches relating to client groups with a range of special needs including physical, emotional, cognitive, sensory, communication, psychiatric and disadvantage

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and assess the specific requirements of special needs clients in leisure and health programs
- Promote the role of leisure and health programs
- Plan required resources
- Follow a leisure and health plan
- Create an environment which fosters participation
- Manage and develop strategies to meet the requirements of special needs client/s

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Outline a personal philosophy about the use of leisure and health programs to promote special needs clients well being, social justice and equity

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- Demonstrate application of skills in:
  - observation
  - communication skills
  - consultative process
  - identification of local community resources
  - work health and safety (WHS) principles and practices
  - cultural awareness

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The person being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with disabilities
- CHCAC318A Work effectively with older people

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Special needs clients may include:

- Disabled
- Mental health
- Aboriginal and Torres Strait Islander
- Youth
- Mature aged/seniors
- Ethnic/cultural
- HIV/AIDS

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Logistic requirements include:	• Transport • Venue
Special requirements may include:	• Individual differences/needs/wants/abilities • Communication skills and techniques • Specific equipment/apparatus requirements • Transportation needs • Appropriate staff ratios/training/expertise
Stakeholders / significant others may include:	• Care givers • Relatives/friends/partners • Medical and nursing personnel/specialists • Health practitioners • Support networks • Multi-disciplinary team members • Management

Unit Sector(s)

Not Applicable

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CHCRH504B Coordinate planning, implementation and monitoring of leisure and health programs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH504A Coordinate planning, implementation and monitoring of leisure and health programs	CHCRH504B Coordinate planning, implementation and monitoring of leisure and health programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake advanced planning, coordination implementation and evaluation of programs for the provision of activities for individuals and groups

Application of the Unit

Application

The skills and knowledge of this unit of competency are mostly likely to be used be self directed and within organisation policy and procedure

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan comprehensive *assessment* of a client	1.1 Work in a team with health practitioners and relevant others
	1.2 Select appropriate leisure and health assessment tools
	1.3 Develop agency specific assessment tool if required
	1.4 Coordinate the application of the assessment tool
	1.5 Evaluate the effectiveness of the assessment tool and process
	1.6 Critically analyse and interpret assessment results
	1.7 Maintain confidentiality while assessing and documenting assessment findings and results

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate the design of *programs*	2.1 Design programs using a consultative approach based on the client/s needs assessment 2.2 Ensure program designs are relevant to cultural and social *contexts* of individuals and their community and reflect multi-cultural perspective 2.3 Develop and document individualised leisure and health program plans from the results of the assessment 2.4 Coordinate planning and design of leisure and health programs for individuals and groups 2.5 Schedule programs using clinical judgement to establish frequency, intensity and duration of leisure and health programs 2.6 Develop motivational strategies to maximise client involvement in leisure and health programs 2.7 Develop tools and processes to monitor levels of participation in leisure and health programs 2.8 Undertake activity analysis and document activity plans
3. Coordinate the implementation of programs	3.1 Ensure *required resources* are planned, identified and organised according to relevant needs, interests and timeframe available 3.2 Develop setting and environment for leisure and health activities within constraints of resources, location and client's needs and availability 3.3 Plan and develop timetables that provide structure and flexibility and serve as a communication tool 3.4 Implement programs, allowing for clear staff communication, adapting to conditions and needs on day, in line with service requirements 3.5 Organise off-site excursions as extension of program where appropriate 3.6 Maintain ongoing communication with those involved in the program 3.7 Identify and utilise facilities, materials and equipment

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor and evaluate leisure and health programs	4.1 Assess progress of each individual 4.2 Establish opportunities for regular *review of program* by all participants and workers 4.3 Clearly identify *criteria* for documentation and evaluation of leisure and health programs and use for review 4.4 Determine the appropriate range of evaluation tools and processes 4.5 Develop agency specific evaluation tools 4.6 Analyse and interpret evaluation results 4.7 Regularly document and evaluate program outcomes according to individual/service requirements 4.8 Use evaluation results and information to facilitate further design of programs and implement changes

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theories of human development both biological and psychological
- A range of assessment processes and techniques
- Professional documentation requirements
- The role of leisure and health programs
- Models of professional practice including:
  - social model
  - leisure flow
  - leisure ability
  - integrated community recreation model
  - community
  - person-centred

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- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Assessment of key variables to guide decision-making about programming approach
- Detailed knowledge of facilitating a variety of learning experiences e.g. art, music, sport
- Able to state and outline a personal philosophy about development through programming which considers theories of development, learning, social justice and equity
- Up-to-date information and a range of sources of information is assessed as resources for program development
- Relevant quality improvement and accreditation system principles
- Inclusion - non-discriminatory practices and associated legislation
- Knowledge and development - build on strengths of individual
- Work health and safety (WHS) principles and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Gather and record detailed information about client/s
- Facilitate the design of programs
- Coordinate the implementation of Implement programs according to plan or instruction
- Monitor and evaluate program
- Promote leisure and health programs
- Plan required resources
- Follow a leisure and health plan

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - respect for different family expectations
  - observation
  - communication skills
  - consultative process
  - identification of local community resources
  - OHS principles and practices
  - developing and designing assessment tools
  - managing leisure events
  - adaptation/modification of leisure activity resources
  - identifying characteristics of a range of approaches to leisure and recreation in relation to values and concepts

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed either on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit must be assessed after or in conjunction with related units:

- CHCRH402B Undertake leisure and health programming
- CHCRH404B Plan, implement and monitor leisure and health programs

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assessment may include:

- Interview with client, careworkers, parents/family
- Review of care/plan documentation
- Observation in activity sessions
- Use of standard proformas
- Development and use of agency specific assessment tools

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Holistic approach includes consideration of:	• Physical health • Emotional health • Mental health • Social health • Spiritual health
Programs include:	• Routines • Transitions • Organisation of time and space • Experiences • Interactions
Ideas and suggestions for programming may be gathered from:	• Colleagues • Networks resource workers • Workers in other services • Newsletters, magazines, articles • Publications • Internet
Programs may include a variety of experiences:	• Excursion/at usual location • Familiar experiences/special events • Unstructured/structured • Indoor/outdoor • Busy/quiet experiences • Surprising/predictable and planned • Challenging/confirming
Contexts of the individual's lives may include:	• Geographic context, e.g. remoteness, buildings, lack of space, isolation • Community groupings, alliances and conflicts • Historical context of community, e.g. significant events, future plans • Social context, e.g. social isolation, crowding and noise • Cultural context

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All those involved with program design may include:	• Individual • Staff/care providers • Parents/family member • Management
Information about an individual's development and social cultural context may be gained by:	• Recorded observations • Conservation • Consulting family/community representatives • Written report/records
Service philosophies include:	• Culturally specific services philosophies • Philosophies about people, their development and learning • Philosophies and values about society and communities
Goals of the service may be oriented to an emphasis on:	• Creativity • Leisure • Recreation • Holistic care and development • Personal attention and flexibility • Learning and education • Social interaction and development • Language development • Psychomotor development • Cultural identity and knowledge • Environmental understanding • Confidence with technology • Multicultural understanding • Education/learning/training • Personal development and support (e.g. coping skills) • Therapeutic • Maintaining and improving cognitive functioning • Promoting social interaction and friendship development • Provide an avenue for emotional and psychological support • Enable participants to meet their spiritual and religious needs

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Identities of individuals may include:	• Racial • Gender • Cultural • Social • Peer Group
Concerns about the current program could include:	• Gaps • Resourcing issues • Repetition • Aspects where an individual's participation is low
Mobile service may need to design programs particularly targeted to those who are isolated:	• Geographically • Socially
Required resources may include:	• Transport • Equipment • Games • Leisure activities • Venue • Equipment and materials • Curriculum/learning materials • Staffing • Food and drink • Support staff and resource staff • Skills of staff

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Specialist resources may include:	• Professionals with expertise about particular needs • Written information • Special equipment • Information and education videos • Resource Networks • Family member • Bilingual workers • Interpreter services • Resource units • Extra staffing • Profession specific publications
Additional resources may include:	• Worker training • Resource centres
Review of program could include:	• Review of individual with additional needs • Review of strategies for meeting needs of individuals within context of whole group
Criteria to evaluate programs may be in relation to:	• Short term and long term goals of program • Progress of individual • Progress of the group • Philosophy and goals of the service • Cost effectiveness • Appropriate practice • Daily programs, weekly programs

Unit Sector(s)

Not Applicable

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CHCRH505C Conduct a program for children and young people with special needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to conduct a program for young people with special needs

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare a program/ activity	1.1 Identify specific needs of the child/young person by conducting routine assessments and accessing existing records
	1.2 Identify planned outcomes for the child/young person, including key milestones and targets
	1.3 Identify relevant support services that are required
	1.4 Develop an individual *program* in consultation with child/young person and their carers
	1.5 Identify options for addressing non participation/ non achievement of outcomes
	1.6 Access a range of literature and research in planning programs to meet developmental needs of *child/young person with special needs*

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ELEMENT	PERFORMANCE CRITERIA
2. Establish operational arrangements	2.1 Seek agreement from child/young person and their carers about participation in the program/activity prior to commencement 2.2 Determine *range of activities* to be utilised in program according to needs of child/young person 2.3 Identify additional support requirements of child/young person 2.4 Identify special *resources* required for the program and source prior to program commencement
3. Establish effective communication	3.1 Provide instructions in a *communication style* suitable to the child/young person 3.2 Provide and seek *feedback* on *session* technique, participation and correct usage of equipment from child/young person and their carers 3.3 Enlist specialist communication support where it is required 3.4 Put in place processes to evaluate the effect on self-esteem and confidence of child/young person 3.5 Modify program, where necessary, based on an assessment of conditions and *status of child/young person* 3.6 Conduct appropriate activities within program to suit abilities of individuals and/or group 3.7 Select activities within program to take into account individual structural and functional variations to human body and to enhance *emotional well being* of child/young person with special needs 3.8 Assist with provision and use of aids, including modification, as appropriate 3.9 Provide information and demonstration to child/young person on safe and responsible behaviour and make them aware of rules, codes and organisation health and safety requirements 3.10 Apply organisation procedures to collection and checking for damage/wear of equipment

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the effectiveness of the program	4.1 Seek feedback from child/young person and their carer about value of and responses to specific activity to ensure their needs continue to be met 4.2 Apply current accepted practices to planning, design and delivery of specific programs to meet individual needs 4.3 Implement processes to monitor participation and progress of child/young person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Factors influencing the conduct of a specialised program/activity
- Relevant occupational health and safety and discrimination legislation
- Relevant modified equipment and activities
- Impact of disability on participation in programs including recreation programs
- Social, political, cultural, historical issues that may affect or are relevant to people with a disability
- Awareness of screening processes for entry into programs/activities
- Relevant precautions in programs/activities
- Stretching and mobility exercises and activities
- Appropriate chair based, floor work and balance exercises and activities
- Appropriate strengthening and conditioning exercises and activities

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Monitor activity within the confines of the program
- Select appropriate range of activities and exercises
- Modify activities for risk minimisation to child/young person with special needs to participate in programs
- Plan and prepare a program/activity including to determine the range of appropriate safe and suitable activities and/or exercises for the child/young person with special needs
- Establish operational arrangements and effective communication including correct instructions and technique/guidelines for undertaking activities
- Prior screening to establish additional support needs
- Evaluate the effectiveness of the program

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - organisation to coordinate resources necessary to conduct a program
  - communication to provide instructions participation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency requires:
  - access to child/young person i.e. not the peers of the learner
  - human resources consistent with those outlined in the assessment guidelines

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDIS301A Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Barriers to participation:

- Cultural values
- Family structures
- Religious beliefs
- Impact of any disability on participation
- Communication
- Level of literacy and numeracy
- Transport
- Income
- Confidence
- Support services available
- Economic

Communication style:

- Should be clear, accurate, contain all relevant information and appropriate to the person's:
  - age
  - preferred method of communication
  - physical or cultural factors
  - specific needs
- May include:
  - verbal
  - modelling/demonstration of activities/movements
  - hand/arm signals
  - assisted communication devices
  - braille
  - audio tape
  - others as identified

Emotional well being includes:

- Feelings
- State of mind
- Perception of risk
- Self-esteem
- Self confidence

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RANGE STATEMENT

Feedback may be qualitative and quantitative:

- Evaluation forms
- Asking people
- Numbers
- Surveys
- Complaints
- Reaction
- Feedback from staff
- Financial information

Impact on participation may be affected by:

- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Client service strategies
- Social, cultural and religious factors
- Physical and economic factors
- Rate of skill development
- Taking risks in the context of self determination and dignity of risk
- Communication supports required/available
- Flexibility about timing and priorities to allow for choice
- Socialisation/community involvement

Child/young person with special needs will vary according to:

- Type of disability:
  - physical
  - sensory
  - intellectual
  - psychiatric
- Factors such as:
  - cultural and linguistic diversity
  - rural/remote environment
  - income
  - gender
  - sexuality
  - age
  - family systems
  - religion

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RANGE STATEMENT

Program refers to:

- A sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the individual to participate safely and effectively to maintain health and emotional well being
- Does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively

Range of activities:

Should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of child/young person in the following areas

- Stretching and mobility
- Strengthening or conditioning
- Confidence building and self-esteem
- Fine and gross motor skills development
- Development of valued relationships
- Back care
- Balance
- Socialisation

Resources may include:

- Staff
- Equipment
- Venues/facilities
- Paperwork
- Transport and logistical arrangements
- Funds
- Music

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RANGE STATEMENT

Session refers to:

- A selection of tasks, games, activities or exercises in which the extent of instruction is to promote enthusiastic, safe and cooperative participation
- May be a component of a sequenced program of individual activities
- Does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively
- Of up to a day's duration, i.e. no overnight component

Status of child/young person may vary according to:

- Impact of medication/pharmaceuticals
- Chronological age
- Physiological age
- Disability
- Other specific needs and considerations such as:
  - communication
  - socialisation
- Physical/health issues:
  - orthopaedic
  - continence issues
  - cardio-respiratory
  - medications
  - neurological conditions
  - musculoskeletal conditions
- Psycho social issues

Work environment varies with respect to:

- Size of the organisation
- Location
- Organisation structure
- Nature of the programs provided
- Availability of resources and technology

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Unit Sector(s)

Not Applicable

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CHCRH506A Provide leisure education

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to assist clients to develop appreciations, interests, skills and opportunities to use leisure in personally rewarding ways

Application of the Unit

Application	This unit may apply to community sector work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work in a leisure education context	1.1 Demonstrate understanding of the history and philosophy of leisure education
	1.2 Demonstrate the application of leisure education theory to the provision of leisure education
	1.3 Demonstrate the application of leisure education in the context of its *purpose*, processes and outcomes
	1.4 Demonstrate the application of leisure education models
	1.5 Identify the place of leisure education as a component of a comprehensive leisure service

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ELEMENT	PERFORMANCE CRITERIA
2. Develop leisure education programs based on the individual client's needs	2.1 Determine the suitability of the client for involvement on a *leisure education program* 2.2 Determine the components of a leisure education program that would be of benefit to the client using appropriate assessment tools and processes 2.3 Determine leisure education goals based on assessed needs 2.4 Develop a leisure education program incorporating the required components 2.5 Document leisure education session plans with particular detail on content and processes
3. Conduct leisure education programs	3.1 Demonstrate the application of the use of helping skills and the development of professional friendships 3.2 Implement appropriate helping skills relevant to the client and leisure education program 3.3 Adapt the environment and equipment to maximise client participations 3.4 Demonstrate effective presentation techniques with an emphasis on facilitative styles of presentation 3.5 Work with the client to achieve documented goals using facilitation techniques, including encouragement and assistance 3.6 Adapt the leisure education session plan where necessary

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the effectiveness of leisure education programs	4.1 Determine criteria for evaluation and review 4.2 Assess client progress against goals 4.3 Determine the effectiveness of individual education sessions and the leisure education program as a whole 4.4 Document and evaluate program outcomes according to the client's needs 4.5 Facilitate further design of leisure education programs using results and information from evaluation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Leisure education philosophy
- Purpose of leisure education, including:
  - personal growth
  - skill development and mastery
  - removal of barriers
  - increased access
  - health
  - socialisation
- Outcomes and benefits of leisure education, including:
  - personal understanding of leisure
  - range of opportunities to participate
  - skill development
  - personal development
  - self expression
  - long term behaviour
  - attitudinal change
  - various leisure education models
- Main components of a leisure education program:
  - self awareness in leisure
  - leisure attitudes and appreciation
  - problem solving and decision-making skills
  - knowledge of leisure resources
  - social interaction skills
  - leisure activity skills

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REQUIRED SKILLS AND KNOWLEDGE

- Leisure education processes
  - leisure planning
  - learning skills
  - needs analysis
- Well being
  - self-esteem
  - stress management
  - rehabilitation
  - mental health
- Adapting leisure education session plans, environment and equipment
- Range of leisure education goals

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess clients suitability for involvement in a leisure education program
- Adapt session plans, equipment and the environment
- Develop leisure education programs and session plans based on assessed needs
- Document leisure education session plans

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use facilitation skills
- Use helping skills
- Develop professional friendships
- Undertake evaluation

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed either on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Competency should be assessed in the context of:
  - working with individuals and groups
  - target groups relevant to the worker and the activity or program
  - consulting with relevant stakeholders
  - for at least two of the types of activities and programs identified in the range statement
  - for at least two of the purposes identified in the range statement
  - individually or as part of a team

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant information may include:	• Leisure education is part of a comprehensive leisure and health program • Leisure education is not suited to all clients • Leisure education has a specific philosophy, purpose and outcomes
Leisure education program may have the following focus:	• Self awareness in leisure • Leisure attitudes and appreciation • Problem solving and decision-making skills • Knowledge of education recourse • Social interaction skills • Leisure activity skills
Leisure education programs are planned and implemented for the purpose of:	• Personal understanding of leisure • Range of opportunities to participate • Skill development • Personal development • Self expression • Long term behaviour • Attitudinal change

Unit Sector(s)

Not Applicable

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CHCRH507A Apply concepts of human psychology to facilitate involvement in leisure programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes skills and knowledge required to understand and apply concepts of human psychology in the development of leisure programs to facilitate satisfying involvement of clients in leisure activities

Application of the Unit

Application	The application of knowledge and skills described in this unit of competency underpins work in the leisure and health sector Knowledge and skills addressed in this unit are to be applied in the context of relevant health care plans and as delegated or referred by appropriate health or community services professionals or services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of the social psychology of leisure	1.1 Analyse concepts of motivation and freedom as the psychological foundations of leisure 1.2 Identify key aspects of leisure behaviour over the lifespan 1.3 Analyse leisure as a psychological state and experience 1.4 Describe the psychological benefits of leisure
2. Identify ways in which leisure activities may contribute to well being	2.1 Identify key aspects of health, illness and well being 2.2 Identify factors that may contribute to an individual's health and well being and satisfaction in life, at different stages of lifespan development 2.3 Analyse ways in which leisure may be related to happiness and well being at different stages of lifespan development 2.4 Develop strategies to use leisure activities as a means to optimise well being, taking into account developmental status, individual differences, preferences and needs

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ELEMENT	PERFORMANCE CRITERIA
3. Identify leisure and health strategies to assist in pain management	3.1 Develop and apply knowledge of a range of people's individual reactions to pain and associated methods of pain management 3.2 Identify ways in which aspects of a leisure and health program may be used to assist in pain management
4. Develop plans to *facilitate socially acceptable behaviour* in a leisure and health context	4.1 Contribute effectively to development and implementation of a team approach to behaviour management 4.2 Identify a range of triggers that may lead to socially unacceptable behaviour in a range of circumstances relevant to provision of leisure and health activities 4.3 Outline ways of preventing and managing anger and conflict in the context of providing a leisure and health program 4.4 Identify and evaluate the potential effectiveness of a range of behaviour management strategies and approaches in the context of providing leisure and health activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The social psychology of leisure, including:
  - motivation and freedom as psychological foundations of leisure
  - lifespan development and associated leisure behaviour
  - leisure as a psychological state and experience
  - leisure behaviour
  - the leisure environment
  - psychological benefits of leisure
- Aspects of human well being, including:
  - concepts of well being such as health, and life satisfaction
  - well being related to stages of lifespan development
  - the relationship between happiness and well being
  - ways that leisure programs can be used to enhance well being and contentment
  - using the environment to enhance well being
- Aspects of the nature and experience of pain, including:
  - the nature of pain
  - clinical, acute, and chronic pain
  - measuring pain
- Aspects of pain management, including:
  - pharmacological control
  - surgical control
  - hypnosis
  - relaxation techniques
  - acupuncture
  - distraction

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REQUIRED SKILLS AND KNOWLEDGE

- Ways leisure and health activity programs can be used to manage pain

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of the social psychology of leisure to optimise clients' enjoyment of leisure and health programs
- Develop strategies for enhancing client well being, happiness and life satisfaction through leisure activities and programs
- Identify ways in which aspects of a leisure and health program may be appropriate for assisting in pain management
- Develop and implement positive, supportive plans and a range of strategies for facilitating socially acceptable behaviour
- Evaluate and review contributions of leisure and health program to behaviour management plans

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit may be assessed through a range of assessment activities that include workplace tasks
- Assessment should reflect the diversity of settings within which leisure and health work takes place and the range of client groups with whom leisure and health professionals work
- Resources required include access to relevant workplace or simulated setting

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Facilitate socially acceptable behaviour may refer to:

- Benefits of using a team approach for clients and staff
- Contributing to developing a unified approach within a supportive culture
- Identifying client needs and issues in relation to facilitating acceptable behaviour
- Identifying triggers for socially unacceptable behaviour
- Preventing and managing anger and conflict
- Developing a set of leisure and health parameters related to individual client's needs
- Duty of care issues
- Contributing to setting up a management plan from a leisure and health program perspective
- Contributing to evaluation of behaviour management strategies
- Identifying different approaches to behaviour management

Unit Sector(s)

Not Applicable

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CHCSD512C Act as a resource to workers

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to act as a resource to workers

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate about the child	1.1 Gather *information* appropriately about the child's needs, interests and abilities
	1.2 Limit information conveyed to what is required for the worker to provide relevant care
	1.3 Answer questions or refer to relevant person
	1.4 Discuss issues about the child's care and reach appropriate decision
	1.5 Convey information clearly
	1.6 Clearly communicate major issues/requirements related to the child's care
	1.7 Maintain confidentiality appropriately and according to procedures agreed to with parent/s
	1.8 Ensure communications occur at a time and place that the child does not overhear

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate about the child's family circumstances	2.1 Provide relevant information about the family's circumstances to enable appropriate care to be provided 2.2 Provide relevant information on cultural and child rearing practices to enable appropriate care to be provided 2.3 Discuss any *concerns of the worker* with them and decide a course of action 2.4 Discuss issues of confidentiality about family information are and decide procedures
3. Promote appropriate care practices	3.1 Ensure suggestions provided are achievable 3.2 *Provide information* about care practices so as to extend the worker's ideas 3.3 Demonstrate relevant care practices 3.4 Explain care practices and discuss with workers 3.5 Contrast appropriate and inappropriate care practices 3.6 Suggest relevant equipment and resources
4. Promote understanding of the child and family circumstances	4.1 Explain reasons for a child's behaviour 4.2 Explain child's viewpoint in order to develop the worker's empathy 4.3 Outline and discuss theoretical perspective's that are relevant to the situation
5. Follow up *issues*	5.1 Gather additional information and convey to the worker when necessary 5.2 Convey worker's concerns, issues and viewpoints to the relevant person/body 5.3 Communicate issues that require development of policy or training to relevant person/s 5.4 Follow up issues that require referral to other services with all those involved

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ELEMENT	PERFORMANCE CRITERIA
6. Provide support to workers	6.1 Develop confidence of workers 6.2 Listen to workers' concerns and reactions about caring for children and working with families 6.3 Acknowledge workers' skills when demonstrated and give positive feedback 6.4 Respond to workers feelings with empathic communication 6.5 Select an appropriate time and place according to the issue
7. Communicate with workers in ways that are relevant to them	7.1 Use style of communication acceptable to the person 7.2 Target suggestions and information to worker's priorities and concerns 7.3 Explain and interpret information received from other sources to develop understanding of it

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Policies and procedures of the service
- Philosophy of the service in sufficient detail to understand and promote practices and policies of the service
- Organisation standards, policies and procedures

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Lead workers by discussing the needs of particular children, developing strategies for addressing those needs and providing support as appropriate

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use communication skills such as:
  - listening
  - conveying information clearly
  - discussing an issue from a variety of viewpoints
  - negotiating an agreement
- Demonstrate application of skills in:
  - assertiveness
  - analysing information
  - time management
  - prioritising tasks
  - cross cultural communication

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit involve access to a range of opportunities defined in the Range of Variables, including:
	  • a childcare workplace
	  • children's services, resources and equipment
	  • the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information about a child may be gathered by:

- Contacting other services
- Collating records and reports with parent's written permission
- Consulting parents

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RANGE STATEMENT

Concerns of the worker may include:	• Extra time involved • Impact on other children in the service • Whether the worker is capable of dealing with situations that may arise
Provide information to promote appropriate care practices may be provided by:	• Conversation • Newsletters • Audiovisual e.g. Video • Notice boards • Books • Resource books/folders • Demonstration and example • Training
Issues that may require follow up are:	• Bi lingual support • Use of home language

Unit Sector(s)

Not Applicable

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CHCSD611C Facilitate the inclusion of children with additional needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by resource workers or those with a leadership role within children's services The focus is on developing the capacity of workers in the service to respond to the needs of all children, including those with additional needs

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate the development of a plan of inclusion	1.1 *Assess child's needs for additional care* with worker, parents and others
	1.2 Identify with workers, *service's current capacity to provide required care*
	1.3 Design, implement and review *a plan to develop the capacity of the service*
	1.4 Identify with workers, *additional resources* and support required and included in the plan
	1.5 Outline *plan of inclusion* and plan with all staff working with the child
	1.6 Ensure plan includes strategies for ongoing review

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ELEMENT	PERFORMANCE CRITERIA
2. Coordinate the implementation of the plan	2.1 Locate relevant materials and equipment and provide within budget parameters 2.2 Gather and/or provide information 2.3 Advocate with other services to gain their participation and support 2.4 Identify outcomes for child and review progress in relation to plan's objectives with all involved 2.5 Review plan according to timeframe decided on
3. Provide support to workers	3.1 *Provide support in order to demonstrate specific care and management strategies* 3.2 Ensure support is particularly targeted when the child enters the service 3.3 Give information about particular children and clearly describe and explain their needs 3.4 Encourage others to adopt inclusive attitudes and practices 3.5 Prepare workers to implement the plan, in conjunction with the service 3.6 Develop workers' understanding of a shared care approach by explanation, and describing examples
4. Develop the confidence of child care workers in caring for children with additional needs	4.1 Respond to *concerns of workers* and negotiate problems 4.2 Acknowledge improvement in skills by providing positive feedback

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of resources that may be utilised - equipment, personnel with specific expertise, specialist services, information resources, toy libraries
- The range of services provided by child care organisations in the local community - their philosophy, program objectives, style of organisation
- Social justice and access and equity principles
- The central role of the family in planning inclusion of the child
- Impact on families of a child with a disability e.g. Challenges, stress, cultural beliefs and understandings
- Impact of migration on children and families
- The importance for the child of their culture and language being respected by workers in children's services
- Confidentiality principles and complex issues
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop the capacity of workers to respond to the needs of all children including those with additional needs, within a philosophical framework of children's services delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- High level of communication skills:

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REQUIRED SKILLS AND KNOWLEDGE

- listening
- questioning
- suggesting ideas
- providing information
- giving positive feedback
- giving negative feedback if required

- Demonstrate application of skills in:
  - assessment of child's needs
  - facilitating discussions
  - planning
  - evaluation
  - advocacy and self advocacy principles
  - workplace training
  - cross cultural communication

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit involve access to a range of opportunities defined in the Range of Variables, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assess child's need for additional care may be based on information may be gathered from:	• The child • Parents • Services used previously • Health professionals involved
The service's current capacity to provide required care may be limited by:	• Staff or care providers with the necessary skills, knowledge and confidence • Venue that has necessary access and characteristics • Availability of special equipment and resources
A plan to develop the capacity of the service may include:	• Training program provided • Sups worker, casual ethnic worker or other resource worker to work with service • Information materials provided • Input from school staff or special needs staff
Plan of inclusion may involve:	• Spending time with parent • Parent participation at centre • Coordination of various services working with child/family
The plan may be developed through:	• Liaison with each party • Convening and facilitating meetings

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RANGE STATEMENT

Additional resources may include:	• Resource materials for programming • Staffing • Equipment • Specialised transport services • Training
Provide support in order to demonstrate specific care and management strategies may include:	• Training programs • Demonstrations
Concerns of workers may involve:	• Safety issues • Impact on other children • Concerns about their own level of experience and skills
The degree of support provided will depend on:	• Current skills and confidence of care givers • Child's level of ability • Request from service and amount of input they wish to use • Availability, other demands on the support service

Unit Sector(s)

Not Applicable

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CHCSW401A Work effectively with forced migrants

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with and for refugees within an ethical, social, political and economic context

Application of the Unit

Application	The work described in this unit will take place within an agency directly or indirectly involved with the provision of services to forced migrants, who are defined as people with Refugee or Special Humanitarian visas, those granted refugee status in Australia, business and skilled migrants whose prime motivation for leaving their country was to escape violence and/or persecution, and the immediate family members of anyone from the aforementioned groups Work may include the development, monitoring and provision of support and services in a range of areas including but not limited settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a professional rapport with people who are *forced migrants*	1.1 Conduct interpersonal communication in a manner that enhances a client-centred approach consistent with organisation standards
	1.2 Communicate with clients in a manner that builds trust as a basis for establishing a trusting and respectful relationship
	1.3 Consider *cultural sensitivities* in communication techniques and adapt style and language to accommodate different cultural values and practices
	1.4 Recognise how one's own ethnicity, religion, class and gender will affect interactions with clients
	1.5 Recognise the communication needs of clients who are newly arrived, traumatised and confused
	1.6 Identify where an interpreter is needed and work to ensure that *appropriate interpreter services* are accessed
	1.7 Work effectively with interpreters where required
	1.8 Define and manage boundaries appropriately in the relationship
	1.9 Take appropriate measures to resolve conflict and interpersonal differences

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ELEMENT	PERFORMANCE CRITERIA
2. Work within the context of the settlement services sector	2.1 Apply an understanding of the *role and scope of settlement services* 2.2 Ensure that work reflects the current and historical context of the sector 2.3 Apply a knowledge of the *current issues* which may impact on own work or organisation 2.4 Develop a basic knowledge of *different frameworks* that underpin work within the sector 2.5 Ensure work reflects consideration of the social, political and economic context in which the sector operates 2.6 Identify relevant stakeholders and their particular roles and responsibilities 2.7 Collect and use the views of key stakeholders and representatives from relevant target groups when collecting information about the sector 2.8. Maintain access to relevant, up-to-date information about policy, services and programs 2.9 Develop and maintain links with workers with complementary roles in the provision of settlement services
3. Address issues associated people who are forced migrants	3.1 Evaluate *issues* in relation to person's culture, family background and interest and modify approach appropriately 3.2 Take into account the culture, religion, class, gender and experiences of the person in all actions and decisions 3.3 Recognise trauma and refer to *appropriate personnel or services* 3.4 Support clients to deal with loss and grief 3.5 Support clients to deal with discrimination from both the mainstream community and from other ethnic groups 3.6 Work with client to identify *potential solutions* to complex issues raised

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ELEMENT	PERFORMANCE CRITERIA
4. Demonstrate commitment to the central philosophies of the settlement sector	4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector in all work undertaken 4.2 Demonstrate a commitment to access and equity principles in all work in the sector 4.3 Encourage client participation in all aspects of service planning and support activities where appropriate 4.4 Identify personal values and attitudes regarding forced migrants and take these into account when planning and implementing all work activities
5. Understand the process of acquisition of life skills	5.1 Demonstrate an understanding of the role of settlement plans and how they are developed 5.2. Demonstrate an understanding of the principles of teaching life skills to clients from diverse backgrounds in a respectful and effective way.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge and understanding of migration including:
  - what migration is and what forms it takes
  - causes and impacts of forced migration
  - knowledge of the international protection regime
  - Australia's response to forced migration

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REQUIRED SKILLS AND KNOWLEDGE

- immigration processes including how and why people selected to come to Australia
- meaning of various visa subclasses
- the profile of the current humanitarian program entrants and their experience and the impact of this on their settlement needs

- Knowledge and understanding of settlement issues including:
  - what is settlement: current theories, phases, indicators etc
  - settlement needs (practical and emotional) of new entrants
  - services available to new entrants and how these services can be accessed
  - what a settlement plan is
  - government service principles - as a sound underpinning for work in the sector
- Understanding of refugee experience including recognising effects of torture and trauma in order to make appropriate referral
- The impact of migration on the family and the impact of change roles within the family
- The importance of identity, including recognising the significance of giving clients a chance to define themselves, for example according to either their ethnicity or their current circumstances
- Legislation and policy relevant to the provision of settlement services
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities and the importance of teamwork in the provision of settlement services
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation
- Strategies to maintain personal well being
- Professional boundaries

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Provide services within established timeframes
- Sensitively communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and cultures

- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete relevant government and other documentation and forms
- Communicate sensitively with clients to establish needs
- Develop, deliver and monitor the delivery of a settlement plan
- Teach life skills in a way that:
  - is respectful assessment of prior knowledge and abilities
  - creates an environment where people are able to admit they don't know
  - creates a safe space in which people can try new things
  - prioritises the teaching of new skills
  - supports people who have no conceptual constructs to which new learning can be attached
  - builds clients' confidence and independence
  - assesses clients' acquired competencies
- Involve clients in decision-making processes
- Maintain a distance between self and client in service provision
- Refer appropriately
- Provide effective advocacy
- Problem solve in the context of finding solutions to complex issues
- Work effectively with interpreters

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include: • access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
Method of assessment	• Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Forced migrants include people with:	• Refugee or special humanitarian visas, those granted refugee status in Australia, business and skilled migrants whose prime motivation for leaving their country was to escape violence and/or persecution, and the immediate family members of anyone from the aforementioned groups
Cultural sensitivities may include:	• Recognition of the impact of forced migration on the person and the family • Recognition of the impact of one's own ethnicity, gender, class and religion will have on the client
Appropriate interpreter services may include:	• Those that are sensitive to the client's ethnicity, gender and religion • Those that ensure that the client is able to understand the dialect spoken by the interpreter

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RANGE STATEMENT

The role and scope of settlement services may include:	• Supporting migrants, in particular forced migrants, to adjust to their new life in Australia • Ensuring forced migrants are linked to relevant supports and services • Assisting forced migrants to understand the range of services available for them in Australia and the importance of utilising these services • Empowering forced migrants to advocate appropriately for themselves • Assisting forced migrants to feel secure and to regain their dignity and a sense of control over their lives • Assisting forced migrants to make appropriate links to others within their community and in the general community • Facilitating community development in forced migrant communities
Current issues may include:	• Current issues in relation to international protection • Resettlement trends • Size and composition of Australia's migration program • Government settlement policy • The settlement service delivery framework • Community and social attitudes to migrants and refugees
Different frameworks may include:	• Case management • Empowerment • Social action • Client-centred • Strengths-based • Rights based • Community development

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RANGE STATEMENT

Appropriate personnel or services may include:	• Specialist counselling services • Torture and trauma services • Financial planners • Translators and interpreters • English teachers • Accommodation workers • Specialist workers within own organisation
Client needs and issues may include:	• Initial orientation • Settlement advice • Access to secure and affordable accommodation • Linkages with appropriate services (including income support, health care, education, employment etc) • Financial planning support • Family support • Torture and trauma counselling • Language support and training • Educational and professional advice • Linkages with appropriate services (including income support, health care, education, employment etc) that address their specific needs
Potential solutions may include:	• Basic settlement milestones met • Family members engaged in meaningful activity • Family functioning as cohesive unit • Entrants linked to their own community • Entrants acting as their own advocates

Unit Sector(s)

Not Applicable

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CHCSW402B Undertake bicultural work with forced migrants in Australia

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCSW402A Undertake bicultural work with forced migrants in Australia	CHCSW402B Undertake bicultural work with forced migrants in Australia	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by settlement workers from diverse cultural backgrounds to work with forced migrants within an Australian context

Application of the Unit

Application

The work described in this unit will take place within an agency directly or indirectly involved with the provision of services to recently arrived migrants and refugees

Work may include the provision of support and services in a range of areas including but not limited to settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention

Licensing/Regulatory Information

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Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an understanding of work within the Australian context	1.1 Recognise *frameworks and legislation relevant to working within the Australian context* 1.2 Identify *Australian cultural protocols* 1.3 Identify and describe *Australian management processes and workplace behaviours* 1.4 Identify and analyse differences between Australian processes and own cultural process 1.5 Identify differences in relation to working as a person from a culturally diverse background within mainstream Australia society 1.6 Adjust approaches in light of new information and protocols 1.7 Identify own role and responsibilities and confirm in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Operate within the workplace	2.1 Identify organisation goals and priorities 2.2 Prioritise competing demands to achieve organisation's goals and objectives 2.3 Identify and use professional networks to build and develop relationships, maintain own skills base and knowledge and provide identifiable benefits for the organisation and its clients 2.4 Identify professional development opportunities to improve own skills and knowledge and confirm in accordance with organisation procedures 2.5 Identify factors affecting the achievement of work objectives, establish contingencies and incorporate into work plans
3. Recognise and deal with trauma and *vicarious traumatisation*	3.1 Recognise vicarious traumatisation in self 3.2 Access *support services* to assist in dealing with own vicarious traumatisation 3.3 Recognise vicarious traumatisation in others and develop strategies to respond to this 3.4 Identify the overt and covert signs of trauma in clients and the support framework available for such clients 3.5 Apply accepted procedures to evaluate the options of bringing in specialist support and/or appropriate referral while continuing to work with the client
4. Understand and manage boundaries	4.1 Explore the concept of professional boundaries 4.2 Explore the competing demands of worker and community member 4.3 Identify strategies to help manage boundaries
5. Recognise the impact of ethnicity, class, gender and religion on settlement work	5.1 Explore how worker's own ethnicity, class, gender and religion may impact their work with clients 5.2 Identify strategies to manage this in the workplace

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation and government structures in Australia
- Legislative frameworks
- The impact of forced migration on the family and the impact of changed roles within the family
- The importance of identity - the worker's own identity and the identity of their clients
- Legislation and policy relevant to the provision of settlement services
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation
- Tools, equipment and other resources utilised in the learning process
- Strategies for worker to maintain their own well being and to support well being of colleagues and clients
- Knowledge of life skills development

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Sensitively communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse backgrounds and cultures

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- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete government and other documentation and forms
- Involve clients in decision-making processes
- Maintain a distance between self and client in service provision
- Manage competing demands
- Refer appropriately
- Demonstrate and apply knowledge of learning and development in order to assess, determine, implement, monitor and evaluate the skills development of a person

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include: • access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
Method of assessment	• Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Frameworks and legislation relevant to working within the Australian context include:	• Access and equity • Privacy and confidentiality • Work health and safety (WHS) • Anti-discrimination laws • Mandatory reporting • Gender equality • Respectful behaviour in the workplace
Australian cultural protocols may include:	• Respectful behaviour to everyone, irrespective of their gender, age, ethnicity, religion or position within the organisation • Appropriate dress standards for the workplace • Types of acceptable interaction in the workplace • Punctuality

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Australian management processes and workplace behaviours may include:	• Having women, including younger women, in a supervisory role • Completing time sheets • Completing record forms • Attending meetings and training • Dealing with conflict or grievances in the workplace • Effective advocacy
Vicarious traumatisation:	• Occurs when there is transference of the client's trauma to the worker • Is more likely when the worker shares some of the experiences of the client • Results in the worker experiencing (or re-experiencing) signs of traumatisation
Support services may include:	• Counselling services • Torture and trauma services • Financial planners • Translators and interpreters • English teachers • Accommodation workers • Specialist workers within own organisation

Unit Sector(s)

Not Applicable

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CHCTC301C Deliver a service consistent with the organisation's mission and values

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCTC301B Deliver a service consistent with the organisation’s mission and values	CHCTC301C Deliver a service consistent with the organisation’s mission and values	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the framework and skills required to deliver a telephone counselling service within the organisation's defined approach

Application of the Unit

Application

This unit of competency is applied in the context of providing telephone counselling services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Operate within the mission and values of the organisation	1.1 Identify and put in place strategies to heighten awareness and *management of own values* to ensure they contribute constructively, rather than impact negatively on the counselling role
	1.2 Demonstrate self awareness relevant to the counselling role and be open to training or supervisory feedback to assist in development of therapeutic practice, self awareness and skills
	1.3 Use *appropriate language* and interpersonal techniques to convey a non-judgemental approach to the caller

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ELEMENT	PERFORMANCE CRITERIA
2. Provide high quality counselling and support to clients	2.1 Undertake all work in accordance with code of practice, goals and philosophy of the organisation 2.2 Actively participate in the organisation's *assessment, supervision and professional development framework* 2.3 Engage in *feedback processes* designed to assure the quality and focus of counselling 2.4 Apply a client-centred counselling approach to telephone counselling, adopting crisis management strategies where appropriate 2.5 Interact with clients over the phone in a *manner* consistent with organisation practices

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Ethos, policies and procedures of the organisation
- Scope of telephone counselling role
- Debriefing processes and their importance
- Counselling styles to be applied
- The principle of unconditional positive regard
- How values, attitudes and beliefs impact on counselling processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate willingness to work within philosophy, policies and procedures of the organisation to address client callers needs

In addition, the candidate must be able to effectively do the task outlined in elements and

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performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Identify and implement appropriate interventions required in a timely way
- Respect the client's worldview rather than imposing one's own
- Recognise when higher levels of care are needed and make referrals where appropriate
- Demonstrate application of skills in active listening

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment will occur on the job
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • A range of assessment activities will be required over an extended period which will have an impact on the allocation of assessment resources
Method of assessment:	• Facilitators, supervisors and assessors working together assessing performance in groups, on supervised telephone shifts and via formal journal comments
Related units:	This unit should be assessed in conjunction with related unit: • CHCTC302B Provide client-centred telephone counselling

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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General context of work:	• Work is performed under limited supervision, generally in a team environment
	• Work will be assessed in accordance with enterprise requirements, work health and safety (WHS) legislation and professional standards
	• Competence must be demonstrated in working largely independently and being accountable for own results including:
	  • course participation and simulated exercises.
	  • working effectively under pressure during crisis situations
	  • maintaining the quality of services to callers
	  • acting as a positive role model to other telephone counsellors
	  • a commitment to active participation in the organisations training framework

The appropriateness of self disclosure will be:	• Determined by its capacity to impact positively on the therapeutic process
Assessment, supervision and professional development framework includes:	• Orientation training • Peer group supervision • Feedback on practice (e.g. call sheets) • Individual supervision • Ongoing training • Seeking training outside the agency • Seeking external professional development opportunities • Debriefing
Feedback processes would be expected to include:	• Call sheets • Group supervision • Individual supervision

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Appropriate language and counselling approaches would feature:	• Inclusiveness • Respect for cultural, linguistic and individual differences • Non-judgemental responses • Recognition of client diversity • Respectful language
Manner will include:	• Tone of voice and use of minimal encouragers
Management of own values includes:	• Developing self-awareness through participation in feedback activities • Responses to supervised reflection • Consciously putting own values to one side • Observing through reflection the impact of verbal and non-verbal responses in others and in self

Unit Sector(s)

Not Applicable

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CHCTC302B Provide client-centred telephone counselling

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCTC302A Provide client-centred telephone counselling	CHCTC302B Provide client-centred telephone counselling	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the part of the suite of skills and attributes required to provide a telephone counselling service within the context of a client-centred approach

Application of the Unit

Application

This unit of competency is applied in the context of providing telephone counselling services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply the organisation's telephone counselling processes	1.1 Consistently apply stages of a counselling session 1.2 Develop and implement appropriate measures for counsellor care, supervision and support 1.3 Apply strategies that are consistent with *defined models* of counselling
2. Display qualities that help to develop an effective, safe and trusting relationship with the caller	2.1 Display a client-centred approach to counselling calls 2.2 Display empathy in order to build a strong connection with the caller 2.3 Display congruence in order to promote a strong and trusting environment within which the caller feels able to discuss their concerns and pain 2.4 Display unconditional positive regard to enable the caller to talk freely without fear of judgement

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ELEMENT	PERFORMANCE CRITERIA
3. Apply skills which assist the counselling process	3.1 Consistently use *active listening skills* and brief encouragers to establish rapport with clients, and identify their issues 3.2 Show respectful, empathic understanding to clarify the nature and depth of client feelings 3.3 Develop an *empowering* counselling relationship which helps clients clarify options, seek support and decide on next steps to address problems and/or meet current needs 3.4 Explore and offer options for further community help 3.5 Sensitively manage a timely end to the call, facilitating transitions to ongoing self care and community support
4. Address personal factors likely to impact on the counselling	4.1 Identify, affirm and encourage personal attributes and attitudes likely to facilitate the counselling process 4.2 Identify and contain personal issues or attitudes likely to impact negatively on the call 4.3 Identify and discuss personal reactions to strong caller emotions or impactful client situations 4.4 Identify and implement constructive strategies for dealing with these *strong emotions* and impactful situations 4.5 Develop a *range of self care strategies* for responding to impactful client presentations or situations

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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These include knowledge of:

- Ethos, policies and procedures of the organisation
- Scope of telephone counselling role
- Debriefing processes and their importance
- Counselling styles to be applied
- The principle of unconditional positive regard
- How values, attitudes and beliefs impact on counselling processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate willingness to work within philosophy, policies and procedures of the organisation to address client callers needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Identify and implement appropriate interventions required in a timely way
- Respect the client's worldview rather than imposing one's own
- Recognise when higher levels of care are needed and make referrals where appropriate
- Demonstrate application of skills in active listening
- Use relevant workplace technology safely and effectively in line with work health and safety (WHS) guidelines
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment will occur on the job

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- A range of assessment activities will be required over an extended period which will have an impact on the allocation of assessment resources

Method of assessment:

- Facilitators, supervisors and assessors working together assessing performance in groups, on supervised telephone shifts and via formal journal comments

Related units:

This unit should be assessed in conjunction with related unit:

- CHCTC301C Deliver a service consistent with the organisation's mission and values

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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General context of work:

- Work is often performed under limited supervision, generally within a team environment
- Work will be assessed in accordance with enterprise requirements, WHS legislation, and professional standards
- Competence must be demonstrated in working largely independently and being accountable for own results including:
  - working effectively under the pressure of crisis situations
  - maintaining the quality of services to callers
  - managing own responses and appropriate self care

Active listening skills include:

- Appropriate brief encouragers which help the caller relate their story and concerns
- Reflection of feelings /thoughts, behaviours and experience (content)
- Hearing the caller's concerns
- Paraphrasing (reflection of content)
- Using open and closed questions to expand or clarify understanding
- Understanding the caller's context
- Recognising when higher levels of care may be indicated
- Summarising and closure
- Open and closed questions
- Balancing the frequency of questions

Strong emotions include:

- Grief
- Anger
- Confusion
- Sadness
- Frustration
- Suicidal despair

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Empowering processes include:

- Active listening
- Identifying and affirming caller strengths and opportunities
- Reframing, summary and closure
- Helping contain overwhelming feelings to facilitate coping
- Using questions and concreteness to focus the caller on identifying immediate needs and concerns
- Setting realistic achievable goals for the call
- Brainstorming consequences
- Exploring options
- Facilitating informed client choices
- Identify achievable tasks to be addressed after the call

Range of self care strategies include:

- Debriefing and defusing
- Self monitoring
- Recognition and processing of counsellors' call-related experiences
- Reflection on practice
- Knowing when and how to ask for back-up support
- Constructive feedback about counselling practice

Strategies to deal with client issues and emotions include:

- Managing tone, pitch and pace of voice
- Externalise client emotions
- Awareness of personal vulnerabilities which may be triggered during a call
- Containment skills
- Supervision
- Debriefing

Counselling approach incorporates client-centred perspectives

This is primarily demonstrated through counsellor values:

- Unconditional positive regard for the client
- Non-judgemental approach
- Genuineness of the counsellor

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Defined models from which elements may be applied during counselling may include:	• A variety of perspectives, such as:
	  • Rogers
	  • Egan
	  • narrative
	  • solution focused

Counselling techniques include:	• Use of counselling journey/story approach • Establish rapport, /explore issues, focus, identify underlying problems, assessment, develop options for action, closure

Unit Sector(s)

Not Applicable

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CHCTC403B Provide telephone counselling in crisis situations

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCTC403A Provide telephone counselling in crisis situations	CHCTC403B Provide telephone counselling in crisis situations	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by telephone counsellors in those calls where they are required to apply crisis management skills

It includes frameworks for crisis containment, risk management, appropriate consultation and referral

Application of the Unit

Application

This unit of competency is applied in the context of providing telephone counselling services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify when to apply *crisis* intervention	1.1 Be alert to the need for a crisis assessment and response by evidence of one or more of the following in the client: • disabling levels of distress • difficulty performing daily tasks • difficulty fulfilling usual roles and responsibilities • possible threats to life or safety 1.2 Apply checklists to determine client response as appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. Apply crisis intervention strategies	2.1 Establish rapport and an active working relationship 2.2 Affirm help-seeking and instil realistic hope for managing the current crisis 2.3 Focus on how past or current problems are affecting present feelings, thoughts and behaviours 2.4 Balance the exploration and containment of powerful feelings and disabling thoughts 2.5 Balance adoption of a collaborative and directive helping stance according to the client's current capacity for decision-making and coping 2.6 Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours 2.7 Identify and decide on short-term coping steps 2.8 Provide options for links to further help, actively facilitating these where necessary
3. Apply risk assessment strategies and implement risk management	3.1 Demonstrate vigilance about potential threats to life or safety in managing every crisis situation 3.2 Practise direct inquiry about thoughts of self-harm or harming others when there are slightest grounds for concern 3.3 Practise direct enquiry about possible exposure to harm from others when there are slightest grounds for concern 3.4 Employ risk assessment and risk management strategies whenever needed 3.5 Actively facilitate emergency interventions where assessed to be necessary to protect life or safety

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

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Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles and practice of crisis intervention, including relevant ethical guidelines and policy requirements which affect duty of care
- Applications of crisis intervention principles and practices to the telephone counselling medium
- Principles and practices of suicide intervention - particularly the tasks of suicide risk assessment and risk management associated with suicide first aid
- Procedures for facilitating referrals and emergency interventions
- The specific requirements of crisis intervention and how they relate to and complement general telephone counselling
- Knowledge of personal attitudes, beliefs and values and how these might facilitate or impede effective crisis interventions
- General awareness of how mental health issues may impact on crisis intervention
- Principles of self care and support-seeking relevant to involvement in crisis intervention work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate appropriate use of self and accessing appropriate support in providing counselling service in times of crisis so duty of care and safety of client is assured

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - competent counselling skills
  - effective general crisis intervention skills
  - suicide risk recognition, assessment, and management (suicide first aid)
  - consulting appropriately
  - facilitating links with higher levels of care
  - self-monitoring and self care
  - seeking and integrating supervisory support
- Use relevant workplace technology safely and effectively in line with work health and safety (WHS) guidelines
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment must occur in the workplace or similar environment conducive to professional work

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources for training in and assessment of crisis intervention competencies needs to be available to:
  - provide initial and ongoing training
  - ensure baseline knowledge and skills following basic training
  - observe implementation of these competencies in actual counselling situations and simulated role plays
  - facilitate learning through reflection on practice and integration of supervisory feedback

Method of assessment:

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
- Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises
  - observation of practice on telephone shifts
  - response to and integration of supervisory feedback

Co-requisites

This unit must be assessed in conjunction with related units:

- CHCTC301C Deliver a service consistent with the organisation's mission and values
- CHCTC302B Provide client-centred telephone counselling

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional

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contexts.

A crisis is any situation where:

- Internal distress over impactful events, painful transitions or problems in living has escalated to the point where it is disabling a person's ability to cope and function
- The person in crisis may be at risk of self-injury or suicide and may sometimes pose a threat to others
- The focus of crisis intervention is constructive management of the immediate situation
- Its primary goals are to promote safety, reduce distress and restore functioning rather than deal with underlying issues or explore long-term strategies for addressing them
- Crisis intervention always involves vigilance about potential threats to life and safety and development of a safety plan to address any imminent danger assessed to be present
- Crisis intervention complements other strategies adopted by the caregiver or counsellor and focuses on stabilising the current situation and providing a bridge to further help
- Once the immediate crisis has been addressed, other strategies designed to provide counselling, treatment care or support can be commenced or resumed

General context of work:

- Counsellors have received training in the principles and practice of crisis intervention, including risk management and suicide first aid
- Work is performed in a setting where ongoing supervision is provided within a team environment
- Supervision on 24-hour call may be accessed during a call should counsellors require it and must be accessed in certain mandated situations such as a potential suicide in progress
- Work will be assessed in accordance with professional standards of care commensurate with the telephone counselling role
- Enterprise requirements and WHS legislation shall be observed

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Working independently must include:	• Counsellors must demonstrate the capacity to work competently and independently according to the principles of their training and within the general context of the supervisory relationship noted above
	• They shall be accountable for their own professional conduct and practice including:
	  • carrying out assigned tasks
	  • working effectively under the pressure of crisis situations
	  • maintaining the quality of services to the organisations callers

Internal referral systems may include:	• Training • Organisations referral database and folders • Supervisory and on call network • Support personnel • Literature - including books and brochures

Unit Sector(s)

Not Applicable

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CHCTC404B Provide competent suicide intervention in a telephone counselling context

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCTC404A Provide competent suicide intervention in a telephone counselling context	CHCTC404B Provide competent suicide intervention in a telephone counselling context	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes foundation knowledge and skills required to provide suicide intervention in the context of a telephone counselling service to persons potentially at risk, those concerned about someone at risk and people dealing with the aftermath of a suicide

The focus is on competencies that enable the telephone counsellor to identify and manage immediate suicide risk in the context of a supportive counselling relationship that seeks to work collaboratively with the caller to achieve safe outcomes

Safe outcomes in this context include a clear safety plan for addressing any immediate danger to the person at risk, or others, mobilising access to emergency medical help when needed and facilitating links with resources able to offer further assessment and care

The needs and safety of the caller are the primary focus in any suicide call

However, interventions also need to consider and address the safety of those offering help and potential risk to others in the situation

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Application of the Unit

Application

The unit addresses opportunities for suicide intervention available to the telephone counsellor that recognise the potential and limits of the telephone medium and feature its role in linking callers with further resources

Telephone counsellors will be persons with training appropriate to their role who apply learning as employees or community volunteers

Competence in basic helping skills and crisis intervention is foundational preparation for this unit

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Identify and assess a caller's current suicide risk*	1.1 Recognise and respond to signs (such as statements, reactions, thoughts, feelings or disclosed behaviours) indicating that a caller may be considering or affected by suicide 1.2 Attend to any hunches while listening to a caller, perhaps from indirect communications that suggest they may be considering suicide 1.3 Ask directly about suicide whenever there are grounds for concern If suicide thoughts are present: 1.4 Seek sufficient understanding of why the person is considering suicide, and what links them to life, to guide and facilitate the intervention 1.5 Assess current suicide risk guided by *risk assessment* considerations outlined in the Range Statement and by whether there is an imminent threat to the caller's safety or the safety of others

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ELEMENT	PERFORMANCE CRITERIA
2. Apply telephone counselling skills to reduce immediate risk of suicide and increase caller safety	2.1 Build a collaborative, empathic working relationship with the caller that acknowledges how thoughts of suicide and painful feelings behind them may affect their safety 2.2 Listen to what lies behind thoughts of suicide, while affirming and strengthening the links to safety and living implicit in search for help that prompted the call 2.3 Work with the caller to develop and implement a safety plan that builds on an assessment of suicide risk and reduces the immediate danger of self-harm or suicide 2.4 Facilitate access to emergency medical help in any call where it is assessed to be needed to address an imminent threat to the caller's life or safety (such as a potential suicide in progress) 2.5 Remain mindful of and address, as much as possible over the phone, potential risk to the safety of others involved in the situation 2.6 Be aware of situations where police may need to be involved to address the safety of the caller or others and act accordingly 2.7 Seek and act on feedback from the workplace supervisor and other internal performance review processes to ensure counselling is lawful, complies with good suicide intervention practice, and organisation policies consistent with that practice, ethical processes and duty of care obligations 2.8 Observe work health and safety (WHS) obligations in relation to managing oneself

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ELEMENT	PERFORMANCE CRITERIA
3. Facilitate and strengthen the caller's links to further care	Having worked with the caller to take any steps needed to address immediate safety: 3.1 Acknowledge how the decision to seek and respond to help in this call has provided foundations for further care 3.2 Provide information to enhance the caller's awareness of the nature and *range of available resources* and how to access them 3.3 Explore the caller's openness toward available help and where possible address barriers to further help-seeking 3.4 Develop with the caller an agreed plan and first steps for accessing and utilising informal supports and professional help that deal with their suicidality and factors associated with it 3.5 Encourage further use of telephone counselling support and other services when needed

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ELEMENT	PERFORMANCE CRITERIA
4. Provide suicide intervention support that resources the caller beyond the immediate suicidal crisis	When or if it is assessed that there is no imminent risk that needs to be immediately addressed: 4.1 Identify those aspects of the caller's distress and concern related to their suicidal thoughts that most need attention now 4.2 Help the caller identify coping strategies (both internal and external) which prepare them to manage any recurrence of suicidal thoughts in future, highlighting steps they could take to increase their safety and get help 4.3 Determine whether underlying mental health concerns or personal circumstances (such as depression, substance misuse, significant losses or trauma) are present and require further help 4.4 Provide counselling support to any caller concerned about someone at risk of suicide by exploring and determining the basis of concern and the potential role they may play in increasing that person's safety 4.5 Provide counselling support to any caller impacted by someone else's suicide to ensure the nature of their concerns is explored, threat of risk to caller is evaluated and access to further help is facilitated 4.6 Comply with laws, *ethical guidelines and policy requirements that affect duty of care* 4.7 Document the suicide risk assessment and safety plan, including any follow up steps taken and the rationale behind them

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

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- Awareness that suicide risk may potentially feature in any call
- Knowledge of common indicators or signs of potential suicide risk
- Principles and practices of suicide intervention - particularly the tasks of suicide risk assessment, risk management, development of safety plans and facilitation of access to ongoing support
- Principles and practice of crisis intervention, including relevant laws, ethical guidelines and policy requirements which affect duty of care
- Applications of crisis intervention principles and practices to the telephone counselling medium
- Procedures for facilitating referrals and emergency interventions
- Awareness of personal attitudes, beliefs and values and how these might facilitate or impede suicide intervention
- Examination of common notions about suicide in the light of available evidence
- General awareness of how mental health issues may impact on crisis intervention and suicidal crises
- Principles of self care and support-seeking relevant to involvement in crisis and suicide intervention work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work competently and independently according to the principles of their training and within the general context of the supervisory relationship
- Demonstrate accountability for own professional conduct and practice including:
  - carrying out assigned tasks
  - working effectively under the pressure of crisis situations
  - maintaining the quality of services to the organisation's callers
  - strengthening links to life-sustaining options and supports for calls featuring suicide
  - demonstrating a commitment to attend to the pain of persons considering or affected by suicide and to work toward life-affirming outcomes
- Identify calls which may feature suicide risk or bereavement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate competent telephone counselling skills in:
  - engaging callers in an empathic, respectful, collaborative helping relationship
  - implementing effective crisis intervention principles and practices
  - providing competent suicide intervention over the phone including:
    - recognition
    - assessment

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  - safe management of immediate suicide risk
  - facilitating links to further emergency help or ongoing care as needed
- facilitating links with higher levels of care including emergency services where necessary
- practising self-monitoring and self care
- seeking and integrating supervisory support
- maintaining documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Work will be assessed in accordance with professional standards of care commensurate with the telephone counselling role • Assessment must occur in the workplace or similar environment conducive to professional work over a number of occasions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources for training in and assessment of crisis intervention competencies needs to be available to:
  - provide initial and ongoing training
  - ensure baseline knowledge and skills following basic training
  - observe implementation of these competencies in actual counselling situations and simulated role plays
  - facilitate learning through reflection on practice and integration of supervisory feedback

Method of assessment:

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
- Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises
  - observation of practice on telephone shifts
  - response to and integration of supervisory feedback

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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General context of the suicide intervention work:	• Telephone counselling will normally be provided in the context of a 24-hour telephone counselling service within the framework of the organisation's guidelines and competency requirements that reflect good suicide intervention practice • Telephone counsellors will have received training in generalist telephone counselling skills and in the principles and practices of crisis intervention • Supervision on 24-hour call may be accessed during a call when needed and must be consulted in certain mandated situations such as a potential suicide in progress • Other professional community resources such as Poisons Information Service, Ambulance or Police should be accessed as needed • Intervention builds on the caller's desire for help and links to living, evident in making the call, despite the ambivalence about living and dying that is often present
Identify and assess a caller's current suicide risk involves:	• Vigilance about the potential for suicide risk in any caller • Recognising the wide range of warning signs that invite help and prompt enquiry about suicide • Asking directly about thoughts of suicide where there are any grounds for concern

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Risk assessment involves:

- Recognising that any suicide thoughts or acts of deliberate self-harm signal significant distress, pose potential risk of injury or death and should be taken seriously
- Assessing factors that indicate suicide risk which include, but are not limited to, the following:
  - concern is aroused by the presence of suicide thoughts and things often associated with these thoughts, such as:
    - a desire to escape pain that feels unbearable
    - a sense of hopelessness
    - current difficulty seeing alternatives to suicide
    - feeling alone
  - immediate risk is increased when a person has begun acting on their suicide thoughts or is preparing to do so and/or has expressed suicidal intent - for example:
    - possible suicide in progress
    - presence of a suicide plan
    - available means
  - risk can be exacerbated if the caller is under the influence of excessive alcohol or other drug use
  - pertinent background factors, particularly prior suicidal behaviour and the presence of significant mental health problems should be carefully assessed

  A wide variety of contextual or personal considerations help inform assessments and may include such things as:

  - significant loss
  - trauma
  - the impact of another person's suicide
  - a pattern of extreme agitation, anger/violent behaviour
- Identifying sources of safety and support within the caller (such as coping skills and beliefs) and around them (such as friends, family and community services)
- Connections to life and living are usually present alongside thoughts of suicide and can provide foundations to build upon in increasing caller safety

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Safety outcomes include:

- Recognising that:
  - vigilance about safety with all suicide related thoughts or behaviours is essential, even though the caller may have been influenced by a wide range of motives in considering or engaging in deliberate self-harm
  - risks to life and safety can often be greater than callers recognise or intend, so safe outcomes are a primary focus, regardless of stated caller intentions, especially given the limited contextual information available in a telephone counselling intervention
- Implementing suicide safety plans that should be tailored to the caller, but typically include:
  - affirm and build on the desire for help and safety implicit in the call
  - work with the caller to identify and act on clear cooperative steps for reducing immediate risk of suicide or any self-harm during and immediately after the call
  - focus specifically on factors, plans and behaviours, including unsafe use of alcohol and other drugs, that endanger the caller at this particular time and seek to engage them cooperatively in steps that safely manage and reduce that risk
  - enable prompt, timely action that increases support, mobilises access to emergency medical help when needed and reduces the likelihood that the person will act on their suicidal thoughts
  - seek to create a calm environment that promotes safety for the person at risk and others involved in the situation
  - access support and follow up advice from the organisation's supervisor/coordinator that reflects lawful good suicide intervention practice and follows crisis management and emergency procedures

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The range of available resources include:	• Informal support • Professional help • Future use of telephone counselling service A productive connection between the caller and counsellor that accompanies risk assessment and safety management can strengthen hope and motivation to commit to the safety plan and engage further with helping resources

Appropriate counselling support to people with thoughts of suicide will include:	• The following general practices as a context for risk assessment and safety management:
	  • developing an empathic, collaborative counselling relationship
	  • recognising that the presence of any thoughts of suicide elevate risk and require plans to increase safety
	  • understanding how these thoughts are linked to particular events or experiences - particularly involving loss, a suicide death or trauma - and the person's reaction to them
	  • hearing feelings often found behind these thoughts such as pain, and the desire to escape it
	  • listening for perceptions such as the caller's current difficulties in seeing alternatives to suicide
	  • conducting careful assessment and management of suicide risk
	  • developing and implementing a safety plan based on this assessment that includes safely reducing access to suicide methods and generally minimising the harm of any suicidal acts already in progress (e.g. mobilising an emergency medical response)
	  • addressing problems in living and strengthening supportive life links and relationships once immediate safety has been addressed

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Appropriate counselling support to people concerned about someone at risk include:	• The above set of actions and deciding on:
	  • the role the caller might have in reaching out to the person at risk and
	  • who else may need to be involved

Appropriate counselling support to people impacted by someone's suicide includes:	• Determining the nature of the caller's relationship to the person who died by suicide • Exploring and responding to the pain and impact of the loss in feelings such as sadness, anger, guilt or remorse • Asking the caller what aspects of the death or the loss they most need to focus on now and attend to these concerns • Assessing for suicide risk in the caller • Exploring internal coping strengths and external supports likely to provide support
Internal referral systems may include:	• Training • The organisation's referral database and files • Supervisory and on call network • Support personnel • Protocols for supervisory consultation during a suicide call and accessing emergency services when necessary • Literature - including books and brochures
Ethical guidelines and policy requirements that affect duty of care include:	• Awareness of appropriate standards of care in suicide intervention • Observance of any relevant laws • Compliance with the organisation's ethical code, policies and procedures related to delivery of the telephone counselling service • Policies about disclosure and confidentiality, including any limits that may apply in suicide intervention • Responsiveness to caller requests • Meeting the organisation's training standards • Seeking assistance and providing referrals • Participation in supervisory activities and professional development and training

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Unit Sector(s)

Not Applicable

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CHCVOL201B Be an effective volunteer

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCVOL201A Be an effective volunteer	CHCVOL201B Be an effective volunteer	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the understanding, knowledge and skills required to be a volunteer

Application of the Unit

Application This unit may be applied in the orientation process for volunteers to an organisation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop understanding of the volunteering sector	1.1 Develop understanding of the definition and *principles of volunteering* 1.2 Explain the scope of the volunteering sector 1.3 Develop understanding of what motivates people to volunteer their time and expertise 1.4 Develop understanding of the *diversity* and difference of clients/customers 1.5 Develop understanding of the importance of diversity and difference in volunteer work teams
2. Apply the rights and responsibilities of the organisation and the *volunteer*	2.1 Identify the rights and responsibilities of the *organisation* and apply to work 2.2 Identify the rights and responsibilities of the volunteer and apply to work 2.3 Discuss relevant policies and procedures and apply to work 2.4 Explain the organisation structure, lines of communication and authority and boundaries of work roles

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ELEMENT	PERFORMANCE CRITERIA
3. Work as a volunteer	3.1 Demonstrate ability to manage one's own time and organise one's own work role 3.2 Apply understanding of the basic principles required for working effectively in a team 3.3 Apply basic understanding of the communication networks and processes and relationships between paid and unpaid staff in relation to volunteer work 3.4 Apply basic understanding of support structures available and how and when to access these 3.5 Work within relevant *legislation/policies and procedures*

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of own work role and responsibilities
- Volunteering as a choice and as being based on reciprocity
- How personal values and attitudes may impact on work as a volunteer
- Job role and accountability
- The need for relevant background checks to be undertaken by the organisation
- The need for undertaking relevant/mandatory training
- Organisation expectations of volunteers
- Valuing self as a volunteer
- Personal motivations for volunteering
- Personal expectations to be gained from volunteer work
- Understanding of the volunteering sector including the nature of volunteer work and the importance of volunteer work to the community
- Understanding of organisation information including: various roles, rights and responsibilities and organisation processes policies and procedures
- Understanding of relevant legislative and procedural requirements, including

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requirements relating to mandatory notification where relevant

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Liaise and report appropriately to supervisor
- Adhere to own work role and responsibilities
- Comply with a range of relevant legislative and procedural requirements
- Demonstrate the application of interpersonal relationships of organisation social, ethical and operational standards and use of appropriate interpersonal styles and techniques
- Communicate in a clear and concise manner in both written and verbal modes
- Literacy skills to identify work requirements and process basic, relevant workplace documentation
- Respond to routine problems related to the workplace, working under supervision - appropriate to the job role
- Request advice, assistance, clarification and/or further information
- Seek and receive feedback
- Adhere to policies and procedures
- Work as part of a team with paid and unpaid staff
- Use information technology appropriate to specific tasks
- Follow instructions/directions
- Maintain confidentiality
- Relate to people in a way which appropriately acknowledges diversity
- Organise and manage one's own time
- Demonstrate safe and effective use of workplace technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

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Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Principles of volunteering may include:

- Philosophy of volunteering
- Definition and principles of volunteering
- Awareness of:
  - Volunteer Australia's national standards for involving volunteers in not-for-profit organisations
  - National Agenda on Volunteering: Beyond the International Year of Volunteers
  - Australasian Association for Volunteer Administrators (AAVA)
- Volunteer infrastructure includes peak bodies at state/national level, resource and referral centres, websites and National Volunteer Skills Centre

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Diversity may relate to differences and may include:

- Languages
- Educational background
- Experience
- Skills and knowledge
- Gender
- Race or cultural origin
- Physical capability
- Age
- Socioeconomic status
- Religious affiliation
- Marital status
- Sexual orientation
- Personality styles
- Learning styles
- Working styles
- Motivations for volunteering
- Expectations of volunteer work
- People new to volunteering

Organisation may include:

- Mission and vision statement
- Strategic and business plans (particularly relating to the volunteer program)
- Structure of the organisation including lines of communication, roles, responsibilities and authority
- Aim of volunteer involvement in the organisation
- Rights and corresponding responsibilities of the organisation to volunteers
- Rights and corresponding responsibilities of volunteers to the organisation
- Expectations of volunteers by the organisation
- Expectations of the organisation/volunteer work by volunteers

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Legislation/policies and procedures may relate to:

- Policies and procedures including:
  - WHS
  - equal opportunity, harassment and discrimination
  - privacy - personal, organisation and client
  - confidentiality - personal, organisation and client
  - insurance - coverage
  - risk management
  - out of pocket expenses/reimbursement of expenses
  - grievance and disciplinary
  - relationship/difference between paid and unpaid staff
  - use of motor vehicles
  - duty of care
  - orientation, education and training for volunteers
  - employment and recruitment procedures of volunteers
  - minimum/maximum time commitments of volunteer staff
  - pre-employment reference audits/checks (i.e. police etc)
  - volunteer involvement, appropriate roles and position descriptions
  - orientation program for volunteers
  - recognition of volunteer contribution to the organisation
  - support structures/mechanisms for volunteers

Volunteers may include:

- Unpaid workers who are in paid employment elsewhere - part-time or full-time
- Unpaid workers who are not in paid employment

Appropriate persons volunteers may relate to:

- Supervisors
- Paid and unpaid colleagues
- Trainer
- Clients/customers
- General public

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Unit Sector(s)

Not Applicable

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CHCWHS312A Follow WHS safety procedures for direct care work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHSOHS312B Follow safety procedures for direct care work	CHCWHS312A Follow WHS safety procedures for direct care work	New unit in V4 - Addition of new unit to address changes in national WHS legislation. Replaces CHCOHS312B

Unit Descriptor

Descriptor

This unit specifies the workplace performance required by an individual involved in following work health and safety procedures for direct care work.

The unit focuses on maintaining safety of the worker, the people being supported and other community members

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Application of the Unit

Application

On completion of this unit, the worker in these particular sectors will be able to accurately identify the major work health and safety hazards, manual handling, together with other hazards that may include dealing with behaviours of concern, stress, etc

The worker will also be able to assess related risk as well as follow instructions and procedures with minimal supervision and support

The worker will also be capable of participating and contributing to work health and safety (WHS) management issues

Where the worker is undertaking tasks delegated by a health professional specific instruction or policy should be provided in relation to infection control or the worker should have the skills and knowledge addressed in *HLTIN301C Comply with infection control policies and procedures in health work*

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

12) Identify *sources of risk to personal safety*, assess the level of risk and follow risk minimisation procedures	1.1 Identify environments, situations and client-related risk factors 1.2 Apply practical strategies and *organisation procedures* to minimise risk 1.3 Identify any behaviours of concern in the work context and follow organisation procedures to minimise risk 1.4 Identify risks associated with driving and travelling with and without clients and follow organisation procedures to minimise risk 1.5 Follow organisation policies and procedures when working in a new or unstable environment
13) Identify manual handling hazards, assess related risk and follow risk minimisation procedures	2.1 Identify *manual handling hazards* 2.2 Assess the risk using the tools described in the Manual Handling Code of practice (or equivalent) for own State/territory 2.3 Apply recognised control measures for *manual handling risk*, including eliminating manual handling wherever possible 2.4 Follow established manual handling procedures and *work instructions* for minimising manual handling activity/risk
14) Identify sources of infection and apply industry accepted practice to minimise risk of infection to themselves, clients and others	3.1 Identify risks of infection 3.2 Apply *standard precautions* to prevent the spread of infection as part of own work routine 3.3 Recognise situations when additional infection control procedures are required 3.4 Apply *additional precautions* when standard precautions alone may not be sufficient to prevent transmission of infection 3.5 Identify other sources of infection for workers
15) Identify other *hazards* and assess risk	4.1 Identify other *hazards* in the work area during the performance of duties 4.2 Assess level of risk 4.3 Conduct environmental assessment to identify potential sources of risk to personal safety
16) Follow procedures and	5.1 Report *hazards* in the work area to *designated*

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strategies for *risk control*	*personnel* according to workplace procedures 5.2 Follow accurately workplace procedures and work instructions for controlling risks with minimal supervision 5.3 Whenever necessary, within the scope of responsibilities and competencies, follow workplace procedures for dealing with incidents, fire and/or hazardous events
17) Contribute to WHS in the workplace	6.1 Describe employee rights and employer obligations regarding consultation on *WHS matters* 6.2 Raise task and/or job specific WHS issues with appropriate people in accordance with workplace procedures and relevant WHS *legislative requirements* 6.3 *Contribute to participative arrangements* for WHS management in the workplace within organisation procedures and the scope of responsibilities and competencies 6.4 Provide feedback to supervisor on hazards in work area in line with organisation WHS policies and procedures 6.5 Provide support in implementing procedures to control risks in accordance with organisation procedures

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Awareness of all relevant workplace procedures including:
- hazard management policies and procedures
- care plans and work instruction
- procedures for the use of manual handling and mobility equipment, personal protective equipment, duress and other alarms
- emergency, fire and incident procedures
- Awareness of the role of Safe Work Australia and the National Work Health and Safety model
- Current state/territory WHS legislation and how it impacts on workplace regulations, codes of practice and industry standards
- Basic concepts of likelihood of occurrence and consequences (severity) of injury
- Basic home fire safety
- Basic understanding of sources of infection and means to minimise transfer of infectious diseases
- Awareness that WHS issues are regulated
- Duty of care within the respective scope of responsibilities
- Knowledge and understanding of the workplace WHS system sufficient to recognise situations affecting WHS and to take the appropriate action to rectify the situation, including specific awareness of manual handling hazards as well as general awareness of other hazards that occur in the sector
- Knowledge of the relationship between WHS and sustainability in the workplace, including how the maintenance of health and safety contributes to environmental, economic, workforce and social sustainability
- Meaning of WHS signs and symbols relevant to the work area
- Significance of service provision setting
- Relevant state/territory Manual Handling Code of practice
- Relevant state/territory WHS authority or department

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply and describe procedures for:

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This describes the essential skills and knowledge and their level required for this unit.

  - recognising hazards, particularly with regard to manual handling, in the workplace
  - reporting hazards identified using documented organisation processes
- Identify manual handling risk and modify work practices appropriately
- Identify risks to personal safety and apply accepted practices to minimise risk
- Demonstrate standard infection control procedures, including use of approved hand washing techniques
- Work safely, and follow the enterprise's WHS policies and procedures
- Identify, report and manage workplace hazards (within the limits of worker control)
- Undertake appropriate observation and reporting

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Access and use manual handling equipment commonly available in the industry sector to reduce risks associated with manual handling
- Communicate WHS issues to designated personnel
- Demonstrate correct use of equipment according to organisation and manufacturer instructions
- Exercise duty of care within the respective scope of responsibilities in accordance with current WHS legislation
- Identify client-related risk factors and modify approach and choice of equipment to minimise risk
- Implement work processes and practices to prevent or minimise risk
- Recognise potential situations that require action and then implement appropriate corrective action as much as possible to eliminate risk
- Refer to and apply safe work practices
- Solve problems
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use body biomechanics, as a supplement to other manual handling risk reduction strategies, to reduce the risk in routine tasks
- Use reading and writing skills – appropriate literacy competence – as required to fulfil job roles in a safe manner and as specified by organisation/service and to access information in care plans, read labels and workplace procedures:
- literacy support in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
- literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual
- Apply communication skills – language competence – as required to fulfil job roles in a safe manner and as specified by the organisation/service:

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This describes the essential skills and knowledge and their level required for this unit.

- assessors should look for skills in asking questions, providing clear information including to client and co-worker, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
- service/organisation may require competence in English or community language, depending on client group

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Simulation should be based on the actual work setting and must include demonstration of practical skills such as use of appropriate equipment
- Simulations may also include the use of case studies, scenarios and role play
- In addition to the practical skills, this unit of competency requires a body of knowledge which may be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (e.g. in transit, home visits, telephone counselling, etc)
- Assessment will occur over a range of situations that may include disruptions to normal smooth operations
- Assessment may need to be conducted over an extended period of time, or on more than one occasion to cover the relevant range of situations
- Within the limits of worker, client and public safety and the requirements of the competency, consideration must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment will require access to:
  - Client handling and mobility devices commonly used in the industry sector including patient hoists, standing lifter, wheelchair, slide sheets and other client assistive devices and mobility aids
  - Recognised risk control strategies
  - Appropriate equipment
  - Workplace health and safety policies and procedures
  - Other related policies and procedures
  - Duties statements and/or job descriptions
  - Sample care plans

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- Assessment may be best conducted using a range of practical exercises and scenarios/case studies/what ifs as well as through questions to check the reasoning behind the observable actions
- These assessment activities should include a range of routine problems that may have been generated from the past incident history and hazardous incidents in similar work contexts within the sector and/or industry
- A diversity of assessment tasks is essential for holistic assessment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Definition of hazard:

- A ‘hazard’ is something with the potential to cause injury or disease to people, damage to property or disruption to productivity
- Hazards arise, for example, from workplace environment; use of plant for example and equipment; poor work design; inappropriate systems, procedures and/or human behaviour

Legislative requirements for manual handling and WHS consultation/participation vary in different states and will include:

- National Work Health and Safety Model
- Current relevant State/territory WHS legislation
- Relevant state/territory Manual Handling Code of Conduct

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Examples of manual handling hazards in the aged care and disabilities sectors include:

- Carrying trays and other items
- Lifting tasks such as moving a person in bed, assisting to stand, transfer to chair or wheelchair, lifting objects
- Pushing pulling tasks such as pushing trolleys, wheel chairs, shower chairs, dressing clients
- Reaching and postural tasks such as feeding a person, showering
- Restraining tasks

The risk factors for manual handling are influenced by:

- Duration and frequency of the task
- Environmental conditions such as underfoot conditions, lighting, heat
- Forces exerted
- In people-handling the risk is also affected by the:
  - ability of client to support/control part/whole of the body
  - predictability in movement and behaviours
  - pain levels
  - ability to follow instructions
  - any equipment attached to the client e.g. catheters, IVs etc
  - client clothing
- Movement undertaken
- Postures adopted

Manual handling equipment may include:

- Client hoists
- Other manual handling assistive devices
- Slide sheets
- Standing lifters

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Sources of risk to personal safety:	• Alcohol and/or drug use • Behaviours of concern • Personal risks may arise from clients, client family, the public or animals • Risk environments may be in access to work (e.g. car parking arrangements, access to private home) and in carrying out work • Situations with a higher risk of threat and client related factors may be identified from incident reports, care plans, case management meetings • Working new, isolated and/or potentially unstable environments
Examples of workplace hazards in aged care, home and community care and disabilities sectors (other than manual handling) may include:	• Biological hazards including body fluids; contaminated food; soiled clothing and linen; clinical waste; syringes and other 'sharps'; etc • Chemicals (e.g. toxic or hazardous substances, gases and liquids under pressure, includes cleaning chemicals) • Electrical hazards related to use of equipment, faulty wiring • Equipment including suitability for purpose and fitness for use • Personal threat by (e.g. through behaviours of concern) clients and/or visitors • Work organisation issues such as shift work or irregular hours/on call • Work-related environment (e.g. underfoot, lighting, space, noise, air quality, furniture/fittings, car parking etc) • Work-related stress

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Standard precautions include:	• Appropriate reprocessing and storage of reusable instruments • Aseptic technique • Personal hygiene practices especially washing and drying hands (e.g. before and after client contact) • Safe disposal of sharps and other clinical waste • Safe handling of sharps • Surface cleaning and management of blood and body fluid spills • Techniques to limit contamination • Use of personal protective equipment
Additional precautions may include:	• Additional use of personal protective equipment • Dedicated equipment (e.g. to each client or as appropriate to work function) • Special ventilation requirements

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Organisation procedures for managing risks, including those related to manual handling may be:

- Client assessment documents and care plans
- Communication, consultation and issue resolution procedures
- Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting (including follow up to sharps incidents) and investigation, workplace inspections, maintenance etc
- Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as WHS policies and procedures)
- Human resources management procedures such as harassment and grievance procedures, induction programs, team meetings, management of performance levels, alcohol and drug policies
- Job procedures and work instructions, including medications policy and procedures
- Other related procedures including waste management, security
- Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work
- Strategies for reducing the amount of manual handling required and manual handling risk
- Supporting people with behaviours of concern

Work instructions may be:

- In a community language
- In English
- Provided visually e.g. video, WHS signs, symbols and other pictorial presentation, etc.
- Verbal
- Work instructions include care plans and there should be an awareness of their role in risk management especially in risks associated with manual handling and behaviours of concern
- Written

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Designated personnel for WHS referrals may be:	• Elected Health and Safety Representative/employee representative • Employer • Health and Safety committee • Other personnel with WHS responsibilities • Supervisor
Examples of WHS issues which may be raised by workers with designated personnel may include:	• Clarification on understanding of WHS policies and procedures • Communication and consultation processes, including carer input to care plans • Effectiveness of risk controls in place • Follow up to reports and feedback • Hazards identified • WHS impact of the changing condition of clients • Problems encountered in managing risks associated with hazards, in particular, manual handling (e.g. availability and appropriateness of handling and mobility equipment) and behaviours of concern • Training needs
Examples of contributions may include:	• Attendance at meetings • Behaviour that contributes to a safe working environment which includes following WHS procedures • Identifying and reporting risks and hazards • Input to care plans • Listening to the ideas and opinions of others in the team • Recommendations on changes to work processes, equipment or practices • Sharing opinions, views, knowledge and skills • Using equipment according to guidelines and operating manuals

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Examples of participative arrangements may include:

- Documented issue resolution processes
- Easy access to relevant written workplace information
- Formal and informal WHS meetings
- Health and safety committees
- Meetings called by Health and Safety Representatives
- Other committees such as consultative planning and purchasing
- Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
- Regular information sessions (using clear and understandable language) on existing or new WHS issues
- Team meeting and case management meetings

Risk control in the work area may include:

Application of the hierarchy of risk control, namely:

- Level 1 controls
  - Eliminate hazards
- Level 2 controls
  - Substitute the hazard with something safer
  - Isolate the hazard from people
  - Use engineering controls
- Level 3 controls
  - Use administrative controls
  - Use personal protective equipment (PPE)

Controlling manual handling risks in the work area may include:

- Changes to the load or client
- Changes to work organisation or work practices
- Changes to workplace layout
- Minimising amount of handling
- Provision of equipment
- Task-specific training

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Report hazards in the work area may be verbal or written and may include:	• Face-to-face • Memos • Notes • Phone messages • Specially designed report forms
Basic home fire safety includes knowledge of:	• Behaviour that may contribute to fire injury and/or fatality • High fire risk groups • Optimum placement of smoke alarms • Referring client for smoke alarm installation and maintenance • Role of a working smoke alarm • Smoke alarm testing and cleaning • Types of smoke alarms

Unit Sector(s)

Not applicable.

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CHCYJ401B Work in the youth justice environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYJ401A Work in the youth justice environment	CHCYJ401B Work in the youth justice environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work effectively in youth justice service settings to meet established work requirements

Application of the Unit

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop knowledge of youth justice work	1.1 Develop knowledge of *different youth justice work contexts* and how the inter-relationships between these sectors affects own work
	1.2 Develop knowledge of *current youth justice issues* which impact on own work area and *different models of work*
	1.4 Research and identify types of young people's offending behaviour
	1.3 Identify the relationship between *factors which influence young people's offending behaviour* and evidence of effective practice in working with young offenders

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ELEMENT	PERFORMANCE CRITERIA
2. Perform work following legal, ethical and organisation requirements	2.1 Demonstrate consideration and understanding of ethical practices in youth justice work 2.2 Identify relevant organisation *policies and procedures* relating to standards and *legislative requirements* of own work role and clarify any uncertainties with appropriate personnel 2.3 Comply with relevant standards of practice applying to work undertaken 2.4 Recognise boundaries and limitations of work role and refer matters to *relevant personnel* as required 2.5 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority 2.6 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
3. Maintain professional work standards	3.1 Contribute to identifying and implementing improved work practices 3.2 Reflect understanding and focus on achieving organisation goals and objectives in all work undertaken 3.4 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements 3.5 Promote the value of young people as individuals in their own right 3.6 Model positive behaviour to young people and recognise the power differentials in the worker client relationship

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ELEMENT	PERFORMANCE CRITERIA
4. Work effectively in youth justice services	4.1 Implement work practices that supports the rights of young people in the justice system 4.2 Promote and protect the inclusivity and diversity of young people in the justice systems 4.3 Maintain awareness of current issues influencing the provision of youth justice services, including *issues for Aboriginal and/or Torres Strait Islander young people* 4.4 Maintain confidentiality in work practices 4.5 Assess *risks* and take appropriate actions according to organisation policy and any legislation requirements 4.6 Record information as required of job role and according to organisation practice standards 4.7 Explain clearly worker role and responsibility to the young person
5. Take responsibility for own skill development	5.1 Seek and positively receive, feedback from supervisor on own standard of own work practices 5.2 Plan with the supervisor ways to improve areas of work practices 5.3 Take part in actions to implement the skills development plan 5.4 Reflect regularly on own work performance

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ELEMENT	PERFORMANCE CRITERIA
6. Communicate effectively in a youth justice environment	6.1 *Communicate with young people* in a way that is appropriate to age, culture, ability or disability, development and language requirements 6.2 Encourage open exchanges of information between worker and young person 6.3 Minimise any constraints to communication with young people and colleagues 6.4 Use communication that is free from discrimination and oppression 6.5 Follow organisation procedures for accessing, collecting and recording written communications about young people 6.6 Ensure communication with colleagues models respect and diversity

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Youth justice system and relevant legislation in work jurisdiction
- Effects on young people in the youth justice system
- United Nations Convention on the Rights of the Child
- Principles of good practice in the youth justice work
- Codes of ethics, legislation and organisation policy and procedures relevant to job role
- Types of approaches and models within the youth justices system
- Factors which may influence or contribute to offending behaviour
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes in the youth justice setting

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- Types of information to access to support functions of job role
- Importance and differences of security awareness in custodial and community youth justice work
- Rights and responsibilities of young people and their families/carers in youth justice system
- Rights and responsibilities of own work performance in youth justices system
- Tensions that may arise between rights and responsibilities and how to resolve these tensions
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints
- Agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Diverse values and beliefs which individuals may hold and how to respond accordingly
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others
- Importance of challenging own perceptions and attitudes in relation to work performance and decision-making
- Own work role and from whom assistance and advice should be sought
- Impact of broader social and economic environment on young people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply an understanding of the legislation requirements of the job
- Apply work practices that respect the rights of the young person and others
- Reflect upon own practices and seek feedback form supervisors and colleagues on own work performance
- Locate and apply relevant policies and procedures of the youth justice workplace
- Maintain professional boundaries in all youth justice work
- Identify and apply ethical practices to work with young people
- Incorporate theoretical understandings of adolescent development and offending behaviour into work practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Raise awareness in others of the needs and rights of young people
- Communicate effectively with young people in a range of situations
- Identify the factors which contribute to offending behaviour
- Undertake risk analysis of immediate work environment

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- Promote anti-discriminatory practices
- Observe and report matters to revenant personnel as required with the job role
- Implement security procedures for safety of young person, self and others in the work environment as required by the youth justice organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Different youth justice work contexts may include:	• Community setting • Custodial/secure settings
Current youth justice issues may include:	• Risk identification • Over representation of specific groups in custody • Recidivist offending • Security risks • Increased presentations of young offenders with complex issues
Different models of work may include:	• Restorative justice • Punitive justice

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Factors which influence young people's offending behaviour may include:	• Risk taking behaviours associated with adolescent development • Deprivation/neglect • Experience and exposure to violence, discrimination, criminal activity, oppression, abuse or other traumatic events • Vulnerability and reliance on illegal activity for survival • Capacity and opportunity to participate in community, education and recreational activity • Factors related to mental health, alcohol and other drugs (AOD) issues for the individual and/or family • Accommodation, employment and income • Physical health
Policies and procedures may include:	• Any policies and procedures that have affect upon the work undertaken • Confidentiality • Collecting, recording and storing information • Access and equity policy • Security and risk assessment • Operations policies
Legislative requirements may include:	• Specific legislations which relates to the work being undertaken - both the context and the individual -and the impact of this on the work • Youth justice • Child protection • Privacy • Anti-discrimination • Work health and safety (WHS)
Relevant personnel may include:	• Supervisors • Colleagues
Issues requiring mandatory notification may include:	• Abuse and neglect • Notifiable diseases

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Issues for Aboriginal and/or Torres Strait Islander young people:	• Deprivation and isolation from family and community contact • Over representation in custody • Self-harm issues • Cultural 'shock' in custodial setting • Advocacy issues within the justice system • Socioeconomics • Education and language barriers
Risks may include:	• Physical security • Personal safety • Safety of young person or others • Property • Breaches of orders
Communicate with young people may include:	• Verbal • Non-verbal • Written • Electronic • Assistive communication (disability)

Unit Sector(s)

Not Applicable

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CHCYJ402A Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to recognise and support the specific needs of Aboriginal and/or Torres Strait Islander young people in the youth justice system

Application of the Unit

Application	This unit applies to work in both a community and custodial youth justice service environment Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Engage with Aboriginal and/or Torres Strait Islander young people and their families	1.1 Communicate appropriately with Aboriginal and/or Torres Strait Islander young people and their families to develop trust and professional relationships 1.2 Apply knowledge of the *issues affecting Aboriginal and/or Torres Strait Islander young people in the youth justice system* to identify particular needs 1.4 Discuss with the young person and family *specific cultural and community characteristics* and/or expectations that may assist with supporting the young person 1.3 Use a variety of sources to obtain information about the cultural needs of the young person 1.4 Provide opportunities for the young person and their family to obtain further information

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate and manage information about the young person	2.1 Demonstrate consideration and understanding of ethical practices and cultural protocols for obtaining and sharing information about the young person 2.2 Follow relevant organisation policies and procedures for *communication strategies* to be used with diverse groups and individuals 2.3 Provide interpreter and/or translator services for families where this will assist communication 2.5 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority 2.6 Use information obtained about the young person's cultural identity to inform case plans and activities
3. Support families and kinship networks to remain in contact with young people	3.1 Consult with the family and kinship networks of young people to identify *practical assistance* needed to maintain contact with young person 3.2 *Access resources* to support family contact with young person in custody 3.3 Determine any *potential barriers to communication* for young people and their families and support the maintenance of communication 3.4 Recognise the importance of whole of community in supporting and caring for Aboriginal and/or Torres Strait Islander young people 3.5 Encourage family participation in case planning

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ELEMENT	PERFORMANCE CRITERIA
4. Represent the needs of Aboriginal and/or Torres Strait Islander young people to others in the organisation	4.1 Identify and convey the cultural needs of the young person to other staff and agencies 4.2 Encourage families to convey any specific needs of the young person to relevant staff 4.3 Seek cultural expertise for suggestions on how to make the environment sensitive to cultural needs 4.4 Observe and report any risk factors for self-harm 4.5 Source and provide information on other services that can support the family and young person

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Youth justice system and relevant legislation as applies to work jurisdiction
- Effects on young Aboriginal and/or Torres Strait Islander people in the youth justice system
- Contemporary issues of Aboriginal and/or Torres Strait Islander people in custody
- Principles of good practice in the youth justice work with diverse client groups
- Codes of ethics, legislation and organisation policy and procedures for liaison and communication of families of young people in custody
- Sources of information and protocols to obtain specific cultural and community information
- Types of approaches and models within the youth justices system
- Factors which may influence or contribute to offending behaviour
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes in the youth justice setting
- Importance and differences of security awareness in custodial and community youth justice work
- Rights and responsibilities of young people and their families/carers in youth justice system
- Rights and responsibilities of own work performance in youth justices system
- Tensions that may arise between rights and responsibilities and how to resolve these tensions
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints
- Agency systems for recording and reporting a range of information about young people,

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REQUIRED SKILLS AND KNOWLEDGE

the youth justice system and related work functions

- Importance of anti-discrimination and inclusivity principles applied to work practices
- Diverse values and beliefs which individuals may hold and how to respond accordingly
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others

continued ...

Essential knowledge (*contd*):

- Importance of challenging own perceptions and attitudes in relation to work performance and decision-making
- Own work role and from whom assistance and advice should be sought
- Impact of broader social and economic environment on young people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply an understanding of the legislation requirements of the job
- Apply work practices that respect the rights of the young person and cultural protocols
- Reflect upon own practices and seek feedback from supervisors and colleagues on own work performance
- Sensitively and respectfully communicate with Aboriginal and/or Torres Strait Islander people
- Implement culturally respectful practices
- Locate and apply relevant policies and procedures of the youth justice workplace
- Incorporate theoretical understandings of adolescent development and offending behaviour into work practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Raise awareness in others of the cultural needs and rights of young people
- Communicate effectively with young people in a range of situations
- Risk analysis of immediate work environment and young person's status
- Promote anti-discriminatory practices
- Observe and report matters to relevant personnel as required with the job role
- Implement security procedures for safety of young person, self and others in the work environment as required by the youth justice organisation

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REQUIRED SKILLS AND KNOWLEDGE

- Liaise with family and community members to ensure relationship maintenance whilst the young person is in custodial environment

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Communication strategies may include:	• Use of interpreters • Use of translators • Accessing communication protocols • Liaison with Elders • Verbal/non-verbal • Printed and photo language • Audio or video conferencing • Respectful use of body language and proximity • Identification and respect for roles of gender, age and community status in communication

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RANGE STATEMENT

Issues affecting young Aboriginal and/or Torres Strait Islander people in the youth justice system may include:	• Risk of self-harm • Cultural oppression • Isolation from community, family, spiritual and well being supports • Over representation in custody • Recidivist offending • Geographical and economic barriers for family visitation and contact • Alcohol and other drug issues • Social and emotional well being • Health risks • Increased presentations of young offenders with complex issues
Specific cultural and community characteristics may include:	• Respect and participation in 'sorry business' • Community expectations and understandings of culturally appropriate restorative justice processes • Social and emotional well being of individual and young person • Historical impacts of stolen generation and institutionalisation - 'black deaths in custody' • Trust/ respect issues and fear of institutional racism • Concept and impact of 'shame' in Aboriginal and/or Torres Strait Islander culture and communities • Issues of grief and loss
Sources of information may include:	• Community elders • Kinship networks • Birth parents • Others in the community as appropriate • Serviced providers with which the young person has a history • Teachers • Siblings

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RANGE STATEMENT

Cultural protocols may include those relating to:	• Access and sharing information • Attendance at community ceremonies and events • Communication timeframes • Reintegration into the community and family
Issues requiring mandatory notification may include:	• Abuse and neglect • Notifiable diseases • Risk of self-harm
Practical assistance may include:	• Financial • Transportation and accommodation for visits • Telecommunication supports • Assistance with social and emotional well being • Legal representation • Interpreter • Providing and explaining information
Access resources may include:	• Aboriginal and/or Torres Strait Islander legal aid • Housing services • Advocacy services • Interpreter services • Community justice services • Aboriginal and/or Torres Strait Islander health service • Other justice services internal to the organisation
Potential barriers to communication may include:	• Perceived ad real power imbalances • Language differences • Literacy levels • Discriminatory processes and actions

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RANGE STATEMENT

Issues affecting Aboriginal and/or Torres Strait Islander young people:	• Deprivation and isolation from family and community contact • Over representation in custody • Self-harm issues • Cultural 'shock' in custodial setting • Advocacy issues within the justice system • Socioeconomics • Education and language barriers
Risks may include:	• Physical security • Personal safety • Safety of young person or others • Property • Breaches of orders • Self-harm

Unit Sector(s)

Not Applicable

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CHCYJ403B Prepare young people for reintegration

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYJ403A Prepare young people for reintegration	CHCYJ403B Prepare young people for reintegration	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work effectively with young offenders to prepare them for reintegration into community

Application of the Unit

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify appropriate activities to prepare for reintegration	1.1 Research and identify available *activities* to help prepare young people for reintegration
	1.2 Assist the young person to identify their own *needs* to prepare for reintegration
	1.3 Provide a range of activities for preparing for reintegration and assist the young person to choose the most appropriate activity where necessary
	1.4 Refer the young person to *specialist support* needs when these cannot be met internally
	1.5 Confirm that preparation activities do not compromise security, safety, needs and rights of the young person, worker, organisation or community
	1.6 Identify in consultation with young person and supervisor realistic objectives of preparation activities

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ELEMENT	PERFORMANCE CRITERIA
2. Implement preparation activities	2.1 Explain and confirm young person understand the limitations, and requirements of the activity and any consequences for breaches 2.2 Confirm with the young person and others involved in the activities the *objectives and outcomes* and standards of behaviour expected 2.3 Identify any breaches of the activity requirements and take action in line with organisation *policies and procedures* 2.4 Comply with work health and safety (WHS) requirements in activities that occur outside the custodial setting 2.5 Evaluate against the activity objectives and expected outcomes, in consultation with key personnel, the effectiveness of the activity 2.6 Liaise with external organisations to promote and develop further activities that support young person's preparation for reintegration
3. Support the young person preparing for reintegration	3.1 Provide resources, information, encouragement to enable the young person to actively participate in the reintegration activity 3.2 Communicate with the young person in a way that promotes their confidence and self responsibility 3.3 Monitor and review the young person's progress in preparing for reintegration 3.4 Implement change to activities where the young person's progress is not evident 3.5 Record and report on activities as required by job role and guidelines of the organisation

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

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Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Youth justice system and relevant legislation to be applied in reintegration activities according to work jurisdiction
- Effects of the youth justice system on young people in custody
- United Nations Convention on the Rights of the Child
- Principles of good practice in the youth justice work
- Codes of ethics, legislation and organisation policy and procedures relevant to job role and preparation for reintegration activities
- Factors which may influence or contribute to successful preparation for reintegration
- Range of needs the young person may have to reintegrate
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes applying to the activities occurring internal and external to the custodial environment
- Rights and responsibilities of young people and their families/carers in youth justice system
- Rights and responsibilities of own work performance in youth justices system
- Tensions that may arise between rights and responsibilities and how to resolve these tensions
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints
- Agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others
- Own work role and from whom assistance and advice should be sought
- Promotion and development strategies for reintegration activities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess young person's needs to prepare to reintegrate back into the community
- Implement activities to support the preparation of community reintegration
- Implement activities without compromising security

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- Monitor and support the compliance of behaviour in activities outside the custodial environment
- Support individuals to enable them to benefit from community reintegration
- Monitor where required as part of job role, the reintegration preparation process and activities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with young people to ensure understanding of participation requirements and consequences of breaches
- Monitor and evaluate activities
- Document progress and outcomes against objectives
- Liaise with other stakeholders in the development of preparation activities including young person, their families, internal. and external staff
- Undertake risk analysis of internal and external activities
- Observe and report matters to relevant personnel as required with the job role
- Implement security procedures for safety of young person, self and others in the activity
- Identify young person and family needs for reintegration

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Activities may include:

- Periodical release
- Supervised community visitation
- Family visitation
- Engagement activities in education and employment

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Needs of young person may include:	• Financial • Accommodation • Employment • Education • Health • Transport • Counselling
Specialist support may include:	• Community based youth support services • Accommodation services • Medical specialists • Education and employment services • Community members • Elders
Objectives and outcomes may include:	• Personal development • Life skills • Independence • Social integration • Family integration • Education • Employment • Accommodation
Policies and procedures may include:	• Any policies and procedures that have affect upon the work undertaken • Confidentiality • Collecting, recording and storing information • Access and equity policy • Security and risk assessment • Operations policies

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Relevant legislation may include:

- Specific legislations which relates to the work being undertaken - both the context and the individual -and the impact of this on the work
- Youth justice
- Child protection
- Privacy
- Anti-discrimination
- WHS

Unit Sector(s)

Not Applicable

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CHCYJ501A Develop and support a youth justice team

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to encourage, develop and support positive teamwork in youth justice service settings

Application of the Unit

Application	This unit applies to work in both a community and custodial youth justice service environment Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain effective relationships with colleagues	1.1 Identify and agree to work responsibilities in consultation with team members 1.2 Plan and conduct own responsibilities as agreed 1.3 Demonstrate effective team work in daily practices 1.4 Identify need and provide support to *colleagues* within own job role 1.5 Identify own *support* needs and seek assistance form team as required 1.6 Implement anti-discriminatory work practices and model goals and values of the organisation 1.7 Identify actual and potential conflicts with colleagues and work to resolve them

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ELEMENT	PERFORMANCE CRITERIA
2. Maintain confidential and respectful communications with colleagues	2.1 Use communication equipment according the guidelines of the organisation 2.2 *Communicate with colleagues* according to policy and procedures 2.3 Use a range of communication strategies to accommodate the communication needs of colleagues 2.4 Provide documented communications within agreed timeframes 2.5 Maintain confidentiality in communications with colleagues 2.6 Identify, record and report any issues which breach organisation standards of practice
3. Assist with the development of the team	3.1 Discuss with team responsibilities with all team members 3.2 Collect and use team feedback to improve the relationships and team performance 3.3 Present information about improvements to team practices in a constructive, clear and timely manner 3.4 Respond positively to team feedback about suggested improvements and strategies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Importance of effective team work practices
- Team dynamics and relationships
- Practices that support team work
- Barriers to team work in youth justice settings
- Principles of anti-discriminatory practices in a team environment
- Management strategies for negotiating tasks within the team
- Strategies for making constructive suggestions in a team
- Conflict resolution strategies
- Participating as part of a team operating in a highly stressful environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work effectively colleagues, managers, and other agency staff
- Provide support to colleagues as needed
- Implement anti-discrimination practices
- Manage conflict between self others constructively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Recognise and support ways the in which the team could develop its work
- Encourage feedback from others about work practices

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REQUIRED SKILLS AND KNOWLEDGE

- Monitor team dynamics
- Communicate effectively to ensure clarification of meaning
- Respect the diversity of work teams
- Support colleagues experiencing the impacts of working in youth justice environments

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Colleagues may include:

- Other staff
- Supervisors and managers
- People from other services

Support may include:

- Assisting with the completion of a range of tasks
- Intervening in situations of risk where appropriate
- Providing constructive feedback
- Offering suggestions and information for the management of particular situations or circumstances
- Identifying and naming conflicts f interests, boundary violations with the colleague concerned
- Mediating on conflict issues within the team
- Provide information and guidance

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RANGE STATEMENT

Communicate with colleagues includes:	• Direct verbal and written communication • Non-verbal

Unit Sector(s)

Not Applicable

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CHCYJ502A Respond to needs of youth justice clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to respond to a range of presenting complex needs of youth justice clients

Application of the Unit

Application	This unit applies to work in both a community and custodial youth justice service environment Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist the young person to identify and assess issues that affect their health and well being	1.1 *Communicate* with the young person in an open and conducive manner to exchange views about particular concerns 1.2 Encourage the young person to talk about their *particular health and well being issues* 1.3 Consult with the young person about factors that impact on their health and well being 1.4 Identify any specific concerns relating to alcohol and other drug use and/or mental health issues 1.5 Encourage young people explore options for improving health and well being 1.6 Provide information to assist the young person to select *options* that can be implemented to address health and well being issues

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ELEMENT	PERFORMANCE CRITERIA
2. Assist the young person to select options for addressing health and well being issues	2.1 Support the young person to reflect upon their own concerns for their health and well being 2.2 Encourage the young person to realise their potential for change 2.3 Discuss with the young person *implications of choices* and clarify their understanding of the impact of those choices on other areas of their life 2.4 Explain to young person risks of any choices made in relation to ongoing health and well being concerns
3. Support the young person to act upon their choice of support/intervention	3.1 Assist the young person to be clear about the choices they have made and the reasons for seeking the support/interventions 3.2 Explore with young people the *choice of methods available* to assist them to act upon the support/intervention 3.3 Facilitate the young person's access to their identified choice of *support or intervention* 3.4 Maintain contact to a level required to support the young person to action changes to improve health and well being 3.5 Encourage young people to access further supports if required

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate with the young person the effectiveness of interventions/supports	4.1 Provide regular opportunities for the young person to review their own progress 4.2 Review the young person's original health and well being concerns and the effectiveness of choice of actions in an appropriate manner 4.3 Seek opinions and inputs from others involved in the interventions to suggest ways the intervention/support process may be improved 4.4 Encourage the young person to identify and discuss their own perceptions of changes to their health and well being as a result of taking action 4.5 Record outcomes of interventions/supports according to organisation guidelines and confidentiality

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Holistic concepts and approaches to adolescent health and well being
- Addictive behaviour
- Stages of change and motivational interviewing techniques
- Adolescent mental health and social and emotional well being concerns
- Contemporary approaches to alcohol and other drug treatments and change management
- Issues of illegal and legal drug use and the response of the worker to these issues in the youth justice context
- Legislation and policy and procedures related to working in the youth justice context where young people present with complex and/or multiple issues relating to health and well being
- Range of support and intervention types available for young people experiencing a range of health and behavioural concerns in the youth justice environment including:
  - alcohol and/or other drug (AOD) misuse
  - mental health issues (depression and suicide)
  - disabilities
  - behavioural difficulties
- Local internal and external organisations and specialist support services
- Implications of specific health and well being concerns of young people in a secure and/or community environment
- Importance of peer support in achieving change
- Impact of culture, beliefs and preferences on individuals willingness to discuss areas of concern
- Theories of how family of origin, intergenerational and environmental health impacts contribute to health and well being of young people in the youth justice system
- Relationship between lifestyle choices, nature of adolescence risk taking and offending behaviour

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REQUIRED SKILLS AND KNOWLEDGE

- Early warning signs of young people's behaviour becoming volatile and procedures to respond to this behaviour whether it is substance use related or otherwise

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Strategies for encouraging young people to discuss issues openly and honestly
- Acknowledge and respect the young person's rights to choose the appropriate supports
- Demonstrate support through verbal and non-verbal methods
- Confirm the young person's ability to understand the implications of choices made
- Strategies to encourage the young person to recognise their capacity to make changes
- Manage difficult behaviour related to health and well being concerns in accordance with operational guidelines
- Identify when to refer to specialist services
- Undertake a risk assessment of choices made by the young person

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with young people
- Assist the young person to review and evaluate effectiveness of supports and interventions to achieve change in health and well being
- Use strategies for engaging family members to be involved and support the young person to make changes
- Use methods to for helping the young person to maintain their commitment to change

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Communicate may include:

- Verbal
- Non-verbal
- Written
- Electronic
- Assistive communication (disability)

Particular health and well being issues may include but are not limited to:

- AOD use/misuse
- Mental health concerns - particularly depression and suicide and self-harm
- Behaviour as a secondary consequence of health and well being issues (e.g paranoia, tactile delusions, auditory hallucinations, erratic responses)
- Violence and aggression
- Anti social behaviour
- Risk taking
- Emotional ill health

Options may include:

- What is possible for the young person to directly influence
- What it may be possible to achieve if the young person engages with other people
- Factors which may be outside the direct control of the young person but may impinge on their choices

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RANGE STATEMENT

Implications of choices may include:	• If the choice is to not seek supports to make changes to health and well being: • Deprivation/neglect • Experience and exposure to violence, discrimination, criminal activity, oppression, abuse or other trauma • Vulnerability and reliance on illegal activity for survival • Capacity and opportunity to participate in community, education and recreational activity • Continued detrimental effects to lifestyle related to un managed mental health, alcohol and other drugs issues for the individual and/or family • Accommodation ,employment and income issues • Continued health concerns
Choice of methods available to support young person may include:	• Coaching and training • Counselling and support • Challenging behaviour • Demonstrations and modelling • Provision of information
Support or intervention may include:	• Structured programs for detoxification/rehabilitations • Psychological assessment and interventions • Counselling services • Peer group work • Specialist group programs • Withdrawal and supported isolation • Buddy and mentor systems • Natural therapies

Unit Sector(s)

Not Applicable

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CHCYTH301E Work effectively with young people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a professional rapport with young people	1.1 Conduct interactions with young people in a fair, just, humane and positive manner 1.2 Use communication strategies with individuals for effective interaction and problem solving 1.3 In all work demonstrate a consistent commitment to young people
2. Address issues associated with the culture of young people	2.1 In all actions and decisions, take into account the culture of the young person 2.2 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 2.3 Evaluate issues in relation to young person's culture, family background and interest and modify approach appropriately 2.4 Select activities and resources to promote cross cultural awareness 2.5 Establish guidelines that are relevant to the culture and background of the young person

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ELEMENT	PERFORMANCE CRITERIA
3. Recognise that youth culture is distinct	3.1 In all interventions, take account of youth culture the young person identifies with 3.2 Select activities and interventions to fit both individual and/or group needs of particular young people 3.3 Assist young people to negotiate positive outcomes within a political framework 3.4 In all interventions, take account of their economic impact on young people 3.5 In all work demonstrate a commitment to addressing any economic disadvantages young people experience

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Current issues facing young people and existing services to address their needs and rights
- Interrelationship of society, culture, the family and the young person
- Organisation role within the context of the youth sector
- Own work role within the context of the youth sector
- Political and economic context as listed in the Range Statement
- Principles and practices of community support
- Principles of access and equity
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Statutory framework in which the work takes place
- Youth cultures social, political and economic frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prepare reports such that the information and the way it is organised is appropriate to its purpose and audience

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
  - advocacy
  - communication
  - empathy
  - interpersonal communication with young people and other stakeholders
  - working as part of a team or as a sole worker
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the organisation and individual context within which work takes place

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - a workplace or an accurately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Historical, social, political economic context includes:

- Changing social context of work: e.g. changing government and societal views of young people and approaches to working with them
- Economic context e.g. the current economic situation as it relates to and affects young people and the subsequent impact on client needs
- Historical context of work e.g. changing attitudes to young people; changing approaches to working with young people
- Political context e.g. government policies and initiatives affecting youth work
- Statutory framework within which work takes place in the sector

Stakeholders and representatives may include:

- Families and care givers
- Friends, peers and target groups
- Government representatives and service providers
- Local community and community and religious organisations
- Organisation management, colleagues, supervisor, team members
- Peak bodies and networks in youth work
- Specialists/experts
- Young people
- Youth organisations

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RANGE STATEMENT

Different models of work in the sector may include:	• A client-centred approach • Case management • Community development and education • Working with families
A commitment to access and equity may be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, developmental, religious, economic and social

Unit Sector(s)

Not Applicable

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CHCYTH401B Engage respectfully with young people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to communicate effectively with young people (aged 12-25) in work roles with a specific focus on young people

Application of the Unit

Application	This unit applies to work undertaken in work roles where the young person is the primary client

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate effectively with a *diversity of young people*	1.1 Listen to the young person to gain understanding of their experiences 1.2 Foster communication exchanges that supports the development of trust and rapport 1.3 Process information about the young persons situation from their perspective 1.4 Use a range of *appropriate communication strategies* to engage with young people 1.5 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 1.6 Maintain young person's confidentiality in the context that the young person is the primary stakeholder

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ELEMENT	PERFORMANCE CRITERIA
2. Reflect understanding of youth cultures, sub cultures and development	2.1 Take into account *youth culture*, *sub cultures* and *development of the young person* in all actions and decisions 2.2 Evaluate issues in relation to young person's culture and modify approaches appropriately 2.4 Select *activities and resources* to promote awareness, respect and value of diversity 2.5 Establish guidelines that are relevant to the culture and background of the young person 2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work
3. *Work with the young person* as the focus	3.1 Apply *youth centred practices* when working with young people 3.2 Respect the rights needs and responsibilities of the young person 3.3 Convey worker rights and responsibilities as necessary 3.4 Establish a professional relationship and boundary expectations with the young person 3.5 Recognise, and manage *power inequities in the professional relationship* 3.6 Apply *principles of ethical decision-making* in working with young people

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Current issues facing young people and existing services to address their needs and rights
- Different world views and the interrelationship of society, culture, and the young person
- Diversity in all forms - cultural, sexualities, abilities, socioeconomics, experiences of migrants, refugees and asylum seekers, geographical locations
- Own cultural values, cultural lens and ethnocentrism
- Own work role within the context of the youth sector
- Principles of access and equity
- Principles of ethical decision-making
- Statutory frameworks in which the work role functions
- The impact of judgement making skills in working with young people
- Youth centred practices with focus on the young person as the primary stakeholder
- Youth cultures, social, political and economic and professional frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate interpersonal communication with diversity of young people
- Work as part of a team or as a sole worker in working with young people

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Advocate for young people as the primary client
- Apply engagement skills with young people with diverse range of presenting issues and experiences
- Apply principles of ethical decision-making to ethical dilemmas when the young person is the primary client
- Appreciate and critique difference
- Celebrate diversity and value uniqueness
- Establish and maintain a professional relationship with young people

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the organisation and individual context within which work takes place

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - a workplace or an accurately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Diversity of young people includes:

- Aboriginal and/or Torres Strait Islander young people
- Culturally and linguistically diverse young people
- Cultures associated with differing socioeconomic backgrounds
- Diverse family experiences and family of origin
- Diverse sexualities - heterosexual, bisexual, gay and lesbian
- Gender differences - young women, young men, transgender young people
- Young migrants, refugees and asylum seekers
- Young people from diverse geographical locations, urban, suburban, rural, remote, regional, transient
- Young people from diverse youth cultures, and sub cultures
- Young people with a disability
- Young people with diminished health status

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RANGE STATEMENT

Appropriate communication strategies and techniques

- Effective communication techniques including:
  - active listening (reflecting and questioning)
  - adaptation to purpose
  - body language
  - community languages
  - complexity of content
  - language levels and styles
  - normalising and summarising
  - physical and sensory contact
  - reframing and challenging
  - tone
- Use communication strategies that are appropriate to the young person, including:
  - access to hidden populations of young people via third party peers
  - consideration of abilities and any technical aids
  - cultural protocols, sensitivities and awareness
  - gestures
  - interpreters
  - language
  - location and proximity
  - relevant content
  - signed
  - visual

Youth culture and sub cultures include:

- As defined by the groups of young people with whom worker has contact and can include:
  - shared experiences within ethnicity based groups
  - shared interest and ideologies
  - shared social practices and rituals, religion and spirituality
  - other
- Value the importance youth cultures challenge and promote change to broader community

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RANGE STATEMENT

Development of the young person may include:	• Core themes could include:
	  • autonomy and agency
	  • experimentation and risk taking behaviour
	  • identity
	  • interests, different personalities and abilities
	  • personal and collective meaning
	  • sexuality
	  • supportive networks, friendships, family and other
	• Physical development
	• Psychological and emotional development

Activities and resources to promote diversity include:	• Avoid stereotypes and generalisations about young people • Challenging assumptions of existing world views e.g. hetero-sexism, racism • Enjoyment of young people and a genuine commitment to the well being and value of young people in the community • Establish welcoming and inclusive youth spaces, work environment and community settings • Inclusive attitudes and behaviours of staff and volunteers • Inclusive organisation policies that promote cultural competence, inclusion and anti-discrimination • Not under-estimating or over-estimating young people • Promote positive images that represent diversity in work practices e.g. printed resources, art works, posters etc • Where appropriate seek to understand and challenge discriminatory behaviours and attitudes of young people and other key stakeholders • Work creatively to celebrate diversity

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RANGE STATEMENT

Youth centred practices include:	• Always seek to engage with young people to hear and understand their perspective in all issues related to them • Commitment to the young person as primary client and all other stakeholders as secondary • Consideration of the young person and the ir experiences as unique • Prioritise the young person's experiences, goals and concerns in all work practices
Work with the young person may include:	• Community education with young people • Community work with young people • Education support work • Group work with young people • Individual youth work
Power inequities in the professional relationship may include:	• Age and physical appearance • Authoritative positioning • Developmental imbalances • Economic disadvantage • Information and life skills • Perceived or real power differentiation • Vulnerability and experiences of the young person
Principles of ethical decision-making includes:	• Appropriate use of professional and person power • Commitment and skills to be able to work within the organisation ideology, culture and belief system when making ethical decisions • Identify the organisation culture and ideology • Recognise the impact of values and beliefs upon practice

Unit Sector(s)

Not Applicable

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CHCYTH402C Work effectively with young people in the youth work context

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH402B Work effectively with young people in the youth work context	CHCYTH402C Work effectively with young people in the youth work context	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work in the youth work context

The unit focuses on the historical and contemporary youth sector practice and understanding of the current status of young people

Application of the Unit

Application

This unit applies to work undertaken in all youth work roles where the young person is the primary client

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of the social, historical, economic, legal and political contexts of young people	1.1 Assess and respond to the needs of young people within the context of their experiences 1.2 Research, analyse and maintain up to date knowledge and awareness of the social, political , economic and legal *contexts of young people* 1.3 *Research, analyse and apply understanding of youth policy* in practices of youth work 1.4 Apply understanding of the historical and cultural constructs of youth and the changing context of young people

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ELEMENT	PERFORMANCE CRITERIA
2. Apply understanding of the context of youth work	2.1 Apply knowledge of youth contexts to *youth work practice* 2.2 Identify legal frameworks which impact on *context of youth work* 2.3 Research, maintain and apply *models and frameworks of youth work* in a variety of youth work contexts 2.4 Develop a comprehensive understanding of the *youth sector*
3. Work within the core values and practice frameworks of youth work	3.1 Assess core *youth work practice values* to ensure supports and interventions are young person-centred 3.2 Apply practice frameworks to maximise support for the young person as a unique individual 3.3 Demonstrate support for the *young person's rights* and safety including access and equity of services
4. Work with understanding of the impact of values in determining the approach to working with young people	4.1 Identify, and reflect on own values and experiences which may impact on approaches to youth work 4.2 Work with awareness of organisation values 4.3 Match interventions and supports appropriate to the young persons own values

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

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- Cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected
- Current status of young people in context:
  - social and cultural context of youth
  - historical, economic, political and social contexts of young people
  - rights, needs and responsibilities of young people
  - risk taking and social behaviour in young people
  - young people as primary client
  - changing contexts of young people
- Processes for getting advice and assistance when there are ethical or professional issues
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- The impact of popular beliefs on values, attitudes and behaviour
- The organisation's codes of conduct or code of ethics/duty of care
- The range of specialist support services and programs available to young people
- The social, political, historical and economic context of the service response to the needs and interests of young people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Check and analyse information for assessment of risks, special needs, significant changes and personal and social developmental levels for young people
- Make decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations
- Provide effective support and/or services for young people in at least one youth work context, such as:
  - centre based work
  - drop in centres, recreational facilities
  - housing and residential services
  - outreach and home visits, street, parks
  - schools
  - on line youth work, web based, emails, discussion rooms
  - telephone contact
- Provide supervision and care based on assessed risk and justifiable degree of care and concern
- Respond to risks and incidents of varying degrees of severity
- Use clear and reassuring communication relevant to the culture of young people

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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These include the ability to:

- Demonstrate application of skills in:
  - assessment
  - referral
  - negotiation
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - critical thinking
  - political analysis
  - reflective practice
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the organisation and individual context within which work takes place

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - a workplace or an accurately simulated environment where assessment may take place

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients, youth, health and welfare support agencies, specialist staff

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contexts of young people	• Historical, economic, political and social contexts of young people • Rights needs and responsibilities of young people • Social and cultural construct of youth • Socioeconomic status of young people • Stereotyping of young people • Young people as the primary client • Young people in the media
Research, analyse and apply understanding of youth policy includes:	• A basic understanding of formal ideologies • Changing contexts of young people • Changing social policy contexts impacting on young people and their environment today and in the future • Current issues in youth policy and young people's experiences of all social policy e.g. health • Economic context - disadvantage, poverty, income, employment, government economic policy, distribution of resources and opportunities • Historical and social contexts of youth work e.g. changing attitudes to young people, changing approaches to working with young people, social exclusion • Political context - youth social policy • Statutory frameworks of youth work
Youth work practice may include:	• Case management • Classification and review • Community development • Community work • Group work • Individual work • Need and risk assessment • Programmed intervention • Protective care • Reporting and referring systems • Residential care, such as in a family group home

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The context of youth work may include:	• Centre based - appointment based • Drop in centres, recreational facilities • Housing and residential services • On line youth work, web based, emails, discussion rooms • Outreach and home visits, street, parks • Schools • Telephone
Models and frameworks of youth work may include:	• Basic understanding of the theories of youth development and youth work • Client self determination • Client-centred approaches • Community Development • Education • Empowerment • Rights based
Youth sector includes:	• Funding bodies • Government services • Non government services • Relevant levels of accountability • Young people • Youth sector peaks • Youth workers

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Youth work practice values may include:

- Be non-judgemental
- Consider the whole context
- Engage with diversity and difference
- Focus on strengths and capacities
- Integrity, acceptance, equity and equality
- Notice change and achievement
- Recognise the person first not just their issues
- Self agency/ young person directed practice
- Social justice, fairness, honesty and respect
- The values of:
  - youth workers
  - young people and their peers
  - key stakeholders in young people's lives
  - workplaces
  - colleagues
  - other workers and services
  - community
  - others
- Transparency and transparent boundaries
- Valuing the person
- Work collaboratively
- Work towards 'power with' not 'power over'
- Work with young people in partnership

Young person's rights include:

- Young people's rights as documented in the UN convention on the rights of the child

Unit Sector(s)

Not Applicable

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CHCYTH403C Support young people to create opportunities in their lives

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH403B Support young people to create opportunities in their lives	CHCYTH403C Support young people to create opportunities in their lives	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to assist young people to identify the challenges and opportunities in their lives and to work towards their goals on an individual or group level

Application of the Unit

Application

This unit applies to work undertaken in all youth work roles where the young person is the primary client

Work with young people maybe individual or group with a participatory approach

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Build respectful and trusting working relationships with young people	1.1 Facilitate *safe* individual or *group processes* with young people and apply *principles of youth work practice* 1.2 Identify the conditions necessary for young people to change and grow 1.3 Actively listen to the young person's stories and experiences to clarify issues 1.4 Identify and explore strengths and exceptions 1.5 Encourage and support young people to identify relationships between their issues and social structures 1.6 Identify and avoid colonising practices

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ELEMENT	PERFORMANCE CRITERIA
2. Work with young people to identify their needs, rights, strengths, hopes and opportunities	2.1 Clarify the young person's expressed, demonstrated, or felt needs and concerns 2.2 Explore exceptions, identify strengths and resources 2.3 Problem solve immediate issues or concerns 2.4 Work with client to create their own reframe of current circumstances 2.5 Work to externalise the young person's issue or problem 2.6 Acknowledge circumstances outside of the young person's control
3. Define identified goals	3.1 Ensure the young person has been heard and problems acknowledged before moving to future planning 3.2 Assist young people to explore future possibilities and ways of being 3.3 Use *creative methods*, *processes* and questions to consider and create possibilities 3.4 Identify *barriers* that hinder the way young people would like changes to take place 3.5 Establish with the young person their desired outcomes
4. Develop and implement action plans	4.1 Utilise a range of *youth work interventions* to create future opportunities 4.2 Explore *additional resources* needed to achieve goals 4.3 Develop proposals and strategies for action plans 4.4 Measure and ensure change is noticed 4.5 *Document intervention* work as required

Required Skills and Knowledge

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This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Dynamics and principles of group work
- Identification of personal values and their impact on performance
- Knowledge of statutory requirements and application of the concept of duty of care and child protection
- Organisation reporting procedures and practice
- Principles of case planning practices
- Principles of effective communication
- Principles/relevant cultural practices and customs of the community and the young people in the service
- Relevant organisation procedures and policies related to program, service and personal support for young people, referral, reporting of young people's issues and experiences
- Strengths-based practices
- Support services and specialists and their guidelines for access and service provision

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to individual and group support/interventions with young people
- Identify personal values and their impact on performance
- Interact with young people from different cultural backgrounds in individual and group settings
- Support vulnerable young people and those with special needs and risks to participate in the decision-making and planning of actions and opportunities
- Support young people according to their circumstances and the objectives of the young persons desired goals, individual needs, risks and circumstances, including education and employment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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- Demonstrate application of skills in:
  - case planning skills
  - general counselling strategies/techniques
  - group facilitation skills
  - listening and assessing information presented by young people in individual or group setting
  - negotiation and conflict management skills
  - referral and advocacy
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Performance can be demonstrated through assessment of evidence generated from work practice
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • a workplace or an accurately simulated environment where assessment may take place
Method of assessment:	• Knowledge testing and simulation exercises conducted in a training program • Knowledge tested or inferred from explanations and performance in workplace applications • Observation of performance in routine workplace activities • Documentation and products produced as part of routine work activities • Observation and documentation from specially conducted assignments based on routine work requirements • Observations from supervisors, colleagues and clients

Range Statement

The Range Statement relates to the unit of competency as a whole.

This Range Statement reflects the very diverse nature of young people and family needs and circumstances and different services provided in and for community services. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based

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Safe group work practices include:	• Advocating for groups of young people • Basic conflict management skills • Basic group dynamics • Basic negotiation skills • Basic stages of group development • Different types of groups • Empowering young people in groups • Facilitation skills • How different people learn • Responding top the dynamics between young people • Situational analysis skills
Principles of youth work practice include:	• Being non-judgemental • Considering the whole context of the young person • Engaging with diversity and difference • Focusing on the strength and capacities • Integrity, acceptance, equity and equality • Noticing change and achievement • Recognising the person first not just the issues • Self agency/young person directed practice • Social justice, rights, access, equity and youth participation, fairness, honesty and respect • Transparency and transparent boundaries • Valuing the person • Working collaboratively • Working towards 'power with' rather than 'power over' young people • Working with young people in partnership
Creative methods and processes may include:	• Creative use of questioning, hypothetical and 'what if' questions • Creative visualisation, future imagining, • Identify the young person's relationship with hope and use processes that ensure safety and respect • Other creative processes and activities to validate young people's experiences and explore other possible perspectives for the same event, experience or story • Story telling, writing, drawing, arts, music, and other forms of creative expression

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Barriers may include, but are not limited to:

- Age
- Behaviours and attitudes of others
- Cultural
- Financial and other resource constraints
- Geographical
- Health
- Intellectual
- Limited opportunities
- Linguistic
- Political
- Self belief
- Situational
- Social
- Societal stereotypes
- Young person's behaviours and choices

Youth work interventions include:

- Brief interventions
- Community development
- Facilitating change
- Group work
- Individual work
- Problem solving

Additional resources may include

- Aboriginal, Torres Strait Islander liaison
- Counsellors
- Drug and alcohol services
- Education/training/skills development
- Employment/career development
- Intervention and behaviour management programs
- Medical
- Physical, mental, social and emotional developmental programs and strategies
- Program coordinator
- Recreation/sporting groups
- Religious/spiritual adviser
- Resources in the client's natural networks
- Special support needs
- Specialist cultural liaison and support
- Welfare organisations

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Document intervention may include:	• Assists good practice • Assists, compliments and demystifies the change process • Enable the young person or groups story to emerge • Enable young people and groups to own the records • Enable young people or the group to write, participate in and keep records • Ensure the young person or group knows about the records • Keep records open and available to young people • Maintain youth work accountability to the young person or group • Record in a manner that benefits the young person, the youth workers and the organisation

Unit Sector(s)

Not Applicable

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CHCYTH404E Support young people in crisis

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH404D Support young people in crisis	CHCYTH404E Support young people in crisis	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to implement risk management strategies in crisis situation

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite	This unit must be assessed after successful achievement of pre-requisite unit: • CHCYTH301D Work effectively with young people

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement *risk minimisation strategies*	1.1 Establish a framework for dealing with potential *crisis situations* 1.2 Undertake timely risk assessment of potential crisis situation, with due consideration for the safety of *young people* and others 1.3 Identify, assess and implement a variety of *possible strategies to minimise risk* in accordance with organisation procedures 1.4 Identify appropriate sources and strategies for accessing support and act on as required 1.5 Call for further *assistance* without delay, where it is required

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ELEMENT	PERFORMANCE CRITERIA
2. Maintain a safe environment for young people	2.1 Identify and routinely implement *organisation's policies, procedures* and practices designed to maximise physical and emotional safety of young person 2.2 Maintain healthy and safe environment to minimise potential for harm 2.3 Respond to incidents to safeguard young people 2.4 Initiate appropriate post critical activities to assist young people and provide routinely 2.5 Ensure all legislative and ethical requirements are met by self and those who supervise

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Role and responsibilities of self and other staff for responding to critical incidents
- Understanding of how critical incidents and risks arise both generally and in particular situations
- Issues affecting young people
- Basic counselling strategies
- Protocols of crisis intervention
- Mental health issues
- Policies/procedures

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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- Demonstrate application of skills in:
  - conducting interviews
  - advanced communication
  - counselling
  - predicting possible outcomes or consequences of particular actions
  - establishing and facilitating meetings
  - adequate literacy skills for record-keeping and report writing to the standards defined by the organisation
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Competency is demonstrated in assisting young people in crisis situations for at least one type of crisis situation taking account of the organisation policies and procedures designed to maximise safety

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Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - a workplace or an accurately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Young people will include:

- Individual young people who are users of the services of the organisation
- Individual young people referred to the organisation
- Young people who are involuntary or voluntary users of the service of the organisation
- Young people who fall in the specific target group of the organisation

Crisis situations may include:

- Threatened suicide
- Drug overdose
- Domestic violence
- Abusive situations
- Self-harm
- Serious indictable offences homelessness
- Death
- Verbal abuse
- Mental health issues
- Depression
- Separate homelessness

Possible strategies to minimise risk may include:

- Counselling
- Restraining
- Diversion
- Segregation
- Employing communication skills
- Seeking assistance
- Seeking emergency assistance

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Strategies for crisis/emergency action may include:	• Actions undertaken and managed by the young person • Actions taken by the worker on behalf of the young person • Joint action • Referral to other agencies or services • Referrals to group/peer support • Short and long term • Referral to supervisor/colleagues
Assistance will include:	• From own organisation • From another organisations • Government and non-government • Youth specific organisations • Generic community services organisation • Emergency services organisations
Organisation's policies and procedures will include:	• Emergencies • Work health and safety (WHS) • Referrals • Reporting • Recording • Accountability • Code of conduct • Legislative, statutory obligations

Unit Sector(s)

Not Applicable

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CHCYTH407E Respond to critical situations

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH407D Respond to critical situations	CHCYTH407E Respond to critical situations	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to maintain safety through effective response to potential or actual critical situations

Application of the Unit

Application

This unit applies to staff working in specialist services and in residential work sites or in the community

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Minimise the impact of critical incidents	1.1 Respond to *incidents* confidently, effectively, appropriately and in accordance with agreed processes
	1.2 Identify the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment
	1.3 Identify and provide information on potential responses to the appropriate team members for action and support
	1.4 Request assistance clearly and promptly
	1.5 Use protective strategies according to instructions and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Prevent escalation of violent behaviour	2.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour minimised 2.2 Develop plan of care outlining ways to prevent, and respond to clients expressions of violence against self or others, communicate it to relevant personnel and implement the plan 2.3 Respond to crisis situations in a manner that promotes calm and reassurance 2.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations 2.5 Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all 2.6 Administer first aid and other assistance as necessary
3. Secure the safety of clients	3.1 Anticipate potential causes of conflict and harmful behaviour and make respond appropriately, to prevent escalation 3.2 Use calm, confident and assertive communication to establish positive personal interaction and exchange information 3.3 Provide information designed to promote positive decision-making based on the relationship between actions and consequences 3.4 Provide information to all relevant individuals in a clear, accurate and comprehensive manner 3.5 Select *response and action designed to minimise risk*, prevent escalation and to preserve the safety and security of all involved 3.6 In responses and emergency action, give priority to the protection of individuals from severe harm 3.7 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation's policies, guidelines and procedures related to monitoring the safety and welfare of young people and preventing and responding to incidents risk taking behaviour
- Team roles and responsibilities and reporting requirements
- Responsibilities of child protection reporting and duty of care
- Teamwork principles and strategies
- First aid techniques
- Principles of effective communication for counselling, risk assessment, negotiation, mediation and information management
- Organisation's reporting procedures and format
- Code of conduct
- Emergency protocols

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures for responding to critical situations
- Demonstrate knowledge and relevance of statutory obligations and duty of care including child protection reporting
- Assess risks to client safety and welfare and selecting approved and effective responses
- Use effective communication skills and techniques under pressure
- Use protective and first aid techniques and equipment
- Demonstrate knowledge of organisation's delegations, accountability and reporting processes related to critical situations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of effective communication skills across a range of situations relevant to the work role

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- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment
Method of assessment:	• Knowledge testing and simulation exercises conducted in a training program • Knowledge testing through questioning on performance and contingency scenarios • Observation of performance in routine workplace activities • Documentation and products produced as part of routine work activities • Observation and documentation from specially conducted assignments based on routine work requirements • Observations from supervisors, colleagues, clients and specialist support agencies

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Critical situations will include actions and events:	• From others which jeopardise the safety and welfare of young people • Which jeopardise the safety and welfare of the public • Which jeopardise the safety and welfare of staff and colleagues • Issues of child protection • Criminal actions • From themselves (including self-harm and suicidal behaviour)

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Response and action designed to minimise risk may include:

- Separation/isolation/searches
- Defusing strategies
- Counselling
- Specialists/experts
- Intervention or mediation
- Special intervention
- Cultural support specialists
- Referrals
- Negotiation
- Specialist response teams

Incidents or conflict may include:

- Potential or actual causes
- Young people expressing violence towards themselves or others
- Young people experiencing violence
- Intense anger or despair

Unit Sector(s)

Not Applicable

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CHCYTH501A Develop and implement procedures to enable young people to address their needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to monitor and upgrade organisation approaches to young people with highly complex problems

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop support programs for young people	1.1 Assess specific needs of the young person and match to an existing program
	1.2 Employ appropriate communication techniques to engage young person and to address specific needs
	1.3 Consult relevant community organisations to identify available support programs that meet specific needs of clients
	1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs
	1.5 Provide relevant information to client as appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. Ensure that young people with complex needs receive appropriate services	2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed 2.2 Define appropriate procedures and put in place to minimise effects of any aggressive or abusive behaviour of clients including identifying: • 'at risk' behaviour patterns • a range of alternative strategies • quick response actions • support behaviours • protocols of behaviour 2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways
3. Liaise with other services and organisations	3.1 Design and implement appropriate referral systems and procedures to ensure special needs of clients can be addressed 3.2 Identify and access *support facilities* required to optimise client access to specialist services 3.3 Ensure *support* and advocacy services provided reflect organisation procedures, respect the young person's rights and are appropriate to cultural and other individual circumstances 3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor and upgrade support provided by the organisation	4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness 4.2 Periodically review assessment, support and referral systems used within the agency 4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery 4.4 Identify problems experienced by workers, assess appropriate adjustments to service delivery and negotiate with relevant staff 4.5 Provide support and supervision to other workers as required in accordance with organisation procedures 4.6 Arrange regular debriefings with associated organisations and service providers and produce and provide reports in accordance with organisation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal and organisation policies relating to advocacy, monitoring and dealing with abuse
- Principles of empowerment and enabling processes in advocacy
- Methods of short term counselling strategies
- Different forms of abuse and their indicators and response processes
- A broad range of specialist and generic services and agencies
- Family support and mediation
- Organisations policies, guidelines, procedures
- The specific needs of identified target groups
- Youth specific consultation and engagement principles for seeking feedback on service provision
- Reflective and evaluative processes in youth work practice
- Strengths-based approaches
- Human rights declarations and convention on the rights of child

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement procedures relating to services offered by worker's organisation including support facilities, particular types of support and information and referral advice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal communication with young people (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
  - short term counselling, negotiation, mediation
  - case management - formulating aims and objectives, implementation and evaluation methodologies, strategic planning with a team of professionals inside and outside the organisation
  - organisation and individual youth rights advocacy
  - youth participation strategies
  - program development

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit should be assessed in the workplace or through direct work practice
- Demonstration of competency relating to the development and implementation of procedures should include:
  - at least four types of support (support facilities and types of support) listed in the range statement
  - at least three types of information and/or referral advice listed in the range statement

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Support facilities will include:

- Language/translations/interpreters
- Physical aids
- Transport
- Cultural advisers
- Change of venue/location
- Family/peer
- Specialists
- Case management team

Support to be provided by worker to the young person/s may be:

- Advice
- Provision of information
- A listening and affirmation role
- Short term or crisis counselling
- Mediation (family and other)
- Advocacy (legal and other)
- Practical assistance
- Referral to other agencies/services
- Availability
- Linking with others, groups, networks

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RANGE STATEMENT

Information and referral advice may include:

- Specialist agencies and organisations
- Special support groups
- Government and non-government services
- Individuals with specialist expertise
- Allowances, pensions and benefits
- Grants
- Private finance
- Equipment, physical aids

Relevant legislation will include:

- Statutory care and protection guidelines
- Juvenile justice regulations
- Confidentiality
- Age of consent
- Anti-discrimination
- Duty of care
- Organisations policies and procedures
- Professional code of conduct or ethics
- Contractual obligations

Unit Sector(s)

Not Applicable

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CHCYTH502A Work with young people to establish support networks

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by youth workers to empower young people to develop sustainable supports beyond intervention

Application of the Unit

Application	This unit applies to a broad context of youth work where the young person is the primary client

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support young people to develop and use personal resources	1.1 Listen to understand young people's stories and experiences in relation to the family, friends, and others 1.2 Work with young person to explore desires, possibilities and goals in relation to their support networks, particularly to assess safety, benefits or other of those relationships 1.3 Encourage and assist young people to develop and maintain relationships with family, friends, support networks and service agencies according to the *young person's goals* and the safety, benefits or other of those relationships 1.4 Assist contact between young people and *networks in the community* according to the young person's needs and interests

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ELEMENT	PERFORMANCE CRITERIA
2. Assist young people to develop the personal skills to manage their personal relationships	2.1 Provide support to young people in a manner which maintains the integrity of *individual rights*, self-determination and personal dignity 2.2. Enable young people to develop effective communication skills to build supportive relationships where possible 2.3 Where possible support young people to explore new ways of seeing relationships and situations with family and others 2.4 Assist young people to develop *decision-making, coping and resiliency skills* in ongoing negative situations
3. Establish relationships and exchange information with family members with the young person's permission	3.1 Manage your communication with the young person's family and friends / supporters, particularly confidentiality, in accordance with the interests of the young person and organisation practice 3.2 Where possible, seek the young person's permission prior to contact with other key stakeholders 3.3 Keep young people informed about your contact with other key stakeholders as fits '*young person' directed practice* 3.4 Clarify your role with family members 3.5 Maintain the young person's confidentiality 3.6 Provide specific and general information about your values, *practice frameworks* and work processes 3.7 Listen without judgement to the experiences and concerns of family members 3.8 Gather and provide information that is relevant, timely and assists to address concerns 3.9 Analyse your values for their impact on your attitudes, interactions and other work practices, and to detect and avoid personalising issues, discrimination and stereotyping

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ELEMENT	PERFORMANCE CRITERIA
4. Determine a mutual approach between the young person, their family and yourself to address the needs and rights of young people	4.1 Encourage active participation and effective communication between all *stakeholders* 4.2 Monitor behaviour and mood of clients, particularly young person 4.3 Support and validate young people's experiences and emotional responses 4.4 Identify issues and concerns for the young person and their family and possible areas of change to behaviour and relationships 4.5 Use interaction with family members to encourage personal reflection on relationships, expectations and personal responsibility 4.6 Identify areas of commonality and conflict in relation to hopes and goals 4.7 Look for exceptions and possibilities 4.8 Prioritise competing agendas of key stakeholders whereby the rights and interests of young people are the primary concern 4.9 Set goals and plan action, allocate resources, implement plan, monitor and evaluate progress, celebrate achievements
5. Respond to the ongoing concerns of the young person's support network within confidentiality, duty of care and requirements negotiated with the young person	5.1 Maintain clear, ethical and honest relationships with young people and their families 5.2 Refer family problems to *relevant support and specialist staff and agencies* 5.3 Refer young people and their families to suitable specialists according to the nature and urgency of their needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation's codes of ethics
- Rights and responsibilities of young people accessing the service
- Convention on the rights of the child
- Youth worker duty of care requirements and any relevant legislation pertaining to the rights and safety of children and young people
- Confidentiality policies and procedures applicable to work practices where the young person is the primary client
- Range of specialist support services available to young people, families and other stakeholders as parties to the relationships with young people
- Mediation processes
- Relationship dynamics including the identification of risk factors relating to abuse of power and power differentials
- Principles of client self determination
- Processes for individual advocacy
- Strategies for engaging young people to explore relationships and relationship issues

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Check for any risk factors in the young person's presenting relationship issues or concerns
- Communicate effectively with young people to assist in the self determination of their own need for developing and assessing relationships and support networks
- Advocate for the rights of young people where issues of exploitation, disempowerment and violation of rights in relationships are present
- Facilitate purposeful discussions between parties to establish effective communications for relationship building

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of skills in:
  - assessment
  - referral
  - negotiation
  - effective use of relevant technology
  - critical thinking
  - political analysis
  - reflective practice
- Maintain non-judgemental attitude and approaches to youth work practice

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of casework in which workers are expected to participate

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Young person's goals include:

- Young person's self identified goals forming part of a purposeful plan of action

Networks in the community may include:

- Peers
- Family
- Recreational
- Cultural
- Lifestyle
- Educational
- Vocational

Individual rights may include :

- Social justice
- Fairness
- Honesty
- Respect
- Participation
- Information
- Informed decision-making
- Lifestyle choice
- Safety

Supportive relationships may include those with:

- Family
- Friends
- Service providers

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RANGE STATEMENT

Decision-making, coping and resiliency skills may include:	• Accessing information • Communication and interpersonal skills • Accessing support networks • Analytical skills and problem solving • Positive and safe relationships • Increased personal power through knowledge of individual rights and responsibilities • Life skills • Awareness of opportunities and lifestyle choices
'*Young person' directed practice involves*:	• Enabling the young person to identify and determine their individual goals and needs • Providing services and supports as directed and indicated by the young person
Practice frameworks include:	• Rights based • Empowerment • Community development • Client-centred • Client self determined
Stakeholders may include:	• Family • Friends • Service providers
Relevant support and specialist staff and agencies may include:	• Family support services • Counselling • Mediation

Unit Sector(s)

Not Applicable

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CHCYTH503A Undertake youth work in specific communities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to work effectively with young people in specific communities, including Aboriginal and/or Torres Strait Islander communities, schools, rural and remote communities and other specific community settings It includes the use of individual, group and community development processes to address issues of concern to young people in those communities

Application of the Unit

Application	This unit applies to youth work in the context of diverse groups of young people and communities

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Become familiar with the culture of the specific community	1.1 Identify the *historical, social, political, economic and environmental factors* that impact on the community 1.2 Get to know the members and the *culture* of the specific community 1.3 Identify how relationships, communication and *power structures* work within the community 1.4 Identify the key decision-makers and opinion makers within the community 1.5 Identify the key external stakeholders of the community
2. Identify the place of young people in that community	2.1 Establish and maintain networks and relationships with the *key stakeholders in the community* 2.2 Identify the experiences, key issues and concerns of young people in the community 2.3 Identify the expectations of young people and other key stakeholders of your role within the community

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ELEMENT	PERFORMANCE CRITERIA
3. Identify issues of common interest for young people and other key stakeholders in the specific community	3.1 Support young people to safely express their views 3.2 Identify areas of common concern and difference 3.3 Identify key community allies who share young people's concerns 3.4 Make referral to address individual issues within duty of care requirements 3.5 Brainstorm a range of ideas to address issues of common concern and create opportunities for young people in the community
4. Work with young people and other key stakeholders to plan, implement, evaluate and document specific interventions appropriate to the community	4.1 Reflect on *effective models, strategies and programs that address young people's issues* in community work 4.2 Deliver services safely in line with organisation policies, regulatory requirements and community protocols 4.3 Consider and respect local community values, beliefs and roles when providing services 4.4 Identify aspects of organisation's service strategies, policies, bodies and resources relevant to work in specific communities 4.5 Apply strategies and policies to address identified needs of young people in communities 4.6 Identify barriers to access and equity in relation to young people 4.7 Take available opportunities to advocate on behalf of young people within communities 4.8 Maintain confidentiality of client information 4.9 Document interventions and outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Historical, social, political, economic and environmental factors that impact on community
- Community cultural characteristics in which youth work is performed
- Political and power dynamics within the community relationships and functioning
- Key stakeholders within communities
- Understanding of the role and place of young people in communities
- Duty of care requirements and application in the community context
- Community development principles
- Issues of confidentiality in community context when working with young people and other community members
- Power dynamics in community relationships and structures
- Youth centred practices with focus on the young person as the primary stakeholder
- Youth cultures, social, political and economic and professional frameworks
- Principles of ethical decision-making
- The impact of judgement making skills in youth work
- Own cultural values, cultural lens and ethnocentrism
- Different world views and the interrelationship of society, culture, and the young person
- Diversity in all forms -cultural, sexualities, abilities, socioeconomics, experiences of migrants, refugees and asylum seekers, geographical locations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and maintain networks in communities in which youth work is performed
- Refer to appropriate services within and external to the community
- Implement community development principles and strategies to engage young people and others in community action and response
- Communicate with people from a diverse range of backgrounds
- Identify youth centred issues in a variety of community contexts
- Use a range of community engagement strategies

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REQUIRED SKILLS AND KNOWLEDGE

- Respect difference and embrace diversity of cultures
- Facilitate negotiations in conflict situations in communities where the conflict may be between young people and other community stakeholders
- Advocate for young people's participation in community issues and decision-making where appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of work in which workers are expected to participate

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment include access to: • an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Historical, social, political, economic and environmental factors may include:	• Social and cultural construct of community • Young people in the media • Socioeconomic status of young people and the community • Rights needs and responsibilities of young people • Stereotyping of young people within and external to the community

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RANGE STATEMENT

Culture includes:	• As defined by the community with whom worker has contact and can include:
	  • shared experiences within ethnicity based groups
	  • shared interest and ideologies
	  • shared social practices and rituals, religion and spirituality
	  • other

Power structures in a community may include:	• Political • Social • Religious • Economic • Collective • Hierarchical
Key stakeholders in the community may include:	• Spiritual leaders • Political members • Religious members • Individuals appointed by others in the community • Elders • Educators
Effective models, strategies and programs that address young peoples issues may include:	• Client self determination • Empowerment • Community development • Community education • Intervention • Support • Prevention

Unit Sector(s)

Not Applicable

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CHCYTH504A Support young people to take collective action

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit identifies the knowledge and skills needed to enable young people to participate in the decision-making that affect their lives It describes 'power with' community development processes with young people

Application of the Unit

Application	This unit applies to youth work where the primary concern is to support groups of young people in taking action to meet their needs or responding to community issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a *community* development framework	1.1 Articulate key principles, process and goals of community development practice
	1.2 Use effective *community development* processes
	1.3 Work effectively with diversity in the community
	1.4 Address individual issues arising within community development work and respond within duty of care requirements
	1.5 Work with young people in formal and informal groups

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ELEMENT	PERFORMANCE CRITERIA
2. Encourage and support young people to develop and use networks	2.1 Identify and note *young people's issues*, needs or interests in community issues 2.2 Encourage and support young people to identify the commonality of their issues, needs and interests 2.3 Discuss possibilities for responding to those needs and interests 2.4 Provide *structured or unstructured opportunities* for young people with similar interests or needs 2.5 Encourage and support young people to identify relationships between their issues / interests and social structures 2.6 Encourage *young people* to work together to take joint action

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ELEMENT	PERFORMANCE CRITERIA
3. Support young people to come together to plan collective action	3.1 Ensure young people have the relevant skills and knowledge to operate in a collective way, e.g. knowledge shortfalls, meeting skills, auditing skills and knowledge 3.2 Map and monitor youth participation processes, particularly decision-making and inclusion processes of groups 3.3 Support, encouragement and opportunities are provided to young people to enable them to: • meet and work effectively together in common interest groups • promote / publicise groups to enable broader youth participation where appropriate • express and explore their views and identify issues of common concern • explore options for addressing issues and needs collectively within existing structures and in revised structures • use *group processes* to generate ideas, evaluate and select strategies for taking collective action • plan the selected strategies, including actions, resources, timelines and responsibilities required • identify the information, skills and resources that are already available and required to take action • access or provide available resources and support on an ongoing basis
4. Support young people to identify and form alliances with key stakeholders	4.1 Identify other stakeholders interested in the issue or strategy 4.2 Identify the interest, resources and possible roles of stakeholders 4.3 Support young people in contacting, informing and negotiating alliances with stakeholders 4.4 Assist young people and stakeholders are to maintain appropriate contact and information flow 4.5 Encourage young people to acknowledge key stakeholder support

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ELEMENT	PERFORMANCE CRITERIA
5. Support young people to implement their strategies or action plans	5.1 Provide relevant information as required to individuals and the group to facilitate better operation of collective networks 5.2 Provide individual or group support on an ongoing basis 5.3 Use *group processes* to monitor progress and adapt or further develop plans
6. Assist young people to monitor and evaluate strategies	6.1 Support groups to monitor and record progress 6.2 Assist groups to identify outcomes and consequences (intended or unintended) of their *actions* on an on-going basis 6.3 Evaluate strategies and group processes 6.4 Provide reports of outcomes as appropriate to stakeholders and within the organisation 6.5 Celebrate achievements, including personal development, skills development and social change

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Issues/concerns expressed by young people in the community or engaged with the service
- Attitudes and interest of all stakeholders and the impact these may have on the outcomes of collective action projects
- Work role as it applies to supporting young people's collective action
- Power imbalances in the professional relationship
- Relevant policies and procedures of the organisation including values and ideologies and how this impacts on the collective action
- Ethical responsibilities when working with young people to take collective action
- Models and tools of advocacy, community development, self help, youth participation, and peer education
- Theories of interpersonal communication, dispute resolutions and principles of negotiation
- Principles and theories of group work and structured and unstructured groups
- Documentation processes and evaluation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Enable youth participation
- Implement community development initiatives
- Undertake social analysis
- Actively engage young people using communication skills appropriate to specific youth context and culture

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in:
  - awareness raising with young people
  - skills building with young people
  - community change
- Measure outcomes in community development work - particularly process based outcomes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should consider the complexity of work in which workers are expected to participate

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
  - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community includes:

- Geographic locations
- Communities of interest - including on line communities

Young people's issues may include:

- Income concerns
- Unemployment
- Confidence and self-esteem
- Participation
- Accommodation
- Education
- Health
- Acceptance\isolation
- Spiritual
- Rights and social justice

Structured or unstructured opportunities refer to:

- Structured - formal training courses, conferences, seminars, provision of readings, and/or audio visual media
- Unstructured - gatherings, discussions

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RANGE STATEMENT

Young people include:

- Individual young people who are users of the service s of the organisation
- Individual young people referred to the organisation
- Young people who are voluntary or involuntary users of the services of the organisation
- Young people who fall in the specific target group of the organisation

Group processes may include:

- Workshop techniques
- Brainstorming
- Meetings

Community development models, frameworks and practice methods include:

- Youth participation
- Empowerment
- Approaches to social change
- Community building and community capacity building
- Social capital
- Asset based community development
- Cooperatives
- Microfinance
- Social or community enterprise schemes
- Community cultural development
- Group work
- Youth participation
- Identify key decision-makers
- Enable social change
- Work with committees and local power groups
- Project management
- Social analysis
- Social change activism
- Systems advocacy
- Developing and implementing social policy relating to young people
- Social policy in government
- Popular education

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RANGE STATEMENT

Community development in youth work includes:

- Youth development
- Youth participation
- Youth leadership
- Youth arts practice
- Young people and community spaces
- Youth enterprise
- Youth work at local governments
- Youth policy
- Developing community resources for young people e.g. street outreach
- Community education with or about young people
- Education with young people e.g. health promotion, popular education
- Peer based education and support programs
- Youth work and community projects, such as environmental projects
- Collective action

Unit Sector(s)

Not Applicable

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CHCYTH505E Support youth programs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH505D Support youth programs	CHCYTH505E Support youth programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the activity / *program* required	1.1 Assess need for a particular program from relevant evidence collected 1.2 Identify and review a range of possible programs to meet the defined needs 1.3 Select a program type based on client needs, organisation's criteria and availability of resources
2. Prepare activity / program plan	2.1 Undertake appropriate strategic planning activities to ensure client needs are met 2.2 Plan activities in consultation with key clients and stakeholders 2.3 Determine operational arrangements for conducting the program and assess their feasibility 2.4 Include appropriate implementation and evaluation strategies in the activity/program plan 2.5 Ensure planning activities reflect accepted good practice in working with young people

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ELEMENT	PERFORMANCE CRITERIA
3. Deliver activity / program	3.1 Implement program in accordance with program plan, organisation guidelines and legal / statutory requirements 3.2 Provide participants with access to a range of *activities* suited to their needs and interests 3.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies 3.4 Adapt program to changing needs of participants as required 3.5 Ensure problems in program delivery are addressed promptly
4. Evaluate activity program	4.1 Define criteria to judge effectiveness of program in consultation with clients and stakeholders 4.2 Routinely use appropriate evaluation strategies during and after program and for revision and development 4.3 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders 4.4 Prepare and present reports as required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Target groups relevant to the worker and the activity or program
- A range of youth activities and programs
- Legal and safety requirements as they relate to activities and programs

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- Relevant funding sources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult with relevant stakeholders
- Work with individuals and groups
- Undertake autonomous work and team work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research and consultation
  - coordination and management of programs
  - analysis of data, information and relationships
  - advocacy
  - provision of support to a diverse range of people/organisations
  - conflict resolution/negotiation and mediation
  - cross cultural communication and negotiation
  - literacy adequate to prepare a range of appropriate resource material
  - working with and through community leaders
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance is to be demonstrated for at least two:
  - types of activities and programs identified in the Range Statement
  - purposes identified in the Range Statement

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - a workplace or an accurately simulated environment where assessment may take place

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Program may include:

- Activities designed to address needs of target groups
- Activities designed to meet needs identified in research
- Strategies to implement government/funding agency policy
- Activities to extend the participation numbers in existing programs
- Strategies to address exclusion, discrimination and alienation
- Those directed at individual young people and their needs
- Those directed at the general community which affect young people
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
- Those designed to respond to social, economic and demographic changes

Programs may have the following focus:

- Education/learning/training e.g. homework support and study
- Personal development and support e.g. life skills education
- Music and performing arts e.g. youth theatres, band, video production team
- Research, planning and management e.g. Aboriginal cultural camp, scouts meeting
- Community action e.g. anti violence group
- Special interest causes e.g. young people against nuclear disarmament
- Enterprise development activities
- Employment, funding raising, small business

Activities may include:

- Discussion groups e.g. about safe sex, religious beliefs
- Sporting and recreation activities e.g. basketball at the drop in centre, pool game, disco, bush excursion
-
- Structured and unstructured social activities e.g. party, shopping, visit to the cinema

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Programs are planned and implemented for the purpose of:	• Providing immediate support • Promoting young people's participation and personal development • Enabling young people to use their time constructively, have fun and develop qualities of self reliance • Enabling young people to learn life skills, knowledge and attitudes

Unit Sector(s)

Not Applicable

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CHCYTH506B Provide services for young people appropriate to their needs and circumstances

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH506A Provide services for young people appropriate to their needs and circumstances	CHCYTH506B Provide services for young people appropriate to their needs and circumstances	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide guidance and role models to young people and their families to maintain positive and supportive relationships while identifying problems and establishing goals for change based on maintaining support from family and the general community

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective rapport with young people and families	1.1 Use interaction with young people to encourage personal reflection on relationships and personal responsibility
	1.2 Negotiate clear boundaries between worker and young person, taking account of factors likely to impact the relationship
	1.3 Use a range of *communication* strategies to gather information about the background and circumstances of young people and their families
	1.4 Ensure all approaches to and communication with the young person are conducted on terms that are non threatening and acceptable to them, and are designed to encourage their own informed choice
	1.5 Take steps to create a safe environment when communicating with the young person
	1.6 Ensure information provided to young people and their families is factual, clear and designed to promote positive responses
	1.7 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships
	1.8 Maintain clear, ethical and honest relationships with young people and their families
	1.9 Promote the young person's rights and choices in ways which respect their values and beliefs, consistent with relevant legislation and professional responsibility and accountability
	1.10 Record and report all information relevant to intervention contact with young people and their families according to organisation's procedures and considering *confidentiality and discretion*

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and address immediate needs and circumstances of young people	2.1 Identify and respond to immediate needs of young people according to nature and degree of urgency 2.2 Provide young people and their families with information tailored to their capacity to absorb and designed to calm and reassure 2.3 Observe and note any signs of distress, anxiety, aggression and apathy 2.4 Observe and note signs of impairment of functioning in individuals and relationships
3. Explore and clarify issues facing the young person and the nature of support sought	3.1 Offer the young person adequate opportunity to explore and clarify the issues facing her/him 3.2 Negotiate involvement of other parties as required by young person and worker 3.3 Listen actively and positively to young person's issues, needs, views and feelings about their issues and accepting support 3.4 Where there are communication difficulties, make renewed attempts through appropriately modified approaches or responses 3.5 Describe and analyse the nature and scope of the issues and check with the young person for completeness and accuracy 3.6 Clearly explain to the young person the role and capacity of the worker to provide assistance and support 3.7 Where appropriate, obtain relevant available information from others about the young person's potential need for support, consistent with the young person's right to access information and to approve or disapprove of the worker's actions

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ELEMENT	PERFORMANCE CRITERIA
4. Facilitate goal setting and action planning	4.1 Encourage and support the young person to work out their own goals and priorities and to assess their feasibility 4.2 Where appropriate, offer further options to the young person without imposition or pressure 4.3 Emphasise and negotiate clients' responsibility for determining and achieving their goals 4.4 Where there are judged to be risks to the young person from the choices made, explain these in a manner which is supportive whilst outlining the risk 4.5 Encourage clients to identify and prioritise long and short term goals based on individual responsibility and personal choice 4.6 Encourage and/or support the young person to develop strategies to act on goals set 4.7 Encourage clients to identify and analyse factors that have contributed to past behaviour and obstacles to achieving individual and family goals 4.8 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate plans when required

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ELEMENT	PERFORMANCE CRITERIA
5. Provide targeted *assistance and referral*	5.1 Identify and clearly communicate the type and nature of services available to clients 5.2 Discuss availability, type and nature of services and resources in a manner, and at a level and pace, appropriate to the young person and in a way which respects their right of choices 5.3 Undertake appropriate work to ensure assistance provided: • is of a level, type and manner appropriate to the young person and the nature of the issues facing them • is consistent with legal and statutory provisions • meets resource and time constraints • complies with organisation policy 5.4 Encourage young person to use this service and/or access alternative services and resources which are appropriate to their requirements, beliefs and preferences and to be as self managing as possible 5.5 Advise the young person about ways in which legal and statutory provisions might affect their situation and confirm young person's knowledge and understanding of information provided and need for additional information 5.6 Establish systems to ensure information and referral sources within organisation are up to date, comprehensive, accurate, accessible and relevant to clients 5.7 Implement procedures to ensure workers have access to additional advice, expertise and support from others as required 5.8 Continually monitor effectiveness of service delivery and resolve problems of access, services or resources as appropriate 5.9 Ensure all documentation and reporting is in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
6. Act as an advocate on request	6.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and outline and negotiate these with the young person
	6.2 When requested and where possible, support the young person and accompany them during first stages of access to services to enable them to gain confidence to go alone
	6.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker
	6.4 Describe and explain to the young person all representations made on their behalf in a manner and language appropriate to their information needs and circumstances
	6.5 Ensure decisions and/or actions taken on behalf of the young person are consistent with their expressed or implied preferences and interests

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation's policies, guidelines and procedures related to client management and support
- Relevant statutory responsibilities related to management of and support for young people and their families, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- Establishing and maintaining effective relationships with young people and their families
- Principles of effective communication including client information management
- Organisation reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision

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- Aspects of human behaviour and development related to young people, families and relationships
- Principle/relevant cultural practices and customs of the community and the family profiles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to services for young people and their families, personal support for young people, referral, reporting, community services
- Demonstrate knowledge of statutory requirements and application of the concept of duty of care
- Work with clients from different cultural backgrounds
- Support young people and their families according to case management objectives, needs and risks and individual circumstances
- Support vulnerable young and young people with special needs and risks
- Identify personal values and their impact on performance
- Acknowledge worker's power in the relationship with the young person, assert this power where necessary, and recognise dangers of its misuse

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - general counselling strategies/techniques
  - goal setting, personal planning and change support
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Performance can be demonstrated through assessment of evidence generated from work practice
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment
Method of assessment:	• Knowledge testing and simulation exercises conducted in a training program • Knowledge tested or inferred from explanations and performance in workplace applications • Observation of performance in routine workplace activities • Documentation and products produced as part of routine work activities • Observation and documentation from specially conducted assignments based on routine work requirements

Range Statement

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The Range Statement relates to the unit of competency as a whole.

This Range Statement reflects the very diverse nature of young people and family needs and circumstances and different services provided in and for community services. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based

Communication with young people and their families will include relevant selection of evidence from:

- Formal and informal meetings
- Interviews
- Counselling
- Receiving and conveying information and advice
- Receiving grievances/complaints
- Oral and written reports
- Internal and external to the organisation
- Recording and reporting
- Responsibility for vulnerable and high risk families and families with special needs
- Contact with uncooperative, aggressive and distressed offenders
- Contact with young people in crisis

Confidentiality and discretion will include:

- Security of personal information
- Determination of other people to be informed
- Location and timing of communication
- Nature of follow up
- Nature of the information
- Agreement with young people and their families, colleagues and support agencies
- Child protection notification.

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Assistance and referral may include:

- Social/welfare worker
- Medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Case manager and case management team
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Legal advice
- Education/training/skills development
- Recreation/sporting groups
- Employment/ career development

Unit Sector(s)

Not Applicable

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CHCYTH511B Work effectively with young people and their families

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to cooperate in mutual agreement on the activities, outcomes and processes of family members for the purpose of achieving goals identified in consultation with the young person to address the young person's concerns and/or risks.

Application of the Unit

Application	This unit may apply to community services work in a range of contexts where the young person is considered the primary client.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish relationship with the young person's nominated carer/family members	1.1 Use a range of *communication strategies* to gather necessary information about the background and circumstances of young people and their families with respect for privacy and confidentiality
	1.2 Ensure information provided to young people and their families is conveyed with regard to each party's right to confidentiality in a factual, clear and ethical manner to promote positive responses
	1.3 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships
	1.4 Maintain clear, ethical and honest relationships with young person as the primary client, and their families/carers as secondary clients
	1.5 Use interaction with family members to encourage their personal reflection on relationships, expectations and personal responsibility
	1.6 Identify obstacles to professional relationships with families/carers, check personal values and issues with others and record concerns according to the code of conduct and ethics

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ELEMENT	PERFORMANCE CRITERIA
2. Exchange information with family/carers about young person's needs and/or risks within the requirements of privacy and confidentiality	2.1 Encourage active participation and appropriate responses and model positive behaviour through the selection of effective communication techniques 2.2 Monitor and anticipate behaviour and mood of clients for signals and respond appropriately 2.3 Provide clients with clear, relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy of individual client 2.4 Analyse your values for their impact on your attitudes and interactions and to detect and avoid personalising issues, discrimination and stereotyping
3. Determine in consultation with the young person a mutual approach to addressing their needs	3.1 Check current commitments in time and resources for flexibility and capacity to meet client young person's needs and expectations 3.2 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes 3.3 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person 3.4 Plan a structured sequence of activities and timetable to achieve client objective within available resources 3.5 Consult team members for feedback on the planned program and indications of support 3.6 Identify resources needed for continuing work with clients and allocate according to priorities and availability

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ELEMENT	PERFORMANCE CRITERIA
4. Respond to families' *concerns about young person*	4.1 Use a range of communication strategies to develop trust and mutual agreements with family members about terms and conditions of addressing their concerns including limitations on confidentiality and power differentials between individuals 4.2 Identify and prioritise short and long term implications of family concerns 4.3 Validate family concerns using a range of checking sources including consultation with the young person as primary client 4.4 Provide information to family members on a need to know basis with respect for young person's privacy in a language and style they will understand 4.5 Negotiate conditions and confirm agreement with families to encourage commitment, cooperation and mutual action 4.6 Check information about family members for indicators of concerns, patterns of behaviour, strengths and barriers and consider this information in the approach taken 4.7 Encourage family members to take responsibility for agreement on objectives, targets and outcomes 4.8 Ensure location of client meetings promotes, neutrality, individual empowerment, comfort, trust, privacy, energy and focus for all clients 4.9 Guide strengths and energy of clients to maintain positive direction, cooperation, achievements, respect

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of communication for specified outcomes, including:
  - empathetic listening
  - meaning and impact of body language
  - effect of tone of voice
  - use of reframing concepts
  - eye contact
  - interpreting hidden and complex messages
  - use of paraphrasing
  - giving feedback
  - effects of open questions
  - use of reflection, review and debriefing
  - impact and meaning of your own body language
  - use of role play and scenarios in group work
  - one-way and two-way communication
  - facilitation of interaction and participation
- Principles of group dynamics and interaction including:
  - effect of process
  - differentials in power
  - empathy/ identification
  - engineering engagement
  - trust building
  - challenging
- Principles of interviewing and counselling
- Principles contained within relevant declarations and convention on rights of the children

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REQUIRED SKILLS AND KNOWLEDGE

and young people

- Principles of empowerment and rights based practice
- Principles of ethics and codes of conduct where the young person is the primary client
- Privacy legislation applied to situations of information exchange between a range of individuals and organisations about a young person as primary client of the service
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Understanding of your own values and attitudes and their impact on your work and relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess client background and behaviour for potential for family intervention and youth support
- Design supportive and respectful processes for young person's individual expression of needs to families and others
- Encourage the expression of issues, concerns, problems and developments and the positive benefits of change
- Plan family intervention based support strategically to achieve service outcomes and priorities for young people in consultation with young person as the primary client
- Use a range of strategies to empower young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes
- Use a wide range of complex communication strategies with young people and families to ensure that opportunities for exploring issues are fair, confidential, and appropriate to the needs of individuals
- Use client information for assessment to advocate for the needs of the young person

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - counselling and professional debriefing techniques
  - conflict resolution/management
  - effective communication skills including mediation and negotiation
  - people management including provision of feedback
  - engaging young person as the primary client in the context of communication and negotiations with the family as the secondary client
  - advocate for the rights of young people in potential and actual situations of power

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REQUIRED SKILLS AND KNOWLEDGE

imbalances during a negotiation process

- Recognise, act upon and promote opportunities to enhance sustainability in the work context

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment
Method of assessment:	• Knowledge testing and simulation exercises conducted in a training program • Knowledge testing through questioning about observed performance or inferred from performance • Observation of performance in routine workplace activities • Documentation and products produced as part of routine work activities • Observation and documentation from specially conducted assignments based on routine work requirements and/or from supervisors, colleagues and clients

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

The context of performance will depend on the applicants' roles and responsibility, the organisation's intervention programs and case management system and the conditions required by:	• Case management • Child protection and reporting • High risk behaviour • Justice conditions • Monitoring behaviour and plans • Need and risk assessment • Programmed intervention • Protective care • Reporting and referring to specialists • Review of case plan and conditions • Routine and specific reports • Service conditions and priorities • Specialist referrals • Young person as the primary client • Youth work support role and context
Work with families may be in a range of settings including:	• Families/carers as secondary clients • In formal and informal settings • With families in institutional or community based services • With families of the same cultural background and families of different cultural background
Communication strategies include:	• Applying all the communication techniques listed in the Essential knowledge • Information prepared and provided by others • Information prepared by the client • Written and spoken information

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RANGE STATEMENT

Concerns about the young person may include the following applicable to the young person and/or their family/carers	• Abuse • Addiction • Anger • Domestic and family violence • Drug use • Emotional and social development • Mental health • Risk behaviour • Sexual abuse • Sexual offences • Violence

Unit Sector(s)

Not Applicable

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CHCYTH608D Manage service response to young people in crisis

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH608C Manage service response to young people in crisis	CHCYTH608D Manage service response to young people in crisis	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop an agency approach to young people in crisis

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement a framework for preventing *crisis* situations	1.1 Develop framework to address prevention and response to critical situations and which reflects consideration of beliefs, rights and needs of client and responsibilities of organisation within a legislative and statutory context
	1.2 Establish appropriate resources and mechanisms to assist workers to deal with crisis situations
	1.3 Define details of organisation's responsiveness to crisis situations and articulate to relevant personnel
	1.4 Store and maintain all information related to crisis situations to maximise accessibility, accuracy, currency and legibility
	1.5 Implement procedures to ensure clients have ready access to information that may help to resolve crisis situations

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ELEMENT	PERFORMANCE CRITERIA
2. Support staff in responding to a crisis	2.1 Establish appropriate protocols for managing potential and actual crisis situations 2.2 Draft, regularly update procedures for the management of crises and communicate to staff and other relevant personnel 2.3 Ensure crisis management procedures which are developed are consistent with legal and organisation obligations and constraints 2.4 Allocate resources for prompt and effective response to crisis situations 2.5 Provide appropriate crisis response training and update briefings to workers on a regular basis 2.6 Formulate appropriate advice for upgrade of organisation procedures including those related to work health and safety (WHS) and other industrial and legislative requirements
3. Follow up crisis situations	3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures 3.2 Define debriefing procedures and implement routinely 3.3 Provide opportunity for participation in review and evaluation of organisation responsiveness 3.4 Identify needs of all specific parties which arise from a crisis situation and develop strategies to ensure they are addressed

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

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manage contingencies in the context of the identified work role

These include knowledge of:

- Legal and organisation policies relating to safety within the work environment
- Relevant specialist support services and resources
- Possible factors which contribute to young people entering crisis situations
- Legislative and policy obligations
- Methods of crisis intervention including mediation and negotiation
- Characteristics of aggressive and abusive behaviour
- Methods of promoting less aggressive/abusive behaviour
- Other support agencies and the relevant specialist resources they offer
- Possible factors which contribute to young people entering crisis situations
- Possible repercussions of inappropriate intervention of worker behaviour

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure crisis response structure or framework meets the for requirements of particular workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - counselling and professional debriefing techniques
  - conflict resolution/management
  - effective communication skills including mediation and negotiation
  - people management including provision of feedback
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit should be assessed in the workplace or through direct work practice • Consistency in performance should consider the particular requirements for crisis management frameworks and structures in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Response to crisis situations will be immediate and ongoing

Relevant legislation and policy will include:

- Statutory care and protection guidelines
- Confidentiality
- Age of consent
- Families' rights and responsibilities
- WHS
- Duty of care
- Professional code of conduct
- Non-discrimination
- Equal employment opportunities

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Crisis will relate to:	• Those faced by the client group • Potential or actual crises • People at immediate risk of emotional, physical, psychological, spiritual, sexual and financial distress and emergency • Response to physical, mental, emotional or sexual abuse • Client's relationship with other agencies e.g. legal system, welfare
Organisation policies and procedures to maximise physical and emotional safety will relate to:	• Anti-discrimination guidelines • Guidelines to deal with violent behaviour • Rights of worker and service user • Organisation rules e.g. concerning drug and alcohol use, sexual behaviour, visitors • WHS • Emergency/safety procedures • Security of premises • Debriefing procedures

Unit Sector(s)

Not Applicable

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BSBADM405B Organise meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who organise a variety of meetings. They may provide administrative support within an enterprise, or have responsibility for these tasks in the context of a particular team, workgroup or project.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Make meeting arrangements	1.1. Identify ***type of meeting*** and its purpose 1.2. Identify and comply with any ***legal or ethical requirements*** 1.3. Identify ***requirements of meeting*** and participants 1.4. Make meeting ***arrangements*** in accordance with requirements of meeting 1.5. Advise participants of meeting details
2. Prepare documentation for meetings	2.1. Prepare notice of meeting, ***agenda*** and meeting ***papers*** in accordance with meeting requirements 2.2. Check documentation for accuracy and correct any errors 2.3. Distribute documentation to participants within designated time lines 2.4. Prepare spare sets of documents
3. Record and produce minutes of meeting	3.1. Take ***notes*** with the required speed and accuracy to ensure an accurate record of the meeting 3.2. Produce ***minutes*** that reflect a true and accurate account of the meeting 3.3. Check minutes for accuracy and submit for approval by the nominated person 3.4. Despatch copies of minutes within designated time lines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to coordinate and consult with participants, to orally present written reports with a number of defined sections, and to clarify points made in meetings
- literacy skills to:
  - write and compile agenda items
  - record minutes
  - make notes from spoken texts in meetings
  - use a variety of strategies for planning, reviewing and proofreading documentation
- time management skills to allow sufficient time to prepare for and conduct meetings.

Required knowledge

- culturally appropriate communication techniques
- formats for agendas and minutes
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising meetings, including informing participants and preparing materials • preparing an agenda • taking minutes during a meeting and preparing draft minutes after the meeting.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • writing units • other general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Type of meeting may include:	• annual general meeting • board meeting • face-to-face • staff meeting • teleconference • videoconference
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies or associations • requirements for public meetings

Requirements of meeting may include:	• meeting structure:
	  • formal
	  • informal
	  • self-managed
	  • semi-formal
	  • structured
	• number of participants
	• purpose of the meeting
	• specific needs of participants
	• specific resources and equipment required by participants e.g. video and data projectors, whiteboards
	• teleconferencing or videoconferencing meeting protocols and equipment
	• voting procedures

Arrangements may include:	• booking an appropriate venue • establishing costs and operating within a budget • organising accommodation and transport • organising appropriate communication technology • organising catering • preparing relevant documentation for

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RANGE STATEMENT	
	participants • scheduling the date and time for the meeting
Agenda may include:	• correspondence • date of next meeting • date, time and location of meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
Papers may include:	• chairperson's report • committee reports • correspondence • draft documentation • financial reports • itemised meeting papers • minutes of previous meeting • research reports
Notes may include:	• action items • arrangements for next meeting • decisions taken at the meeting • formal motions • future action • issues raised at the meeting • points discussed at the meeting • record of participants who were present at or absent from the meeting (attendees and apologies) • suggestions made at the meeting
Minutes may include:	• meeting details (e.g. title, date, time, location) • agenda items • apologies • names of absent and attending participants • approval of the record of the previous minutes • correspondence • lists rather than complete sentences • matters arising from the previous meetings • other business

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RANGE STATEMENT	
	• reports • date of the next meeting • using organisation templates • using previous minutes to determine required format

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM502B Manage meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for meetings	1.1. Develop ***agenda*** in line with stated ***meeting purpose*** 1.2. Ensure style and structure of meeting are appropriate to its purpose 1.3. Identify meeting participants and notify them in accordance with organisational procedures 1.4. Confirm ***meeting arrangements*** in accordance with requirements of meeting 1.5. Despatch ***meeting papers*** to participants within ***designated time lines***
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed ***conventions*** for type of meeting and ***legal and ethical requirements*** 2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes 2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and ***resolution*** of issues 2.4. Brief minute taker on method for recording meeting notes in accordance with organisational requirements and conventions for type of meeting
3. Follow up meetings	3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions 3.2. Distribute and ***store minutes*** and other follow-up documentation within designated time lines, and according to organisational requirements 3.3. Report outcomes of meetings as required, within designated time lines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - participate in sustained complex interpersonal exchanges and to interact with others
  - listen to, incorporate and encourage feedback
  - conduct oral presentations to a group, to consult participants and to answer questions
  - manage and work with a group to construct an action plan
  - chair meetings
- literacy skills to:
  - categorise and organise information
  - assess information for relevance and accuracy
  - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - copyright
  - occupational health and safety
- formats for minutes and agendas
- group dynamics
- meeting terminology, structures, arrangements and responsibilities of chairperson
- organisational procedures and policies regarding meetings, chairing and minutes.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying conventions and procedures for formal and informal meetings • chairing meetings in relation to agreed agendas.
Context of and specific resources for assessment	Assessment must ensure: • access to reference material in regard to meeting venues, catering, transport suppliers • access to names and contacts for meeting participants • access to office supplies and equipment • access to computers and relevant software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of minutes, agendas and other communication • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Agendas may include:	• correspondence • date, time and location of meeting • date of next meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
Meeting purpose may include:	• discussion forum for internal or external clients • planning and development of a project • progress of a project • range of business items • setting of enterprise or team goals
Meeting arrangements may include:	• booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget • identifying any specific needs of participants • organising accommodation and transport • organising appropriate communication technology • organising catering • organising a minute taker • preparing relevant documentation for participants • scheduling date and time for the meeting
Meeting papers may include:	• agenda • chairperson's report • correspondence • draft documentation

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RANGE STATEMENT	
	• financial reports • itemised meeting papers • notice of meeting • previous minutes • research reports
Designated time lines may include:	• contractual obligations • formal timeframe set by the organisation • informal timeframe set by the administrative organiser • project time lines • statutory requirements (e.g. for annual general meetings) • timeframe decided by participants
Conventions may include:	• casting vote for chairperson • conflict of interest provisions • consensus required • informal discussion • majority of members to agree • moving and seconding formal motions • quorum requirements • restricting discussion to agenda items • speaking through the chairperson • time limit on speakers • waiting to be recognised by the chairperson • voting procedures
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies and associations • requirements for public meetings
Resolution may include:	• agreeing on a course of action • deferring decisions to another meeting
Storage of minutes and other documentation may include:	• authorised access • electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up • file names according to organisational procedure • file names which are easily identifiable in relation to the content • file and folder names which identify the

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RANGE STATEMENT	
	operator, author, section, date • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Minutes may include:	• meeting details (e.g. title, date, time, location) • action items • agenda items • apologies and attendees • approval of the record of previous minutes • correspondence • date of the next meeting • formatting from previous minutes • lists rather than complete sentences • matters arising from the previous meetings • names of absent and attending participants • organisation templates • other business • reports • welcome

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

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Co-requisite units

Co-requisite units		

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BSBATSIC403B Maintain and protect culture

Modification History

Unit Descriptor

This unit covers working as a Board member in such a way as to respect, maintain and protect aspects of culture within the Board structure, the organisation and the community.
This unit is based on a unit originally developed by the Aboriginal and Torres Strait Islander Curriculum Consortium, Tropical North Queensland Institute of TAFE.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
This unit covers working as a Board member in such a way as to respect, maintain and protect aspects of culture within the Board structure, the organisation and the community.
This unit is based on a unit originally developed by the Aboriginal and Torres Strait Islander Curriculum Consortium, Tropical North Queensland Institute of TAFE.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.
Indigenous community boards are upholders of traditional and cultural values.
This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.
Indigenous community boards are upholders of traditional and cultural values.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains employability skills.
This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Demonstrate a knowledge of your culture	1.1 Outline appropriately relevant **traditional and cultural responsibilities**
	1.2 Explain **local history**
	1.3 Follow **protocols**
	1.4 Identify and document the role of Elders and their relationship to the organisation
	1.5 Model respect for culture
2 Demonstrate respect for cultural diversity	2.1 Describe diverse **lifestyles**
	2.2 Identify relevant aspects of **diversity**
	2.3 Accommodate cultural differences in dealings with other people
3 Identify the **impacts of colonialism** on Aboriginal and Torres Strait Islander culture	3.1 Describe the history of the community from the Aboriginal and Torres Strait Islander perspective
	3.2 Identify and list **negative changes** in community life
	3.3 Identify and list **positive changes** to culture

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4	Combine Aboriginal and Torres Strait Islander and non Aboriginal and Torres Strait Islander ways	4.1	Explain examples of **relevant Aboriginal and Torres Strait Islander processes**
5	Deal with cultural exploitation	5.1	Identify examples of **actual and/or potential harm**
		5.2	Develop, document and implement strategies for eliminating or containing damage to cultural integrity
6	Deal with stereotyping and prejudice	6.1	Identify and list **areas of social conflict**
		6.2	Develop in consultation with **appropriate non-Aboriginal and Torres Strait Islander sectors** in targeted areas, strategies toward reconciliation
7	Assess the effects of new legislation and policy	7.1	Locate and describe new **legislation and policy** affecting Aboriginal and Torres Strait Islander people
		7.2	Identify and list changes to public policy relevant to Aboriginal and Torres Strait Islander affairs
		7.3	Assess **impacts** and develop and document responses
8	Assess the impacts of **development** on culture	8.1	Identify and list relevant current social, technical, economic and political changes
		8.2	Assess positive and negative impacts
		8.3	Consider and list potential future impacts
		8.4	Develop, document and implement strategies to prevent or minimise negative impacts
		8.5	Develop, document and implement strategies to maximise positive impacts

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Oral and written communication

Cross-cultural competence, including gender and disability

Evaluation and decision-making

Problem solving

Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Organisation processes

Equity and diversity principles

Technological changes

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: Integrated demonstration of all elements of competency and their performance criteria; and Culture is maintained and protected
Context of and specific resources for assessment	Assessment must ensure: This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations Knowledge and performance to be assessed over time to confirm consistency in performance
Method of assessment	The following assessment method is appropriate for this unit: Performance of Board duties, or through an accurate simulation of Board duties

Guidance information for assessment

Range Statement

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Traditional and cultural responsibilities may include:	Aboriginal Law kinship land ownership Elders, Traditional Owners, men / women birth, marriage and death
Local history may include:	events eg. massacres development community relations
Protocols may include:	talking to the right people land ownership family/kinship/clan
Lifestyles may include:	remote rural urban
Diversity may include:	language law ceremonies literacy employment living conditions lifestyles
Impact of colonialism may include:	legislation land use religion education alcohol
Negative changes may include:	personal trauma

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	stolen generation dispossession cultural disintegration loss of social control
Positive changes may include:	education living standards
Relevant Aboriginal and Torres Strait Islander organisational processes may include:	committee meetings in appropriate language constitutions recognise Traditional Owners decision-making processes bush meetings
Areas of actual or potential harm may include:	artworks copyright shift from community focus to business
Areas of social conflict may include:	schools workplaces public places
Strategies for eliminating damage may include:	legal options negotiation joint development
Appropriate non-Aboriginal and Torres Strait Islander sectors may include:	sporting clubs schools local government businesses church groups
Legislation and policy may include:	Native Title Wik amendments pastoral and mining leases 'Three Strikes' laws GST independent living allowance extended trading hours (liquor)
Impacts may include:	lost of land and culture

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	cultural assimilation
	unemployment
Development may include:	land developments
	mainstreaming services
	changing technologies

Unit Sector(s)

empty
empt

Competency field

Regulation, Licensing and Risk - ATSI Governance
Regulation, Licensing and Risk - ATSI Governance

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BSBATSIC510B Conduct a community meeting

Modification History

Unit Descriptor

This unit covers the planning and conducting of community meetings, including bush meetings, which the Board may initiate or facilitate.
Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.
This unit covers the planning and conducting of community meetings, including bush meetings, which the Board may initiate or facilitate.
Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.
This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.
This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Negotiate the basis of a meeting and plan the event	1.1 Undertake consultation as to the purpose of the proposed meeting, location, date and time with appropriate people
	1.2 Agree upon, by the **appropriate people,** the broad agenda and list of **invited guests**
	1.3 **Communicate** details of the meeting to relevant community groups
	1.4 Organise venue, travel, meals and accommodation
	1.5 Address the requirements of people with **special needs** to ensure equity and access issues are not ignored
2 Promote the meeting	2.1 Circulate information regarding the meeting to the community and invited guests
	2.2 Contact key people and provide details of the meeting
3 Conduct the meeting	3.1 Agree to the Chairperson for the meeting according to community procedure
	3.2 Follow relevant meeting **protocols** to ensure consistency in the conduct of the meetings
	3.3 Acknowledge all points of view through appropriate processes of discussion and

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			documentation
		3.4	Encourage full participation
		3.5	Seek consensus in decision-making
		3.6	Manage appropriately **difficult situations**
4	Record decisions	4.1	Clarify and note recommended actions resulting from decisions
		4.2	Nominate people and organisations responsible for actions
		4.3	Record decisions and recommended actions
5	Communicate outcomes	5.1	Share meeting outcomes with participants and relevant others
		5.2	Advise participants to utilise their networks to communicate information and decisions
6	Implement decisions	6.1	Action decisions of the meeting through relevant individuals, groups and agencies
		6.2	Report results to participating Elders and organisations through established channels

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Oral or written communication

Cross-cultural competence, including gender and disability

Evaluation and decision-making

Networking

Negotiation

Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Organisation processes

Equity and diversity principles

Relevant community bodies

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: Integrated demonstration of all elements of competency and their performance criteria; and Ad hoc meetings are conducted effectively
Context of and specific resources for assessment	Assessment must ensure: This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations Knowledge and performance to be assessed over time to confirm consistency in performance
Method of assessment	The following assessment method is appropriate for this unit: Performance of Board duties, or through an accurate simulation of Board duties
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBATSIC411B Communicate with the community.

Range Statement

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate people may include:	Elders Traditional Owners
Invited guests may include:	government representatives mining companies Land Councils
Methods of communication may include:	facsimile notices networks
Providing bodies may include:	Land Councils state Aboriginal Affairs Departments
Special needs may include:	interpreters child care disabilities
Protocols may include:	introductions / welcomes land / gender / clan issues order of speakers minute taking agenda formats
Meeting processes may include:	forms of discussion decision-making language gender groups
Difficult situations may include:	conflict impasse in decision making organisational

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Unit Sector(s)

empty
empt

Competency field

Regulation, Licensing and Risk - ATSI Governance
Regulation, Licensing and Risk - ATSI Governance

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BSBATSIL502B Work with the manager

Modification History

Unit Descriptor

This unit covers appointing the Manager, clarifying respective roles and working together effectively on an on going basis.
This unit, in combination with BSBATSIL508B Be a community leader and BSBATSIL501B Meet the roles and responsibilities of a Board member (2), is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.
Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.
This unit covers appointing the Manager, clarifying respective roles and working together effectively on an on going basis.
This unit, in combination with BSBATSIL508B Be a community leader and BSBATSIL501B Meet the roles and responsibilities of a Board member (2), is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.
Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.
This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.
This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Appoint and monitor the Manager	1.1 Recruit the Manager with **appropriate independent assistance**
	1.2 Draw up performance outcomes and include in the contract
	1.3 **Review regularly** the Manager's performance in accordance with the contract
2 Define the roles of Board and Manager	2.1 Discuss, define and document the **leadership role** of the Board
	2.2 Clarify and document the duties of the Manager
	2.3 Discuss **areas of responsibility** and agree and document guidelines, where Board members are also employed staff
3 Work with the Manager	3.1 Receive information and advice from the Manager and apply in decision-making
	3.2 Instruct the Manager to implement policy decisions and follow specific directions
	3.3 Receive feedback from the Manager about previous directions

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Oral and written communication

Follow rules and regulations

Cross-cultural competence, including gender and disability

Evaluation and decision-making

Networking

Negotiation

Evaluation

Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), cultural business, family and community responsibilities and Aboriginal learning styles

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Organisation constitution, function, policies and procedures

Code of Conduct

Manager's contract

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: Integrated demonstration of all elements of competency and their performance criteria; and Performance of all roles of a Board member
Context of and specific resources for assessment	Assessment must ensure: This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations Knowledge and performance to be assessed over time to confirm consistency in performance
Method of assessment	The following assessment method is appropriate for this unit: Performance of Board duties, or through an accurate simulation of Board duties

Guidance information for assessment

Range Statement

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate independent assistance may include:	senior government or non government personnel consultants
Regular review may include:	assessment against performance outcomes interview independent assessment
Leadership role may include:	planning future directions setting policies making critical decisions recruiting the CEO representing the organisation
Areas of responsibility may include:	confidentiality authority

Unit Sector(s)

empty
empt

Competency field

Regulation, Licensing and Risk - ATSI Governance
Regulation, Licensing and Risk - ATSI Governance

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BSBATSIL509B Manage self as a Board member

Modification History

Unit Descriptor

This unit covers presenting as a confident member of the Board, respecting culture, contributing positively, working with others and seeing the big picture.
Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.
This unit covers presenting as a confident member of the Board, respecting culture, contributing positively, working with others and seeing the big picture.
Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.
This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.
This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Act in accordance with culture	1.1 Demonstrate respect for **local history**
	1.2 Identify and follow **community protocols**
2 Act within professional boundaries	2.1 Adhere to personal **legal responsibilities under corporations law**
	2.2 Follow the **Code of Conduct**
	2.3 Identify and manage conflicts in role for Board members who are also staff
	2.4 Exercise conduct of Board member without compromising the **safety of self or others**
3 Participate actively	3.1 Attend regularly meetings and other activities
	3.2 Contribute to discussions positively and constructively
	3.3 Prepared for meetings and follow up with diligence
4 Encourage and respect contributions from others	4.1 Listen to others' points of view
	4.2 Represent objectively the community's views
	4.3 Provide the community with feedback
	4.4 Seek consensus

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5 Work with the wider community

5.1 Keep up to date with **Local Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander issues**

5.2 Identify and undertake cooperative actions involving **other groups**

5.3 Respect the values, policies and processes of other groups

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Written and oral communication

Ability to work in a team

Cross-cultural competence, including gender and disability

Evaluation and decision-making

Networking

Negotiation

Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), cultural business, family and community responsibilities and Aboriginal learning styles

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Community history

Organisation processes

Corporations Law

Rules of the constitution

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: Integrated demonstration of all elements of competency and their performance criteria; and Constructive outcomes as a member of the Board
Context of and specific resources for assessment	Assessment must ensure: This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations Knowledge and performance to be assessed over time to confirm consistency in performance
Method of assessment	The following assessment method is appropriate for this unit: Performance of Board duties, or through an accurate simulation of Board duties
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBATSIL503B Manage conflict BSBATSIC411B Communicate with the community BSBATSIW514B Represent your organisation.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Local history may include:	defining events economic development cultural diversity
Community protocols may include:	gender kinship land ownership birth, marriage and death
Legal responsibilities under corporation law may include:	responsibilities - honesty, due diligence, declaring interests liabilities - decisions and actions that might affect the organisation adversely
Code of Conduct may include:	declarations of conflicts of interest declarations of pecuniary interest
Safety of others may include:	responsibilities to staff services/products to the community
Local Aboriginal and Torres Strait Islander and Non-Aboriginal and Torres Strait Islander issues may include:	competing interests in land other developments community tension around crime and alcohol use
Other groups may include:	Aboriginal and Torres Strait Islander organisations Local Government local business

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Unit Sector(s)

empty
empt

Competency field

Regulation, Licensing and Risk - ATSI Governance
Regulation, Licensing and Risk - ATSI Governance

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BSBATSIM406B Manage assets

Modification History

Unit Descriptor

This unit covers the management of and accountability for the organisations assets.
Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.
This unit covers the management of and accountability for the organisations assets.
Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.
This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.
This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Recognise Board responsibilities for assets	1.1 Advise directors of their statutory responsibilities with respect to assets
	1.2 Explain the consequences for not complying with statutory responsibilities
2 Ensure assets records are established	2.1 Establish a **register** or registers for the organisation's **movable assets**
	2.2 Identify and document a job responsibility for the register
	2.3 Assure the security of assets records
	2.4 Record and secure **asset documents**
3 Develop and implement policies and procedures for the use of assets	3.1 Develop, approve and document policies and **administrative procedures** for managing assets
	3.2 Implement policies and procedures
4 Ensure that assets and records are maintained	4.1 Receive information with respect to assets and update records
	4.2 Undertake repairs as appropriate
	4.3 Document and report damage, loss or theft of assets
	4.4 Agree and document follow up action
5 Ensure insurance cover	5.1 Arrange and maintain insurance following acquisition
	5.2 Sign claims as appropriate for damage, loss or theft
6 Oversee an annual internal audit of assets	6.1 Check annually items recorded in the **asset register**
	6.2 Up-date asset register with current information
	6.3 Review and document reports

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7	Oversee acquisition and disposal of assets	7.1	Approve acquisitions and the disposal of assets in line with existing plans and budgets
		7.2	Meet funding body requirements regarding asset acquisition and disposal
		7.3	Follow organisational procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Written and oral communication

Record keeping and documentation

Evaluation and decision-making

Following procedures

Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Organisation procedures and processes

Purchasing procedures

Disposal procedures

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: Integrated demonstration of all elements of competency and their performance criteria, and Assets are managed effectively for the use of the organisation
Context of and specific resources for assessment	Assessment must ensure: This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations Knowledge and performance to be assessed over time to confirm consistency in performance
Method of assessment	The following assessment method is appropriate for this unit: Performance of Board duties, or through an accurate simulation of Board duties

Guidance information for assessment

Range Statement

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Movable assets may include:	vehicles plant and equipment office furniture
A register of assets may include:	manual records computer based records
Assets documents may include:	titles and certificates invoice/ receipts guarantees insurance maintenance records
Administrative procedures may include:	invoices and receipts labelling insurance use and control internal audit disposal
The **asset register** may include:	identifying number date of purchase location value major repairs additions obsolescence loss / theft insurance claims

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Unit Sector(s)

empty
empt

Competency field

Regulation, Licensing and Risk - ATSI Governance
Regulation, Licensing and Risk - ATSI Governance

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BSBCMM101A Apply basic communication skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify workplace communication procedures	1.1. Identify organisational communication requirements and ***workplace procedures*** with assistance from ***appropriate people*** 1.2. Identify appropriate ***lines of communication*** with supervisors and colleagues 1.3. Seek advice on the ***communication method/equipment*** most appropriate for the task
2. Communicate in the workplace	2.1. Use effective questioning, and active listening and speaking skills to gather and convey information 2.2. Use appropriate non-verbal behaviour at all times 2.3. Encourage, acknowledge and act upon constructive feedback
3. Draft written information	3.1. Identify relevant procedures and formats for written information 3.2. Draft and present assigned ***written information*** for approval, ensuring it is written clearly, concisely and within designated timeframes 3.3. Ensure written information meets required ***standards*** of style, format and detail 3.4. Seek assistance and/or feedback to aid communication skills development

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback, and to convey messages clearly and concisely • culturally appropriate communication skills to relate to people from diverse backgrounds and to people with diverse abilities • literacy skills to identify work requirements, to draft written information and to process basic, relevant workplace documentation • problem-solving skills to solve routine problems related to the workplace, under direct supervision.
Required knowledge
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as privacy laws • organisational policies, plans and procedures.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • clear, concise and correct verbal and written communication • promptly and appropriately following instructions • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of documents relating to workplace communication policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of organisational policies, plans and procedures • review of written information.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administrationunits.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Workplace procedures may include:	• answering telephone calls • following instructions • informal discussions • requests from colleagues • using internet and email • using voice mail • workplace procedures related to specific tasks
Appropriate people may include:	• colleagues • other staff members • supervisors, mentors, trainers or assessors
Lines of communication may include:	• formal and informal means • verbal or written
Communication method/equipment may include:	• computer network systems • facsimile machines • personal computer equipment including hardware, keyboards, software and communication packages • telephones
Written information may include:	• electronic mail • facsimiles • general correspondence or standard/form letters and memos • handwritten and printed materials • telephone messages or general messages
Standards may include:	• organisational policies • standards set by workgroup

Unit Sector(s)

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Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose ***presentation strategies***, ***format and delivery methods*** that match the ***characteristics*** of the target audience, location, resources and personnel needed 1.3. Select ***presentation aids***, ***materials*** and ***techniques*** that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select ***techniques to evaluate presentation effectiveness***
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement ***techniques to review the effectiveness*** of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety
- principles of effective communication
- range of presentation aids and materials available to support presentations.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment, documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of preparation, delivery and evaluation of a presentation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • review of selected presentation aids, materials and techniques • review of briefing provided for others involved in the presentation • evaluation of techniques implemented to review the effectiveness of the presentation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Presentation strategies may involve:	• case studies • demonstration • discussion • group and/or pair work • oral presentations • questioning • simulations and role-play
Presentation format and delivery methods may include:	• advertising copy • audio • direct marketing copy • individual presentation • public relations copy • scripts • storyboards • team presentation • verbal presentation • video • visuals
Characteristics may include:	• age • cultural and language background • educational background or general knowledge • gender • language, literacy and numeracy needs • physical ability • previous experience with the topic
Presentation aids and materials may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

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RANGE STATEMENT	

Presentation techniques may include:	• animation
	• comparative advertising
	• live action
	• music
	• signature elements such as:
	  • slogans
	  • logotypes
	  • packaging
	• sound effects
	• use of a guest speaker
	• use of black and white
	• use of colour
	• use of humour

Techniques to evaluate presentation effectiveness may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involve in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBEMS401B Develop and implement business development strategies to expand client base

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement prospecting strategies to expand the client base of organisations or enterprises seeking to employ individuals. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in either a public or private employment services agency to expand the organisation's client base as a senior consultant or manager.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop strategies to identify potential clients	1.1. Undertake research to identify potential ***clients*** 1.2. Develop ***marketing*** and ***promotional plans*** to target potential clients 1.3. Use ***prospecting methods*** to target potential clients 1.4. Review and evaluate strategies for effectiveness
2. Initiate relationship with potential clients	2.1. Develop ***communication strategies*** to effectively liaise with potential clients 2.2. Identify and analyse client business requirements 2.3. Discuss and negotiate client business requirements 2.4. Prepare a tender and proposal to meet negotiated client business requirements 2.5. Present organisation's proposal to the client
3. Manage client relationship	3.1. Make follow-up contact with the client 3.2. Negotiate business requirements to ensure client satisfaction with the service to be provided 3.3. Adapt proposal to client as required 3.4. Develop contract with client
4. Utilise networks to expand client base	4.1. Review and assess established ***networks*** for effectiveness in assisting to identify potential clients 4.2. Use appropriate communication strategies to utilise networks to identify potential clients 4.3. Use networks to identify and build relationships with potential clients 4.4. Identify benefits of networks and other relationships in expanding the client base

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

-
- communication skills to establish and maintain effective business relationships with potential and current clients
- consultative and negotiation skills to persuade clients to use the services provided by the organisation
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- presentation skills to promote organisation's services to potential and current clients
- sales and marketing skills to promote organisation's services and to generate leads.

Required knowledge

- economic, social and industry trends affecting employment levels
- key provisions of relevant legislation from all forms of government that affects business operations, codes of practice and national standards, such as:
  - occupational health and safety (OHS)
  - equal employment opportunity (EEO)
  - racial discrimination
  - industrial relations
  - privacy laws
  - freedom of information legislation
  - disability discrimination legislation
- methods to attract new clients
- principles of equal opportunity, equity, diversity and anti-discrimination
- range of organisational products and services
- relevant state/territory and federal industrial relations systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • strategies developed for gaining new clients • establishment and maintenance of relationships with clients • expansion of client base using client network/s • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace documents used in employment services agencies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations to potential or existing clients • oral or written questioning • review of marketing and promotional plans developed to target potential clients • review of communication strategies developed to effectively liaise with potential clients.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other workforce development units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Clients may include:	• organisations or enterprises seeking to employ individuals through an employment services agency
Marketing plans may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • services marketing • telemarketing
Promotion plans may include:	• impersonal promotion such as advertising and sales promotion • personal promotion such as face-to-face selling
Prospecting methods may include:	• brokers • cold canvassing • direct mail • internet and databases • intra-organisation leads and referrals • media advertising and telemarketing • networks • newspapers, journals and magazines • spotters and brokers
Communication strategies may include:	• electronic • face-to-face • telephone • written
Networks may include:	• business • formal • groups • informal • organisations • personal • professional

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Recruitment and Employment Services

Co-requisite units

Co-requisite units		

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BSBEMS402B Develop and implement strategies to source and assess candidates

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in an employment services agency to source and assess candidates.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop strategies to source candidates	1.1. Undertake research to identify potential ***candidate channels*** 1.2. Identify a range of ***strategies*** to assist in sourcing candidates 1.3. Review and evaluate strategies for effectiveness 1.4. Develop ***advertisement copy*** to align with ***client*** requirements, job specifications and place accordingly to attract candidates
2. Screen and interview potential candidates	2.1. Undergo preliminary ***screening*** with candidates in a fair and equitable manner, in compliance with relevant legislation 2.2. Organise and conduct interviews and employment appraisal assessments in accordance with organisational policy and best practice 2.3. Undertake ***general assessment of raw skills*** as required, depending on the position 2.4. Obtain additional information from candidates as required
3. Assess and select candidates	3.1. Conduct assessment and selection process in accordance with organisational policy and legislative requirements, and in consultation with the client 3.2. Judge information obtained from each candidate against specified selection criteria and note any additional influencing factors 3.3. Align candidate suitability to specific client requirements and job specifications, in consultation with the client 3.4. Prepare selection recommendations for the client and document in accordance with organisational procedures
4. Manage candidate outcomes	4.1. Inform all candidates of selection decisions in a timely manner 4.2. Provide feedback to unsuccessful candidates 4.3. Provide successful candidate with briefing and coaching for interview with the client 4.4. Negotiate placements with the candidate and the client

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to determine fit between candidate abilities and client organisational requirements
- communication skills to establish and maintain effective business relationships with potential and current clients, to interview candidates and to provide feedback
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- information management skills to analyse and evaluate candidate information obtained from résumés, letters, references, interviews and aptitude assessments
- presentation skills to promote organisation's services to potential and current clients and candidates
- research and data collection skills to check candidate information for detail and accuracy
- sales and marketing skills to present organisation's services to prospective and existing clients .

Required knowledge

- economic, social and industry trends affecting employment levels
- key provisions of relevant legislation from all forms of government that affects business operations, codes of practice and national standards, such as:
  - occupational health and safety (OHS)
  - equal employment opportunity (EEO)
  - racial discrimination
  - industrial relations
  - privacy
  - freedom of information
  - disability discrimination
- range of interview techniques and recruitment sourcing methods
- range of organisational products and services
- relevant state/territory and federal industrial relations systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of strategies developed for sourcing candidates • application of screening and interviewing candidates for a position • assessment of a candidate's skills • placement of a candidate in employment with a client in a position with a client outcome • notices to unsuccessful candidates • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports summarising results of candidate skills assessment and selection outcomes • observation of client screening and interview techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• other human resources units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Candidate channels may include:	• association and industry networks • career or industry expositions • equity group community organisations • individual networks • internet • media advertising • organisational networks • private and public schools • training organisations
Strategies may include:	• brokers • career markets • databases • direct mail • internet • intra-organisation leads • journals • magazines • media advertising • newspapers • referrals • spotters • television or cinema advertising • use of industry or other networks
Advertisement copy includes:	• internet copy • media advertising copy
Clients may include:	• organisations or enterprises seeking to employee individuals through an employment services agency
Screening may include:	• language, literacy and numeracy check • reference check • rÃ©sumÃ© check • specific assessments undertaken

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RANGE STATEMENT	
General assessment of raw skills may include:	• vocationally specific assessments such as: • MYOB • speed and accuracy tests

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Recruitment and Employment Services

Co-requisite units

Co-requisite units		

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BSBEMS403B Develop and provide employment management services to candidates

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide employment services to candidates that assist in the retention and management of candidates by the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in either a public or private employment services agency to provide candidates with services that promote their retention with the agency and employment management services.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop strategies for the retention of candidates	1.1. Analyse current ***candidate information*** 1.2. Identify ***candidate requirements*** 1.3. Identify a range of ***strategies*** to meet candidate requirements 1.4. Evaluate and assess products and services for candidates 1.5. Establish and implement methods of monitoring candidate retention
2. Provide advice and support to candidates	2.1. Provide services including résumé counselling and preparation 2.2. Provide career advice and counselling to candidates 2.3. Undertake candidate induction in accordance with ***client*** requirements, organisational policy and OHS compliance requirements 2.4. Provide advice and information on legislative industrial relations matters, OHS and employment issues to candidates
3. Provide training solutions to candidates	3.1. Identify and document candidates' training needs, including OHS 3.2. Undertake research to identify suitable training programs available to address candidates' identified training need 3.3. Provide advice to candidates on training options available 3.4. Provide relevant internal training to meet candidate requirements if required, in accordance with organisational policies 3.5. Access relevant external training to meet candidate requirements if required, in accordance with organisational policies 3.6. Review implementation of client training plan with client to ensure needs are met
4. Develop strategies for the ongoing management of candidates	4.1. Establish monitoring strategies to determine issues in service delivery to candidates 4.2. Provide ***post placement support*** to candidates 4.3. Develop strategies to evaluate and assess the effectiveness of the employment management services 4.4. Develop and document recommendations to improve

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ELEMENT	PERFORMANCE CRITERIA
	management services 4.5. Modify and/or expand management services as appropriate to incorporate recommendations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to facilitate individual and group discussion and to prepare résumés • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to counsel candidates using the employment services agency • presentation and training skills to provide training for candidates • research and data collection skills to check candidate information for detail and accuracy.
Required knowledge

• key provisions of relevant legislation from all forms of government that affects business operations, codes of practice and national standards, such as:
  • disability discrimination
  • equal employment opportunity (EEO)
  • freedom of information legislation
  • industrial relations
  • occupational health and safety (OHS)
  • privacy legislation
  • racial discrimination
• range of organisational products and services
• range of training options and solutions
• range of techniques used in training, coaching and mentoring
• relevant state/territory and federal industrial relations systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • strategies developed to retain candidates • advice and support to candidates about employment • provision of appropriate training to candidates which promotes their chances of employment • development and implementation of strategies to improve services to candidates • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports summarising strategies to retain candidates, training evaluations, and/or service improvement • observation of training sessions delivered to candidates • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other human resources units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Candidates may include:	• someone seeking temporary or permanent employment • someone seeking full-time, part-time or casual employment • apprentices, trainees and others outside such schemes • people from equity groups or with special needs
Candidate information may include:	• career preferences and pathways • current retention rate • demographic data
Candidate requirements may include:	• information and advice required • preferred communication channels • preferred training style • types of services required
Strategies may include:	• encouraging membership of interest groups • loyalty programs • marketing and promotional strategies • mentoring and coaching • negotiating reasonable adjustments • networking events • using appropriate communication channels
Clients may include:	• organisations or enterprises seeking to employ individuals through an employment services agency
Post placement support may include:	• career progression advice • further training and development advice • referrals to new employment opportunities • resolving issues related to employment gained • updating rÃ©sumÃ©

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Recruitment and Employment Services

Co-requisite units

Co-requisite units		

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BSBEMS404B Manage the recruitment process for client organisations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source and assess candidates for placement purposes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in either a public or private employment services agency to undertake and manage the recruitment process for client organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide advice on recruitment strategy to client	1.1. Provide advice and information to ***client*** on workforce planning and ***performance management*** systems and issues 1.2. Provide advice and information to client to assist in developing and/or evaluating a ***recruitment strategy*** and processes 1.3. Identify and determine effective and accurate ***performance indicators*** 1.4. Discuss and agree with client, recommendations for necessary ***assessments and profiling*** 1.5. Identify and analyse ***performance gaps*** as part of workforce planning 1.6. Evaluate for continuous improvement forms, procedures and induction processes
2. Determine job specifications with client	2.1. Undertake job analysis with client to determine needs and requirements for recruitment, in line with organisational recruitment strategy 2.2. Provide advice to client on issues such as salary and conditions 2.3. Write clear and concise ***specifications*** which accurately reflect the job role within the client's organisation, and comply with relevant legal requirements and organisational format 2.4. Confirm specifications with appropriate personnel prior to undertaking recruitment
3. Manage recruitment process	3.1. Develop a selection plan and criteria based on the job specification, performance gaps and organisational needs, in consultation with the client 3.2. Write and place recruitment advertisements in relevant ***media*** in accordance with job specifications and organisational policy 3.3. Employ ***strategies*** to source potential candidates 3.4. Organise and conduct job interviews and employment appraisals in accordance with organisational policy and legislative requirements
4. Assess and select candidates	4.1. Judge information obtained from each candidate against specified selection criteria and note any additional influencing factors 4.2. Conduct assessment and selection process in accordance with organisational policy and legislative

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ELEMENT	PERFORMANCE CRITERIA
	requirements 4.3. Shortlist suitable candidates for client interview
5. Refer candidates and complete placement process	5.1. Recommend candidates best suited to selection criteria to client for interview, and create and forward candidate profiles to client 5.2. Provide advice and support to candidates with résumé preparation, interview preparation and presentation to the client 5.3. Inform all candidates promptly and accurately of selection decisions 5.4. Conduct job offer to successful candidate 5.5. Complete placement follow-up

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and evaluation of information such as résumés, letters, references, interviews and aptitude tests against job selection criteria
- communication and interpersonal skills to counsel candidates about available, suitable or possible work opportunities and skill development options
- communication skills to listen to candidates and clients; to provide advice and present solutions; and to write clear, accurate position descriptions
- information management skills to check information for detail and accuracy
- interpersonal skills to establish and maintain relationships with candidates and clients
- organisational and time management skills to work quickly and effectively.

Required knowledge

- key provisions of relevant legislation from all forms of government that affects business operations, codes of practice and national standards, such as:
  - disability discrimination
  - equal employment opportunity (EEO)
  - freedom of information
  - industrial relations
  - occupational health and safety (OHS)
  - privacy
  - racial discrimination
- range of organisational products and services
- range of recruitment sourcing methods, strategies and techniques
- range of workforce planning and performance management systems
- techniques to assess the competency of individuals.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • advice provided to clients about recruitment strategy to client • job specifications and selection plandeveloped • records of assessment and selection of candidates for a specific position • records of recommendations for candidates best suited to the position • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written recruitment strategies, job specifications, selection plans and recommendations made to clients • observation of assessments conducted on candidates • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of testimony from team members, colleagues, supervisors, managers, clients or candidates.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other human resources units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Clients may include:	• organisations or enterprises seeking to employ individuals through an employment services agency
Performance management may include:	• systems developed for the appraisal and management of employee performance in the workplace including development, planning and salary reviews

Recruitment strategy may include:	• system and/or policies and procedures developed to determine appropriate action in the recruitment and selection of personnel such as:
	  • application process
	  • competency profiling
	  • job analysis, description and evaluation
	  • psychometric assessment
	  • recruitment advertising
	  • use of external agencies

Performance indicators may include:	• level of performance sought, expressed either quantitatively or qualitatively • measures developed to gauge performance outcomes against targets

Assessments and profiling may include:	• behavioural profiling
	• literacy and numeracy
	• raw material assessments
	• specific aptitudes such as:
	  • mechanical, reasoning
	  • problem-solving
	  • typing
	  • use of software applications

Performance gaps may include:	• situations where outcomes are less than those stated in the strategic objectives (including the lack of employees with the required level of performance to undertake the tasks)

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RANGE STATEMENT	
Specifications may include:	• competencies required • job title and purpose of position • personal attributes • qualifications • skills and knowledge necessary
Media may include:	• internet • local, national and global • magazines and journals • traditional media such as newspapers
Strategies may include:	• brokers • databases • direct mail • internet • intra-organisation leads • journals • magazines • media advertising • networks • newspapers • referrals • spotters

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Recruitment and Employment Services

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Co-requisite units

Co-requisite units		

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BSBFIA402A Report on financial activity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Compile financial information and data	1.1. Collect, evaluate and code current ***financial data*** to ensure consistency, quality and accuracy in accordance with ***organisational requirements*** 1.2. Use ***conversion and consolidation procedures*** to compile analysis in accordance with organisational requirements 1.3. Make, record and disclose asset and liability valuations in accordance with organisational requirements 1.4. Ensure that ***discrepancies***, unusual features or queries are identified, resolved or referred to the appropriate authority
2. Prepare statutory requirement reports	2.1. Correctly record income and expenditure to ensure compliance with ***statutory requirements*** 2.2. Calculate liabilities for tax in accordance with current legislation and ***revenue gathering practices*** 2.3. Correctly identify relevant receipts, ***revenue documentation*** and payments 2.4. Ensure that statements and claims take full advantage of ***available benefits and allowances*** in accordance with statutory requirements 2.5. Submit statutory requirement reports to appropriate authorities within ***stated deadlines***
3. Provide financial business recommendations	3.1. Ensure that ***recommendations*** are logically derived and supported by ***evidence*** in report 3.2. Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3. Ensure recommendations are concise and facilitate direction and control of organisation's operations 3.4. Identify and prioritise ***significant issues*** in statements including comparative financial performances for review and decision making 3.5. Ensure structure and ***format of reports*** are clear and conform to organisational and statutory requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports
- problem-solving skills to deal with a defined range of predictable problems
- decision making skills to make routine decisions
- numeracy skills to calculate data and to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- principles of double entry bookkeeping and accrual accounting
- techniques for forecasting and analysis
- Federal government taxes and charges
- options, methods and practices for deductions, benefits and depreciations.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising financial data to highlight relevant features • presenting financial data in comprehensive format • completing Business Activity Statements • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of financial data, reports and documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of income and expenditure records • analysis of responses to case studies and scenarios • demonstration of techniques • review of tax liabilities calculations • oral or written questioning to assess knowledge of principles of double entry bookkeeping and accrual accounting • assessment of recommendations provided proposing constructive actions to enhance the effectiveness and efficacy of functions and services.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other financial administration units.

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Range Statement

RANGE STATEMENT	
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Financial data may include:	• Australian Bureau of Statistics (ABS) economic data • budget variances • budgets and forecasts • cash flow/profit reports • financial markets monitoring services (e.g. Reuters) • financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements) • market valuations
Organisational requirements may include:	• financial analysis assessments • financial management manuals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals • recording and filing systems • reporting requirements • standard financial analysis techniques
Conversion and consolidation procedures may include:	• moving averages • spreadsheets • standardised variables • trend analysis • unit costs
Discrepancies may include:	• absence of auditable trail • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements

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RANGE STATEMENT	
	• variances from budget and phasings
Statutory requirements may include:	• delegated authorities • internal control procedures • reporting periods • taxation payment timings
Revenue gathering practices may include:	• billing schedules • fees and charges • investments • leasing • lending and financing • sales
Revenue documentation may include:	• bills • cash received • debit notes • declarations • invoices • sales proceeds
Available benefits and allowances may include:	• depreciation • donations • interest payments • sales tax deductions
Stated deadlines may include:	• annual reports • lodgement dates • monthly returns • payment schedules
Recommendations may include:	• cash flow • consolidation • expenses • loss • profit • write-offs
Evidence may include:	• budgetary analysis • forecasts and estimates • order and supplier documentation • returns on investments • taxation and statutory returns
Significant issues may include:	• cost structures • internal controls • losses and returns

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RANGE STATEMENT	
	• profitability • statutory obligations • suppliers
Format of reports may include:	• balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s. The unit applies to managers working in small and large business environments and not for profit organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan financial management approaches	1.1. Access ***budget/financial plans*** for the work team 1.2. Clarify budget/financial plans with ***relevant personnel*** within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare ***contingency plans*** in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide ***support*** to ensure that team members can competently perform ***required roles*** associated with the management of finances 2.3. Determine and access ***resources and systems*** to manage financial management processes within the work team
3. Monitor and control finances	3.1. Implement ***processes*** to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. ***Report*** on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, ***data and information on the effectiveness of financial management processes*** within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• numeracy skills to read and understand a budget and to update a budget • technology skills to use software associated with financial record keeping.
Required knowledge

• basic accounting principles
• organisational requirements related to financial management
• relevant legislation and current requirements of the Australian Taxation Office, including GST
• requirements for organisational record keeping and auditing
• principles and techniques involved in:
  • budgeting
  • cash flows
  • electronic spreadsheets
  • GST
  • ledgers and financial statements
  • profit and loss statements.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements • knowledge of the record keeping requirements for the ATO and for auditing purposes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation • demonstration of techniques using financial record keeping software • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing • review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reportingon budget and expenditure • review of documentation identifying and recommending improvements to financial management processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• other units from the Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Budget/financial plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
Relevant personnel may include:	• financial managers, accountants or financial controllers • supervisors, other frontline managers
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Support may include:	• access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions

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RANGE STATEMENT	
	• intranet-based information • training including mentoring, coaching and shadowing
Required roles may include:	• arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
Resources and systems may include:	• hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support

Processes to monitor actual expenditure and to control costs across the work team include:	• reporting of:
	  • assets
	  • consumables
	  • equipment
	  • expenditure
	  • income
	  • stock
	  • wastage

Reporting may include data from:	• bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
Data and information on the effectiveness of financial management processes may include records (paper-based and	• bank account records • cash flow data • contracts

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RANGE STATEMENT	
electronic) related to:	• credit card receipts • employee timesheets • files of paid purchase and service invoices • income and expenditure • insurance reports • invoices • job costings • petty cash receipts • quotations • taxation records • wages/salaries books

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBFLM312C Contribute to team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This specifies the outcomes required to by frontline managers to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a key role in developing efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team outcomes	1.1. Consult team members to identify ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** 1.2. Support team members to meet expected outcomes
2. Support team cohesion	2.1. Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility 2.2. Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward team members' efforts and contributions 2.4. Identify and address issues, concerns and problems identified by team members to ***relevant persons*** as required
3. Participate in work team	3.1. Actively encourage and support team members to participate in team activities and communication processes and to take ***responsibility for their actions*** 3.2. Support the team to identify and resolve problems which impede its performance 3.3. Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4. Communicate with management	4.1. Maintain open ***communication*** with ***line manager***/***management*** at all times 4.2. Communicate information from line manager/management to the team 4.3. Communicate ***unresolved issues*** to line manager/management and follow-up to ensure action is taken in response to these matters

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills, including listening
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- attributes:
  - empathic
  - communicative
  - self aware
  - supportive
  - trusting
  - open
  - flexible
  - accommodating
  - initiating
  - loyal
  - fair
  - adaptable

Required knowledge

Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures
- organisational goals, objectives and plans at both tactical and strategic levels
- organisational structure including organisational chart
- learning and development options available within and through organisation
- a general understanding of the principles and techniques of:
  - group dynamics and processes
  - motivation
  - planning

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REQUIRED SKILLS AND KNOWLEDGE
• negotiation • individual behaviour and difference

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrate leadership in contributing to team plans • lead and facilitate teamwork • actively communicate with management • manage communication within the team • induct new team members • implement performance management system • handle problems
Context of and specific resources for assessment	Assessment must ensure: • that this unit can be assessed in the workplace or in a closely simulated work environment • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that examples of actions taken by candidate to contribute to team effectiveness are provided

Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:
	• Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• Records produced from working in a team, such as:
	  • reports
	  • minutes or records of meetings
	  • work journals or diaries
	  • learning and development plans developed with team members
	  • records of actions taken to address issues raised

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EVIDENCE GUIDE	
	by team members
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
OHS considerations may include:	• provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs • training of all employees in health and safety procedures • participation in the regular update of OHS systems and procedures • changes to work practices, procedures and the working environment which impact on OHS
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• goals for individuals and the work team • expected outcomes and outputs • individual and team performance plans and Key Performance Indicators (KPIs) • action plans, business plans and operational plans linked to strategic plans • OHS responsibilities
Feedback may refer to:	• communication of ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours • formal/informal gatherings between team members where there is discussion on work-related matters
Relevant persons may include:	• frontline manager's direct superior or other management representatives

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RANGE STATEMENT	
	• colleagues • designated personnel e.g. safety officer
Responsibility for their actions may involve:	• individuals and teams • individual and joint actions
Communication may include:	• verbal, written or electronic communication • face-to-face • formal/informal interaction
Line manager/management may refer to:	• frontline manager's direct superior or other management representatives
Unresolved issues may include:	• issues, concerns and tensions • problems related to work roles and responsibilities • grievances and complaints • any matters affecting workplace relationships and team cohesion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management services

Co-requisite units

Co-requisite units		

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BSBGOV401A Implement Board member responsibilities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake the diverse roles and responsibilities required of a Board member. Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of the organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the business of the organisation	1.1. Ensure the history of the organisation is known and understood 1.2. List and explain the ***core functions*** of the organisation 1.3. Explain the relationship between the organisation, ***stakeholders and other organisations/entities***
2. Monitor operations	2.1. Identify and document outcomes for each ***operational area*** 2.2. Use ***information provided to review effectiveness*** and efficiency of operations 2.3. Suggest changes to operations if necessary
3. Follow the legal requirements when carrying out Board duties	3.1. List and describe relevant provisions of the ***legislation*** under which the organisation operates 3.2. Adhere to relevant aspects of ***Corporations Law*** 3.3. Adhere to the constitution of the organisation 3.4. List and comply with ***workplace responsibilities*** 3.5. Comply with the terms and conditions of funding agreements
4. Monitor trends and changes in the community	4.1. Attend community meetings, speaking on behalf of the Board as required and delegated 4.2. Maintain information and awareness of key stakeholders and political issues 4.3. Ensure the Board is informed of identified community and stakeholder needs 4.4. Review policies with respect to changing community needs, and incorporate into operations as required
5. Receive and act on community and stakeholder feedback	5.1. Receive and document feedback from the community and stakeholders about services 5.2. Evaluate feedback 5.3. Deal with feedback in accordance with policies and procedures, and in consultation with management 5.4. Document and support decisions with management

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and to people with diverse abilities
- communication and negotiation skills to work cooperatively with other Board members, management and staff of the organisation, key stakeholders and members of the community
- literacy skills to read and interpret rules, regulations, policies and other workplace documentation
- evaluation and decision making skills to review information presented to the Board and to enact decisions.

Required knowledge

- cultural context relevant to the community and location: as boards of governance oversee a wide variety of organisations, they must therefore ensure that they operate within the traditional and cultural values of the relevant context/s
- key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  - anti-discrimination legislation
  - consumer and corporations laws including appropriate state legislation
  - ethical principles
  - privacy laws
- organisational constitution, codes of conduct functions, policies and procedures.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • contributing to analysis and decision making of issues affecting Board and organisational performance • managing a number of different tasks • dealing with irregularities and breakdowns in routine • knowledge of organisational constitution, codes of conduct functions, policies and procedures.
Context of and specific resources for assessment	Assessment must ensure: • participation on an actual or simulated Board • access to office equipment and resources • examples of issues worked with by boards of governance, including community complaints, strategic decisions and internal staffing issues • examples of relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • assessment of explanation of core functions of the organisation • assessment of descriptions of relevant provisions of the legislation under which the organisation operates • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of the roles and responsibilities of Board members • observation of performance in role plays • review of documented feedback from the community and stakeholders about services.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other governance units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Core functions may relate to:	• provision of specific goods • provision of specific services • specific cultural contexts: • Boards of Indigenous organisations that are upholders of traditional and cultural values
Stakeholders and other organisations/entities may include:	• commercial businesses owned by the corporation • community groups and organisations • competitors • consumers • joint owned entities held by other organisations • specific cultural groups: • related and non-related Aboriginal and Torres Strait Islander organisations • suppliers • trusts held by the organisation
Operational area may include:	• divisions, branches and positions within the organisation • lines of accountability
Information provided to review effectiveness may include:	• anecdotal information from the community • financial reports • reports from staff, consultants, other bodies
Legislation may include:	• Aboriginal Councils and Associations Act 1976 • commonwealth, state/territory occupational health and safety (OHS) statutes • state/territory acts relating to core functions of the business or organisation • workplace agreements
Corporations Law may include:	• Corporations (Aboriginal and Torres Strait Islanders) Act, as applicable to a range of

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RANGE STATEMENT	
	Indigenous organisations • liabilities of Board members • responsibilities of Board members
Workplace responsibilities may include:	• equal opportunity • OHS • staff contracts

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Governance

Co-requisite units

Co-requisite units		

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BSBHRM403A Support performance management process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist in the effective implementation of a performance management system and to facilitate employee performance. Please note that this unit does not address the line management responsibilities of performance management; this is addressed in BSBMGT502B Manage people performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources officers, or people in similar roles, who work under the direction of a human resource manager. The unit covers the requirement to support the performance management system across the organisation by assisting with the administrative infrastructure, provision of information and advice, and facilitating review mechanisms.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review performance management infrastructure	1.1. Ensure that all positions have current ***position descriptions*** specifying key requirements of the role 1.2. Ensure that managers have provided reportees with performance indicators that are consistent with the position description requirements 1.3. Check that ***performance appraisal meetings*** are held in accordance with organisational timeframes, that correct documentation has been completed and that all necessary parties have recorded agreement 1.4. Check that appropriate organisational procedures have been followed for ***rewarding*** good performance 1.5. Check that appropriate organisational procedures have been followed for addressing under performance 1.6. Provide advice and support where there is dissention about performance appraisal outcomes
2. Promote performance management system	2.1. Clarify goals and methods of the performance management system 2.2. Address any questions from employees about the performance management system 2.3. Arrange or deliver, training or instruction in how to use the performance management system 2.4. Encourage ongoing and regular feedback on performance as well as formal performance appraisals
3. Collate performance management data	3.1. Review performance management documentation to establish trends or problem areas which require attention 3.2. Review patterns in skill or performance gaps and consider requirements and options for ***performance development*** 3.3. Revise policies or procedures if necessary 3.4. Suggest improvements to the performance management system

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to advise on methods for giving feedback and to assist managers with means for addressing poor performance • organisational skills to see that systems are followed and that all necessary documentation is kept and accessible • technology skills to write reports and to access records of interviews.
Required knowledge
• performance management and its contribution to the human resource cycle and organisational objectives • rewards and incentive schemes • warning systems, grievance procedures.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of a performance management system and its strengths and weaknesses • development of methods and techniques to support the effective implementation of the performance management system • knowledge of performance management.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on performance management • demonstration of techniques in providing advice on performance feedback • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on performance management systems • review of documentation outlining advice and support provided where there is dissention about performance appraisal outcomes • evaluation of documentation outlining training or instruction provided in using the performance management system • oral or written questioning to assess knowledge of rewards and incentive schemes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human

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EVIDENCE GUIDE	
	Resources.

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Range Statement

RANGE STATEMENT	
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Position descriptions may also be termed, or include:	• duty statements • job specifications • role statements
Performance appraisal meetings may consider:	• any qualitative or quantitative measurement of performance • data from tailored software • feedback from peers, reportees, customers or clients • key performance indicators • perspectives of the manager and the person being reviewed
Rewards may include:	• additional superannuation • bonuses • incentives • innovative motor vehicle and other salary packaging opportunities • non-monetary rewards such as conference, training, purchase of special equipment • salary increases
Performance development may include:	• action learning sets • job rotation • mentoring or coaching • pairing with more experienced staff • shadowing • training

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM501A Manage human resources services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and oversee and deliver human resources services. It is not specific to any given human resources function and deals with the coordination of services and approaches. This unit takes an overview of human resources services and includes business ethics. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers with broad experience who have responsibility for coordinating a range of human resources practices across an organisation. They may have other human resources staff reporting to them.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine strategies for delivery of human resources services	1.1. Analyse strategic and operational plans to determine ***human resources requirements*** 1.2. Consult line and senior managers to identify human resources needs within their area 1.3. Develop ***options*** for delivery of human resources services 1.4. Ensure options for human resources services comply with ***legislative requirements and organisational policies*** 1.5. Develop and agree on strategies and action plans for delivery of human resources services 1.6. Agree and document roles and responsibilities of human resources team, line managers, and external contractors
2. Manage the delivery of human resources services	2.1. Develop and negotiate service agreements between the human resources team, service providers and client groups 2.2. Document and communicate service specifications, performance standards and timeframes 2.3. Identify and arrange training support if required 2.4. Agree and arrange monitoring of quality assurance processes 2.5. Ensure that services are delivered by appropriate providers in accordance with service agreements and operational plans 2.6. Identify and rectify underperformance of human resources team or service providers
3. Evaluate human resources service delivery	3.1. Survey clients to determine level of satisfaction 3.2. Capture on-going client feedback for the review processes 3.3. Analyse feedback and surveys and recommend changes to service delivery 3.4. Obtain approvals to variations in service delivery from appropriate managers
4. Manage integration of business ethics in human resources practices	4.1. Ensure that personal behaviour is consistently ethical and reflects values of the organisation 4.2. Ensure that Code of Conduct is observed across the organisation and that its expectations are incorporated in human resources policies and practices

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Observe confidentiality requirements in dealing with all human resources information 4.4. Deal with unethical behaviour promptly 4.5. Ensure that all human resources staff are clear about ethical expectations of their behaviour

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical and problem-solving skills to review business and operational plans and to develop and evaluate human resources strategies to support these plans • communication and negotiation skills to consult with key stakeholders across the organisation and to ensure their support for human resources strategies • communication skills to manage service delivery • learning skills to see that performance is managed and skills are developed in a range of contexts.
Required knowledge
• human resources strategy and planning processes as they relate to business and operational plans • performance and contract management • relevant legislation which applies to human resources.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated skills in planning and implementing a coordinated approach to human resources functions across the organisation • demonstration of engaging key stakeholders, implementing methods for developing and monitoring human resources plans, and aligning human resources with broader business objectives • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports/examples of human resources plans and evaluations of those plans • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of performance and contract management • review of documentation outlining roles and responsibilities of human resources team, line managers, and external contractors • review of documentation outlining service specifications, performance standards and timeframes and documentation of how these were communicated.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource

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EVIDENCE GUIDE	
	Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Human resources requirements may include:	• assessment and development centres • career management • competency development processes • counselling • discrimination, vilification and harassment advice • education and training programs • feedback • flexible work arrangements • induction and orientation programs • industrial relations advice • occupational health and safety (OHS) • personal and career development planning • rehabilitation and return to work • remuneration/benefits advice • self-analysis and self-assessment • staff selection • succession planning • tele-working procedures • workers compensation
Options will include:	• cost benefit analysis • risk analyses • recommendations to relevant groups and individuals - all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Legislative requirements and organisational policies may include:	• award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations

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RANGE STATEMENT	
	and anti-discrimination

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM504A Manage workforce planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan workforce strategies to achieve organisational goals and objectives. It includes aligning workforce objectives with business plans, analysing labour market trends and predictions, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or staff who take a role in a policy or planning unit with a focus on workforce planning. Typically this work would occur in larger organisations where supply of skilled labour needs special attention. The unit covers the research associated with labour markets and the requirement to match organisational needs with employee skill and commitment.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess supply and demand	1.1. Review ***business plans*** to determine predicted areas of organisational growth and downsizing and associated labour requirements 1.2. Analyse existing workforce to determine areas where there are excesses or shortages 1.3. Review organisational requirements for ***diversity*** in the workforce 1.4. Analyse current workforce's capacity to meet current and predicted demands for business goods and services 1.5. Consider existing organisational structure and its strengths and shortcomings in relation to foreseeable changes 1.6. Research and review current and predicted external labour supply ***data***, and demographic and economic data, to forecast human resources supply 1.7. Review staffing budgets to predict cost of workforce changes
2. Develop workforce objectives and strategies	2.1. Establish ***objectives*** for the modification to or retention of the workforce 2.2. Define objectives to address areas with unacceptably high staff turnover 2.3. Define objectives to retain required skilled labour 2.4. Define strategies to source skilled labour 2.5. Communicate objectives and rationale to relevant stakeholders 2.6. Obtain agreement and endorsement for objectives and establish targets 2.7. Develop contingency plans to cope with extreme situations
3. Implement initiatives to support workforce planning objectives	3.1. Implement action to support agreed objectives for recruitment, training, redeployment and redundancy 3.2. Develop and implement strategies to assist workforce to deal with organisational change 3.3. Implement ***succession planning*** system to ensure desirable workers are developed and retained 3.4. Implement programs to ensure workplace is an employer of choice
4. Monitor and evaluate	4.1. Review workforce plan against patterns in exiting

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ELEMENT	PERFORMANCE CRITERIA
workforce trends	employee and workforce changes 4.2. Monitor labour supply trends for areas of over- or under-supply in the external environment 4.3. Monitor effects of labour trends on demand for labour 4.4. Survey ***organisational climate*** to gauge worker satisfaction 4.5. Refine objectives and strategies in response to internal and external changes and make recommendations in response to global trends or incidents 4.6. Regularly review government policy on labour demand and supply 4.7. Evaluate effectiveness of change processes against agreed objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and leadership skills to explain the need for change and to gain support for change • literacy skills to read and write reports and succinct workforce plans • mathematical skills to work with data and predictions about labour supply information • analytical skills to review data according to the needs of the organisation.
Required knowledge
• current information about labour supply that is relevant to the specific industry or skill requirements for the organisation • industrial relations relevant to the specific industry • labour force analysis and forecasting techniques.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a workforce plan which includes relevant research and specific strategies to ensure access to a skilled workforce • knowledge of labour demand and supply relevant to the specific industry or skill requirements for the organisation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on labour supply trends and strategies to access and retain labour with required skills • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining agreed objectivesfor the modification to or retention of the workforce and how these objectives were communicated to senior management • review of strategies implemented to assist the workforce to deal with organisational change • evaluation of implementation of succession planning system • review of the results of the organisational climate survey • oral or written questioning to assess knowledge of industrial relations relevant to the specific industry.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• other units from the Diploma of Human Resource Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Business plans may also include:	• strategic or operational plans
Diversity may include all kinds of differences the workforce, including:	• age • cultural or linguistic background • gender • race • religious beliefs • sexuality
Data may include:	• ABS statistics • data on numbers of graduates or places in universities or the vocational education and training system • information from industry journals or professional associations • research reports
Objectives may include:	• becoming an employer of choice • specific objectives for the organisation on recruitment, training, redeployment and redundancy • triple bottom line
Succession planning refers to:	• processes that ensure that preferred staff will stay with the organisation
Organisational climate surveys may include:	• employee opinion surveys • employee satisfaction surveys • systems for checking how staff perceive the organisation and its functioning

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM506A Manage recruitment selection and induction processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection and induction processes in accordance with organisational policies and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or human resources personnel who take responsibility for managing all aspects of selecting new staff and orientating those staff to their new positions. It is not assumed that the manager will be directly involved in the selection processes themselves, although this may well be the case. In small organisations this role may belong to someone who is not a dedicated human resources professional; the unit however will still be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop recruitment, selection and induction policies and procedures	1.1. Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2. Develop ***recruitment***, ***selection and induction policies and procedures*** and supporting documents 1.3. Review options for technology to improve the efficiency and effectiveness of the recruitment and selection process 1.4. Obtain support for policies and procedures from senior managers 1.5. Trial forms and documents that support policies and procedures and make necessary adjustments 1.6. Communicate policies and procedures to relevant staff and provide training if required
2. Recruit and select staff	2.1. Determine future human resources needs in collaboration with ***relevant managers and sections*** 2.2. Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in the recruitment, selection and induction processes 2.3. Provide access to training and other forms of support to all persons involved in the recruitment and selection process 2.4. Ensure that ***advertising*** of vacant positions complies with organisational policy and legal requirements 2.5. Utilise ***specialists*** where necessary 2.6. Ensure that ***selection procedures*** are in accordance with organisational policy and legal requirements 2.7. Ensure that processes for advising applicants of selection outcome are followed 2.8. Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions
3. Manage staff induction	3.1. Provide access to training and ongoing support for all persons engaged in staff induction 3.2. Check that induction processes are followed across the organisation 3.3. Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Obtain feedback from participants and relevant managers on the extent to which the induction process is meeting its objectives 3.5. Make refinements to induction policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise across the organisation and to ensure that policies and procedures are well supported
- leadership skills to engage others and to ensure that good processes are followed and supported
- literacy skills to document clear policies and procedures and to develop proformas to support recruitment, selection and induction.

Required knowledge

- concept of outsourcing
- diversity, equal employment opportunity and anti-discrimination principles and associated legislation
- employee contracts
- industrial relations
- recruitment and selection methods, including assessment centres
- relevant legislation on equal opportunity, industrial relations and anti-discrimination
- relevant terms and conditions of employment
- understanding of psychometric and skills testing programs
- workplace relations regulations, workplace relations legislation and other relevant legislation.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a policy and procedures framework for recruitment, selection and induction OR critical analysis of an existing policy and procedures framework for recruitment, selection and induction • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on recruitment, selection and induction processes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of training and other forms of support provided to all persons involved in the recruitment and selection process • evaluation of trialling of forms and documents that support policies and procedures • review of documentation outlining feedback obtained from participants and relevant managers on the extent to which the induction process is meeting its objectives • oral or written questioning to assess knowledge of relevant legislation and selection processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units form the Diploma of Human Resource Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Recruitment, ***selection and induction policies and procedures*** may address:	• application processing • competency profiling • documentation and use of standard forms • equal opportunity, anti-discrimination and diversity principles • interviewing methodologies • job analysis • job classifications, assessment centres • job description • job evaluation • privacy and confidentiality • probationary periods • psychometric assessment • recruitment advertising • reference checks • selection panels and their composition • the application of commercial software packages to improve efficiency in recruitment and selection processes • training for new staff • use of external agencies
Relevant managers and sections includes:	• those who have a role in the recruitment selection or induction processes
Advertising may occur through:	• internal channels • internet • newspapers • radio • recruitment agencies or specialists • television
Specialists may include:	• recruitment agencies • remuneration specialists • staff who run security checks

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RANGE STATEMENT	
	• vocational psychologists
Selection procedures may include:	• aptitude test or IQ tests • behaviour in leaderless groups • demonstration of techniques or technical skills • interviews, including structured interviews, behavioural interviews or other interviewing methodologies • peer assessments • personality testing • psychometric testing • referee reports • use of an assessment centre • work samples

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM510A Manage mediation processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, implement and review guidelines and procedures for mediation within an organisation, or on behalf of an organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources practitioners who have a role in the management of mediation within their organisation, or who may work as consultants providing mediation services to organisations. The unit covers the policy framework required for the management of mediation and the skills associated with the provision of mediation. Mediation is a process in which the parties to a dispute, with the assistance of a neutral third party (the mediator), identify the disputed issues, develop options, consider alternatives and endeavour to reach an agreement; the mediator has no advisory or determinative role in regard to the content of the dispute or the outcome of its resolution, but may advise on or determine the process of mediation whereby resolution is attempted. Co mediation is where the neutral third party is a team comprising two or more persons (the mediators).

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop mediation guidelines	1.1. Research and collate history of disputes and dispute resolution within the organisation, including ***triggers for disputes*** 1.2. Consult identified ***key stakeholders*** to determine requirements related to mediation 1.3. Determine mediation requirements within the organisation 1.4. ***Research*** and document ***models and systems for mediation*** 1.5. Identify and document ***parameters for a mediation system*** from consultation and research process 1.6. Draft and validate guidelines for mediation with stakeholders 1.7. Obtain endorsement for guidelines from senior management team 1.8. Circulate guidelines and train mediators in guidelines and procedures
2. Prepare for mediation	2.1. Identify parties in dispute requiring mediation and explain mediation procedure, in accordance with established guidelines 2.2. Obtain agreement and willingness to participate in the mediation process 2.3. Conduct separate interviews with parties in dispute and clarify issues 2.4. ***Verify*** and document position of each party to the dispute 2.5. Determine ***boundaries for allowable options*** in dispute
3. Settle dispute through mediation	3.1. Use a range of ***communication techniques*** to mediate 3.2. Establish mutual agreement between parties in dispute 3.3. Formulate options for resolution of dispute and preferences 3.4. Continue with mediation until agreement is reached or time constraints conclude
4. Finalise and review mediation	4.1. Circulate documented agreements to all parties and complete all documentation required by organisational guidelines 4.2. Review effectiveness of mediation, identify

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ELEMENT	PERFORMANCE CRITERIA
	improvements and refine mediation guidelines 4.3. Assess and maintain ***currency of knowledge and skill base*** of mediators

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and problem-solving skills to mediate • literacy skills to write guidelines and to document outcomes of mediation.
Required knowledge

• legislation, codes of practice and national standards:
  • Australian Standards
  • industry or professional bodies' codes of practice
  • legislation relating to privacy and confidentiality
  • legislation about equal opportunity and discrimination
• mediation models.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • guidelines for mediation which have been developed, disseminated, monitored and reviewed OR a critical evaluation of existing guidelines detailing the strengths and weaknesses of the approach • effective techniques in mediation of workplace issues • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • records of mediation within privacy and confidentiality provisions • access to feedback from parties involved in mediation within privacy and confidentiality provisions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • analysis of validated mediation guidelines and refinement of these guidelines as necessary • assessment of written reports on mediation • demonstration of techniques in mediation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of mediation models • review of documentation outlining agreements and the process for circulating these documents • review of documentation outlining models and systems for mediation, and parameters for a mediation system • review of research into the history of disputes and dispute resolution within the organisation.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Triggers for disputes may include:	• appeals, grievances and complaints that have escalated and remain unresolved • industrial disputes • interpersonal or team conflict • misunderstandings about expectations or contractual requirements
Key stakeholders may include:	• management • partners • staff associations and other work-based groups • staff from other sites or locations • unions
Research into ***models and systems for mediation*** may include:	• Australian Standards • benchmarking exercises • dispute sources and characteristics • internet searches • psychological associations and professional bodies • resolution techniques • textbooks and journals • training programs
Parameters for a mediation system may include:	• code of conduct for mediation • logistics for mediation, including time limits on process, locations used, duration of sessions • number of mediators required within the organisation • privacy and confidentiality provisions • proformas for use in mediation process • rationale for engaging mediation process • recording and reporting requirements • separate discussions with disputing parties and group discussion
Verifying positions of parties to	• empathic consideration of personal or historical issues that may not relate to the

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RANGE STATEMENT	
dispute may involve:	specific dispute, but that may set the scene for it and need to be addressed in order to resolve the specific dispute • expert advice from third parties or other professionals as required • independent verification of claims made by non-involved parties • other action in line with mediation guidelines • research into facts about events, transactions or other information presented
Boundaries of allowable options refers to:	• any existing policies, procedures and processes that place limits on the options that may be formulated in the dispute resolution process
Communication techniques may include:	• active and involved listening, reframing, summarising, reflecting, clarifying, paraphrasing, problem-solving and option-generated listening • techniques to suit the particular flow of the discussions and in response to issues presented, to focus discussions on possible solutions
Currency of knowledge and skill base may be maintained through:	• attendance at workshops or in-service activities • participation in formal and informal networking activities of mediators • undertaking formal training programs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

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Co-requisite units

Co-requisite units		

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BSBHRM602A Manage human resources strategic planning

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, implement and maintain a strategic approach to the management of human resources in an organisation.
The unit is critical for any human resources manager and should be undertaken after a firm grounding has been established across a range of human resources activities.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
This unit describes the performance outcomes, skills and knowledge required to develop, implement and maintain a strategic approach to the management of human resources in an organisation.
The unit is critical for any human resources manager and should be undertaken after a firm grounding has been established across a range of human resources activities.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to human resources managers or policy and planning staff who have specific responsibility for ensuring that the organisation has the structure and staff to meet current and foreseeable business and performance objectives.
In most instances this role will be undertaken by someone from a large organisation and will support an established strategic and/or business plan.
This unit applies to human resources managers or policy and planning staff who have specific responsibility for ensuring that the organisation has the structure and staff to meet current and foreseeable business and performance objectives.
In most instances this role will be undertaken by someone from a large organisation and will support an established strategic and/or business plan.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Employability Skills Information

This unit contains employability skills.
This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Research planning requirements	1.1 Analyse strategic plans to determine human resources strategic direction, objectives and targets
	1.2 Undertake additional environmental analysis to identify **emerging practices and trends** which may impact on human resources management in the organisation
	1.3 Identify **future labour needs** and skill requirements and **options for sourcing labour supply**
	1.4 Consider new technology and its impact on job roles and job design
	1.5 Review recent and potential changes to industrial/legal requirements

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2	Develop human resources strategic plan	2.1	Consult relevant managers about their human resources preferences
		2.2	Agree on human resources philosophies, values and policies with relevant managers
		2.3	Develop **strategic objectives and targets for human resources** services
		2.4	Examine **options for the provision of human resources services** and analyse costs and benefits
		2.5	Identify appropriate technology and systems to support agreed human resources programs and practices
		2.6	Write strategic **human resources plan** and obtain senior management support for the plan
		2.7	Develop risk management plans to support the strategic human resources plan
3	Implement human resources strategic plan	3.1	Work with others to see that the plan in implemented
		3.2	Monitor and review the plan
		3.3	Adapt plan should circumstances change
		3.4	Evaluate and review performance against plan objectives

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

literacy skills to read relevant documentation and to write plans
numeracy skills to undertake cost benefit analysis of available options
planning and organisational skills to develop and implement plans
research skills to ensure necessary information is gathered prior to writing plans.

Required knowledge

human resources practices and functions
labour market
requirements of a strategic plan.

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: development of a strategic human resources plan which includes relevant research and data and which demonstrates a clear alignment with broader business objectives methods for the implementation and review of the plan knowledge of the requirements of a strategic plan.
Context of and specific resources for assessment	Assessment must ensure: access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: assessment of written reports on strategic human resources issues and human resources planning direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of strategic objectives and targets for human resources services review of human resources plan and risk management plans oral or written questioning to assess knowledge of human resources practices and functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other units from the Advanced Diploma of Management.

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Range Statement

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Emerging practices and trends might include:	changes in consumer patterns or community expectations economic trends labour market trends new products or services new technologies political or legislative changes qualification or educational changes
Future labour needs refers to:	number, type, competency and quality of labour required to achieve organisation's strategic objectives
Options for sourcing labour supply refers to:	various ways in which labour can be brought to the job or accessed: employing a range of recruitment options hiring causal labour hiring new graduates or trainees outsourcing using contractors or consultants
Strategic objectives and targets for human resources may refer to:	equal employment opportunity and diversity human resources information systems induction industrial relations job analysis and design occupational health and safety performance management professional development recruitment and selection remuneration staff retention and succession planning

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Options for the provision of human resources services may include:	external provision by a consultant or contractor/s
	having the work performed elsewhere (outsourcing)
	internal human resources provision of the service/s
	internal non-human resources provision of the service/s
	merging of business units
Human resources plan includes:	priorities
	objectives
	timeframes

Unit Sector(s)

empty
empt

Competency field

Workforce Development - Human Resource Management
Workforce Development - Human Resource Management

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BSBHRM604A Manage employee relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge to develop and maintain a positive and productive workplace environment. It covers all aspects of employee relations impacting on managers at the strategic level.

Application of the Unit

Application of the unit	The unit is designed for non-specialist HR managers and covers the application of the broad range of employee relations activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement employee relations strategy and policies for own work area	1.1. Ensure ***employee relations*** strategy is consistent with organisational strategic objectives 1.2. Develop ***strategies and policies*** through the application of a risk management approach and extensive consultation and participation by relevant groups and individuals 1.3. Ensure strategy and policies take account of equal opportunity, family/work relationships and promote the absence of discrimination and/or harassment 1.4. Develop ***risk management*** strategies which take account of the withdrawal of labour and other potential outcomes of disputes 1.5. Identify potential areas of conflict (if any) and ensure strategies and policies take account of the objectives of relevant groups and individuals
2. Build and maintain a productive culture	2.1. Negotiate awards, agreements, and contracts which balance organisational objectives and ***employee rights and obligations*** 2.2. Identify and meet all legal and organisational requirements within the ***conditions of employment*** 2.3. Undertake regular and timely consultation and communication with individuals and relevant groups 2.4. Develop policies and practices to facilitate employee recruitment, retention and satisfaction 2.5. Provide induction programs and training to develop competence and confidence, and to ensure work is performed safely and effectively 2.6. Provide opportunities for employees to understand their role and how it contributes to the achievement of organisational objectives 2.7. Develop, regularly review and update individual and team development plans 2.8. Evaluate and revise employee relations policies regularly
3. Resolve employee relations problems	3.1. Establish processes for early intervention to identify and minimise problems or grievances 3.2. Communicate ***problem solving processes*** to, and obtain support from, all relevant groups and individuals 3.3. Provide training to develop competence in conflict

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ELEMENT	PERFORMANCE CRITERIA
	management, negotiation and dispute resolution 3.4. Obtain ***specialist*** advice where appropriate or where formal hearings are required 3.5. Ensure processes are fair, equitable and consistent with all relevant awards agreements and legislation 3.6. Ensure problem solving processes provide for external mediation and conciliation, and arbitration where appropriate
4. Manage diversity	4.1. Develop plans for the promotion of ***diversity*** within the organisation 4.2. Openly promote diversity and its benefits within the organisation 4.3. Develop ***education and communication plans*** to promote and encourage diversity 4.4. Develop and implement processes to deal with events which inhibit the organisation from meeting its diversity objectives

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- conflict management skills to mediate, negotiate and/or attempt to obtain consensus between individuals/groups in conflict situations which are dysfunctional in relation to the organisation's performance
- networking skills to ensure support from key groups and individuals for concepts/ideas/products/services
- risk management skills to analyse, identify and develop mitigation strategies for identified risks.

Required knowledge

- human resource planning
- human resource specialist assistance available
- industrial agreements
- key result areas of the organisation
- organisational plans and objectives (strategic, tactical and operational)
- organisational policies relating to balancing family/work relationships
- organisational support services for employees (external and internal)
- performance measurement systems utilised within the organisation
- relevant legislation from all levels of government that affects business operation such as:
  - award and enterprise agreements and relevant industrial instruments
  - Occupational Health and Safety
  - environmental issues
  - equal opportunity
  - industrial relations
  - anti-discrimination
  - relevant industry codes of practice
- staff development strategies
- unfair dismissal rules and due process.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • While the unit is designed for non-specialist HR managers, there is an expectation that competence will be demonstrated in the implementation of the full range of employee relations activities • Negotiation of employment agreements/contracts and the maintenance of high standards of performance in respect to equal opportunity and the management of diversity are key areas of assessment • Conflict management and early intervention in respect to employee grievances/problems are also key elements of the evidence to be presented during assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on employee relations • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on employee relations management • oral or written questioning to assess knowledge of human resources function/s being reviewed and policy frameworks • evaluation of research undertaken • review of documentation analysing the strengths and weaknesses of employee relations' policies and strategies • review of documentation of behaviours associated with managing diversity and, resolving employee

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EVIDENCE GUIDE	
	problems and grievances.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Employee relations includes:	• all of the activities in an organisation which impact on the employees' terms and conditions of employment and their personal well-being and satisfaction with their work environment
Strategies and policies may include:	• discipline • equal opportunity • human resource strategy • induction and training • industrial/labour relations • organisational values statement • performance management • racial discrimination/vilification • remuneration and benefits • selection/recruitment • sexual harassment
Risk management means:	• the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Employee rights and obligations refers to:	• those contained within any award agreement or contract of employment, or implied terms of those agreements, together with all rights and obligations under the laws of the Commonwealth and the relevant state/territory
Conditions of employment may include:	• grievance procedures • holidays and leave entitlements • hours of work • penalty rates • salary/wages • superannuation
Problem solving processes may include:	• arbitration • conciliation

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RANGE STATEMENT	
	• dispute resolution procedures • grievance procedures • mediation
Specialist means:	• person expert in the conduct of formal hearings in the relevant jurisdiction
Diversity refers to:	• any difference between individuals and groups, and includes age, gender, race, nationality, political and philosophical beliefs, or any other different individual or group characteristic
Education and communication plans refers to:	• a structured program for the dissemination of information, and the receipt of feedback information from individuals, relevant to the process or activity

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBINM201A Process and maintain workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information	1.1. Collect ***information*** in a timely manner and ensure that it is relevant to organisational needs 1.2. Use ***business equipment/technology*** available in the work area to effectively obtain information 1.3. Apply ***organisational requirements*** relating to security and confidentiality in handling information
2. Process workplace information	2.1. Use business equipment/technology to process information in accordance with organisational requirements 2.2. Process information in accordance with defined timeframes, guidelines and procedures 2.3. Update, modify and file information in accordance with organisational requirements 2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements
3. Maintain information systems	3.1. Maintain information and filing systems in accordance with organisational requirements 3.2. Identify, ***remove*** and/or ***relocate inactive or dead files*** in accordance with organisational requirements 3.3. Establish and assemble new files in accordance with organisational requirements 3.4. Update reference and index systems in accordance with organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand organisation's recordkeeping and information systems(including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content
- numeracy skills to sequence and index files
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate to maintaining workplace information.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
- organisational policies and procedures relating to collecting and processing workplace information
- organisational recordkeeping/filing systems and security procedures
- organisation's business and structure
- range of filing systems including paper-based and software-based.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying organisational policies and procedures for collecting and processing workplace information • accuracy in recording and documenting information • correctly storing, classifying and maintaining documents and records.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace information systems.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of maintenance of information and filing systems • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of the management of information in the workplace.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other information management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• computer databases (library catalogue, customer records) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • forms (insurance forms, membership forms) • invoices (from suppliers, to debtors) • minutes of meetings • personnel records (personal details, salary rates) • sales records (monthly forecasts, targets achieved)
Business equipment/technology may include:	• answering machine • binder • computer • fax machine • filing systems (manual/computerised/electronic) • photocopier • printer • telephone
Organisational requirements may include:	• despatching and collecting procedures • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for deciding which records should be captured and filed • procedures for updating records • security procedures
Removing inactive or dead files may include:	• compressing computer files prior to archiving • periodically archiving or deleting files • transferring files at regular intervals or routinely checking for dead or inactive files

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RANGE STATEMENT	
	• transferring records from the active filing system to secondary storage
Relocating inactive or dead files may include:	• electronic (email, internet access, diskette, tape, CD-ROM) • microfilm • photographic material • printed material

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBINM401A IMPLEMENT WORKPLACE INFORMATION SYSTEM

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information, which plays a significant part in the organisation's effectiveness. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers play a significant role in contributing to the organisation's effectiveness in identifying, acquiring, analysing and using appropriate information. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and source information needs	1.1. Determine and locate ***information*** required by teams 1.2. Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to ***organisational policies***
2. Collect, analyse and report information	2.1. Collect information, which is adequate and relevant to the needs of teams, in a timely manner 2.2. Ensure information is in a format suitable for analysis, interpretation and dissemination 2.3. Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired
3. Implement information systems	3.1. Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes 3.2. Use ***technology*** available in the work area to manage information effectively 3.3. Submit recommendations for improving the information system to ***designated persons and/or groups***
4. Prepare for information system changes	4.1. Collect information about information system future needs in consultation with ***colleagues***, including those who have a specialist role in resource management 4.2. Ensure estimates of information system future needs reflect the organisation's ***business plans***, and customer and supplier requirements 4.3. Support proposals to secure resources by clearly presenting submissions that describe realistic options, benefits, costs and outcomes 4.4. Prepare team members to work with new technology and information system changes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to work with information, and to research and present information in ways that are appropriate to the work team • technology skills to work with a range of information systems.
Required knowledge

• information management systems and technology that would be associated with the workplace such as:
  • budgets and financial management systems
  • customer information software or records
  • databases
  • personal digital assistant (PDA)
  • product and service information
  • project management software
  • record management systems
  • spreadsheets.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the information that is required for the effective functioning of the team's work together • knowledge of the range of information systems that are, or should be, available in the workplace • ability to recognise what information system changes and improvements will be required in the future.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of techniques in working with information management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of relevant technology • review of documentation analysing information trends and developments • written reports on future information system needs • review of preparation undertaken for team members to work with new technology and information system changes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• archived, filed and historical background data • continuous improvement and quality assurance data • data available internally or externally • data shared and retrieved in various forms such as in writing or verbally, electronically or manually • financial and contractual data • marketing and customer-related data • organisational performance data • planning and organisational documents • policies and procedures
Organisational policies may include:	• guidelines for decision making throughout the organisation that link the formulation of strategy with its implementation • sets of accepted actions approved by the organisation • Standard Operating Procedures
Technology may include:	• computerised systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Designated persons and/or groups may include:	• groups designated in workplace policies and procedures • managers or supervisors with management roles and responsibilities concerning information systems • other stakeholders accessing the information system such as customers and service providers • other work groups or teams whose work will be affected by the system

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RANGE STATEMENT	
Colleagues may include:	• employees at the same level or more senior managers • occupational health and safety committee members and other specialists • people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Business plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of ***relevant personnel*** and ***stakeholders*** for input into, and use of, ***an information or knowledge management system*** 1.2. Identify and secure human, financial and physical resources required for ***learning activities*** to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of ***policies and procedures for the information or knowledge management system*** are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise 2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of ***performance measures*** 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
  - privacy and confidentiality legislation
  - freedom of information legislation
  - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
  - records management
  - information management
  - customer service
  - commercial confidentiality
- organisational operations, and existing data and information systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to system • access to system user feedback.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports reviewing and evaluating information or knowledge management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of relevant organisational policies and procedures • review of identified learning needs personnel and stakeholders regarding the information or knowledge management system • evaluation of monitoring and documentation about the effectiveness of learning activities • analysis documentation reporting on the strengths and limitations of the system • review of recommendations made for improvements to the system, policy or work practices.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • other units from the Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel include:	• managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
Stakeholders include:	• clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
Information or knowledge management is defined as:	• equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
An information or knowledge management system:	• comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
Learning activities include:	• coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet) learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
Policies and procedures for the information or knowledge management system cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines

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RANGE STATEMENT	
	• ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
Performance measures include:	• key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBINM601A Manage knowledge and information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain information processing systems to support decision making, and to optimise the use of knowledge and learning throughout the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people working in management roles who have responsibility for ensuring that critical knowledge and information are readily available to review the organisation's performance and to ensure its effective functioning. Knowledge and information can include business performance data, customer feedback, statistical data and financial data.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information relevant to business issues	1.1. Review staff and customer feedback and business performance data 1.2. Identify, define and analyse business problems and issues 1.3. Identify information required to reach a decision on problems/issues 1.4. Source and gather reliable information 1.5. Test information for reliability and validity, and reject where contradictory or ambiguous 1.6. Utilise formal and informal networks to access corporate knowledge/memory not held in formal systems and review appropriately
2. Analyse information and knowledge	2.1. Ensure objectives for analyses are clear, relevant and consistent with the decisions required 2.2. Identify patterns and emerging trends correctly and interpret as to cause and effect 2.3. Utilise ***statistical analyses*** and interpretation where appropriate 2.4. Undertake ***sensitivity analysis*** on any proposed options 2.5. Ensure documentation reflects a logical approach to the evaluation of the evidence and conclusions drawn 2.6. Adjust ***management information systems***/***decision support systems*** to meet information processing objectives
3. Take decisions on business issues identified	3.1. Ensure sufficient valid and reliable information/evidence is available to support a decision 3.2. Utilise ***risk management*** plans to determine acceptable courses of action 3.3. Utilise appropriate ***quantitative methods*** to assist decision making 3.4. Consult specialists and other ***relevant groups and individuals*** 3.5. Ensure decisions taken are within the delegation/accountability of the group/individual responsible 3.6. Make decisions in accordance with organisational guidelines and procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.7. Ensure decisions taken are consistent with organisational objectives, values and standards 3.8. Ensure decisions are taken in a timely manner
4. Disseminate information to the organisation	4.1. Ensure advice/information needs are documented and are specific to location, format and time line requirements 4.2. Document information and update databases regularly 4.3. Design and test systems to meet information requirements of decision makers 4.4. Ensure information is up-to-date, accurate, relevant and sufficient for the recipient 4.5. Develop ***communication plans*** and disseminate information 4.6. Adhere to confidentiality/privacy policies in the transmission/release of information/advice 4.7. Review and update communication plans regularly 4.8. Utilise ***technology*** which provides optimum efficiency and quality 4.9. Maintain ***corporate knowledge*** and ensure security

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify improvement opportunities in relation to the services/products delivered internally or concepts/ideas in area of expertise • communication and consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • quantitative and qualitative research skills to locate and review relevant data and information • technology skills to consider various software and hardware options for storing and accessing data and information.
Required knowledge
• new technologies and their suitability to knowledge and information management • risk management.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documentation which tracks a particular problem/issue through information gathering and analysis, decision making and taking, and dissemination to relevant groups and individuals • development and utilisation of relevant information storage and retrieval systems, as well as accessing informal knowledge and information from informal networks within the organisation • knowledge of new technologies and their suitability to knowledge and information management.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on knowledge management and information management • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of information management systems • review of documentation identifying, defining and analysing business problems and issues • evaluation of communication plans • evaluation of the transmission/release of information/advice in terms of adhering to confidentiality/privacy policies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of

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EVIDENCE GUIDE	
	Management.

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Range Statement

RANGE STATEMENT	
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Statistical analyses may include:	• correlation calculations • long-term trend analyses • probability assessment • regulation analyses • short to medium-term trend analyses
Sensitivity analyses means:	• applying 'what if' scenarios to available options
Management information systems means:	• formal systems for collecting, storing and synthesising information to be used in management decision making
Decision support systems are:	• management information systems which include some form of computer-based assistance to decision making (expert systems)
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood or consequences of the negative event if it occurs
Quantitative methods may include:	• dynamic programming • linear programming • queuing theory • simulation • transportation methodology
Relevant groups and individuals means:	• those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
Research may include:	• focus groups • group interviews • individual interviews • surveys
Communication plans means:	• structured program for the dissemination of information and the receipt of feedback information from individuals relevant to the process or activity

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RANGE STATEMENT	
Technology may include:	• audio-visual media • internet • intranet • print media • radio • telephone • television
Corporate knowledge may include:	• copyright • intellectual property • technology

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBINN301A Promote innovation in a team environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies individuals who play a pro active role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. The team may 'make itself' or be constructed by others. It may have core members and members who participate at certain times or for particular purposes. It may be permanent or temporary, or come together at different times to work on specific projects. The team could consist of a team of contractors/freelancers, permanent staff, clients and service providers, or any combination of these groups. It may operate within an organisation or across several organisations - or simply across a group of individuals. The key focus of the unit is on what makes for an innovative team, what keeps it working well, how the structure of work can make a difference and what skills and knowledge are needed to maximise opportunities for innovation. Where a greater focus on team leadership is required this unit should be combined with units such as BSBLED401A Develop teams and individuals.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create opportunities to maximise innovation within the team	1.1. Evaluate and reflect on ***what the team needs and wants to achieve*** 1.2. Check out ***information about current or potential team members' work*** in the context of developing a more innovative team 1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas 1.4. Acknowledge, respect and discuss the ***different ways that different people may contribute*** to building or enhancing the team
2. Organise and agree effective ways of working	2.1. Jointly establish ***ground rules*** for how the team will operate 2.2. Agree and communicate responsibilities in ways that encourage and reinforce ***team-based innovation*** 2.3. Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4. Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5. Establish personal reward and stimulation as an integral part of the team's way of working
3. Support and guide colleagues	3.1. Model ***behaviour that supports innovation*** 3.2. Seek ***external stimuli and ideas*** to feed into team activities 3.3. Pro-actively share information, knowledge and experiences with other team members 3.4. Challenge and test ideas within the team in a positive and collaborative way 3.5. Pro-actively discuss and explore ideas with other team members on an ongoing basis
4. Reflect on how the team is working	4.1. De-brief and reflect on activities and on opportunities for improvement and innovation 4.2. Gather and use feedback from within and outside the team to generate discussion and debate 4.3. Discuss the ***challenges of being innovative*** in a constructive and open way 4.4. Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5. Identify, promote and celebrate successes and

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ELEMENT	PERFORMANCE CRITERIA
	examples of successful innovation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions
- creative thinking skills to generate, explore, test and challenge ideas
- learning skills to stretch boundaries of own knowledge and skills
- literacy skills to analyse a wide range of information from varied sources
- planning and organisational skills to participate in the effective allocation of work in a team context
- problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities
- self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation.

Required knowledge

- barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation
- broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation
- characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation
- different roles that people may play within a team, how this impacts on the way a team works and what it might achieve
- group dynamics in a team.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice • collaborative and open communication within the team • knowledge and understanding of the internal and external factors that contribute to a team becoming and remaining innovative.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills as part of a team.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of team interactions • evaluation of reports by the candidate or the team (could be oral or written) discussing the ideas, challenges and opportunities associated with teams, and how they can be more innovative • evaluation of feedback from other people in the team about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the characteristics of innovative teams, innovation concepts more broadly and they ways in which innovation can be encouraged • review of jointly established 'groundrules' for how the team will operate.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
What the team needs and wants to achieve may relate to:	• addressing particular customer feedback • conceiving and implementing a particular project • developing new services or products • generating ongoing ideas within the work unit • improving budgetary performance • improving or changing work conditions • new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)
Information about current or potential team members' work may relate to:	• interests • lifestyle preferences • past jobs • technical strengths • work preferences • working styles
Different ways that different people may contribute may relate to individual strengths around:	• creating positive energy within the team • fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication) • generating ideas • networks or spheres of influence • particular ways of thinking • powers of persuasion • problem-solving capacities • specific technical skills or knowledge
Ground rules may relate to:	• boundaries or lack of boundaries for team activities and ideas • confidentiality • copyright, moral rights or intellectual property • regularity of communication • key roles and responsibilities • time lines

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RANGE STATEMENT	
	• ways of communicating
Team-based innovation may be encouraged through:	• accessing training and learning opportunities • enough but not too much guidance and structure • equitable sharing of workload • follow-through with ideas • supportive communication
Behaviour that supports innovation may include being:	• collaborative • equitable • fair • fun • hardworking • reflective • responsible • sympathetic
External stimuli and ideas might be from:	• Australia or overseas • colleagues outside of the team • family and friends • internet • journals • networks or technical experts • other organisations
Challenges of being innovative may relate to:	• budgetary or other resource constraints • competing priorities • organisational culture • problems with breaking old patterns of behaviour or thinking • time pressures

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

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BSBITS401A Maintain business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of business technology who contribute well developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain performance of hardware and software	1.1. Monitor and evaluate system effectiveness to ensure it meets ***organisational and system requirements*** 1.2. Use operating system, drive and disk structure, reports and files to identify performance problems 1.3. ***Maintain disk drives and peripherals*** according to manufacturers' and organisational requirements 1.4. Replace ***consumables*** in accordance with manufacturers' and organisational requirements
2. Provide basic system administration	2.1. Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2. Install and operate ***software*** applications in accordance with developers' and organisational requirements 2.3. Maintain and update security access procedures in line with organisational requirements 2.4. Ensure that licence for use of software is used, checked and recorded in accordance with organisational requirements 2.5. Regularly maintain and update virus programs in accordance with organisational requirements
3. Identify future technology requirements	3.1. Maintain knowledge of current and new ***technology*** by regularly accessing ***sources of information*** 3.2. Identify and develop ***improved technology systems*** using feedback from clients and colleagues 3.3. Assess existing technology against newly available technology to determine future needs and priorities 3.4. Identify and select new technologies to achieve and maintain continuous organisational development 3.5. Obtain management and budget approval for new selected technologies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain the operation and troubleshooting of technology in the work environment
- literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information
- problem-solving skills to address routine and non-routine faults with hardware and software
- research and analytical skills to analyse and identify organisation's future technology requirements.

Required knowledge

- costs and benefits of technology maintenance strategies
- general features and capabilities of current industry accepted hardware and software products
- importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS).

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • installing software and hardware • organising and accessing software, materials and consumables • maintaining technology security and maintenance systems • knowledge of costs and benefits of technology maintenance strategies.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of technology maintenance and security procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of general features and capabilities of current industry accepted hardware and software products.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other information and communications technologyor general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational and system requirements may include:	• back-up procedures • Code of Conduct • ethical standards • legal and organisational policy/guidelines and requirements • maintenance of customised software • OHS policies, procedures and programs • quality assurance and/or procedures manuals • register of licenses • restore procedures • security and confidentiality procedures • software licence documentation • storage of information technology documentation • storage retrieval and type of product licenses • updating of virus protection systems
Disk drive and peripherals maintenance may include:	• backing up files before major maintenance • checking hard drive for errors • cleaning dust from internal and external surfaces • creating more free space on the hard disk • defragmenting the hard disk • deleting unwanted files • reviewing programs • using up-to-date anti-virus programs
Consumables may include:	• disks • magnetic tape and cassettes • print heads • print media • printer ribbons and cartridges
Software may include:	• accounting applications • commercial software applications • database applications

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RANGE STATEMENT	
	• internet/intranet/extranet related programs • organisation-specific software • presentation applications • spreadsheet applications • word processing applications

Technology may include:	• client services
	• computers
	• data transfer devices
	• modems
	• peripherals, including:
	  • printers, scanners, tape cartridges
	  • speakers, multimedia kits
	  • personal computer, modems
	  • input equipment such as mouse, touch pad, keyboard, pens
	  • mobile phones, palmtops and personal digital assistants (PDAs), laptops and desktop computers
	  • Bluetooth devices, universal serial bus (USB), Firewire (IEEE 1394)
	• photocopiers
	• printers
	• scanners
	• software

Sources of information may include:	• computer hardware manufacturers • computer magazines and journals • computer software designers • industry associations • internal/external clients • internet • retail outlets • seminars, workshops and training sessions • trade fairs
Improved technology systems may include:	• access protocols • cable data transmissions • delivery and installation systems • hardware upgrades • implementing a new system • maintenance options • multimedia

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RANGE STATEMENT	
	• networking options • new hardware • new software • resource usage monitoring • software upgrades

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Support

Co-requisite units

Co-requisite units		

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BSBITU201A Produce simple word processed documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce documents	1.1. Use safe work practices to ensure ***ergonomic***, ***work organisation***, energy and resource ***conservation requirements*** are addressed 1.2. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify ***organisational*** and task ***requirements*** for document layout and design
2. Produce documents	2.1. ***Format*** document using appropriate ***software functions*** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2. Use system features to identify and manipulate ***screen display options and controls*** 2.3. Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1. Ensure final document is previewed, ***checked***, adjusted and ***printed*** in accordance with organisational and task requirements 3.2. Ensure document is prepared within ***designated time lines*** and organisational requirements 3.3. ***Name and store document*** in accordance with organisational requirements and exit application without information loss/damage

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify document requirements
- editing and proofreading skills to check own work for accuracy
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of correspondence
- problem-solving skills to solve routine problems.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- purpose, use and function of word processing software
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- organisational style guide.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of word processed documents and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of formatted document • review of final document • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Conservation requirements may include:	• disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
Organisational requirements may	• company colour scheme

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RANGE STATEMENT	
include:	• company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename etc. in header/footer • templates
Formatting may include:	• alignment on page • columns • company logo/letterhead • enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation
Software functions may include:	• default settings • document protection • grammar check • headers/footers • indent • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
Screen display options and controls may include:	• layout view • maximise/minimise • normal view • page view • print preview • ruler • toolbars • zoom percentage

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RANGE STATEMENT	
Checking may include:	• accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
Printing may include:	• basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document
Designated time lines may include:	• organisational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s
Naming and storing documents may include:	• appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up

Unit Sector(s)

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Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU202A Create and use spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of creating spreadsheets in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Adjust workspace, furniture and equipment to suit user ***ergonomic***, ***work organisation*** and occupational health and safety (OHS) ***requirements*** 1.2. Use energy and resource ***conservation techniques*** to minimise wastage in accordance with organisational and statutory requirements 1.3. Identify ***spreadsheet task requirements*** and clarify with relevant personnel as required
2. Create simple spreadsheets	2.1. Ensure ***data*** is entered, ***checked*** and amended in accordance with organisational and task requirements, to maintain consistency of design and layout 2.2. ***Format*** spreadsheet using ***software functions***, to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 2.3. Ensure ***formulae*** are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 2.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
3. Produce simple charts	3.1. Select ***chart type*** and design that enables valid representation of numerical data and meets organisational and task requirements 3.2. Create chart using appropriate data range in the spreadsheet 3.3. Modify chart type and layout using formatting ***features***
4. Finalise spreadsheets	4.1. Ensure spreadsheet and any accompanying charts are previewed, adjusted and ***printed*** in accordance with organisational and task requirements 4.2. Ensure data input meets ***designated time lines*** and organisational requirements for speed and accuracy 4.3. Name and ***store*** spreadsheet in accordance with organisational requirements and exit the application without data loss/damage

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of spreadsheet
- editing and proofreading skills to check own work for accuracy
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of spreadsheets
- numeracy skills to create and use spreadsheet formulae.

Required knowledge

- formatting of workplace documents
- organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques
- organisational guidelines on spreadsheet manipulation and processing
- purpose and range of use of spreadsheet functions.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing a minimum of two spreadsheets • using cell-based formulae • creating charts using relevant data • knowledge of purpose and range of use of spreadsheet functions.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of spreadsheets and simple formulae.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of final spreadsheets • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of spreadsheet software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

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Range Statement

RANGE STATEMENT	
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Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Spreadsheet task requirements may include:	• data entry • output • presentation • storage
Data may include:	• numbers • text
Checking may include:	• accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • proofreading • spelling, electronically and manually
Formatting may include:	• alignment on page • efficiency of formulae

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RANGE STATEMENT	
	• enhancements to format - borders, patterns and colours • enhancements to text • headers/footers • use of absolute and relative cell addresses • use of cell addresses in formulae
Software functions may include:	• adding/deleting columns/rows • formatting cells • formatting text • headers/footers • sizing columns/rows
Formulae may include:	• absolute cell referencing and/or mixed references • average • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Chart types may include:	• area • bar • column • exploded pie • line • pie and 3-D pie • scatter/bubble • stacked/multiple bar • stacked, 3-D column
Features may include:	• axes • axis title • borders • chart title • colours • data labels • data tables • fills • gridlines • legend

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RANGE STATEMENT	
	• lines • patterns
Printing may include:	• fit on one page • fit specific number of pages • with formulae • with values
Designated time lines may include:	• organisational time line e.g. financial requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring spreadsheet
Storing data may include:	• authorised access • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in electronic folders/sub-folders • storage on CD-ROM, zip drives, USB memory

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	1.1. Systematically identify and implement ***learning and development needs*** in line with ***organisational requirements*** 1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3. Encourage individuals to self-evaluate performance and identify areas for improvement 1.4. Collect ***feedback on performance*** of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2. Ensure that ***learning delivery methods*** are appropriate to the learning goals, the learning style of participants, and availability of ***equipment and resources*** 2.3. Provide workplace learning opportunities, and ***coaching and mentoring assistance*** to facilitate individual and team achievement of competencies 2.4. Create development opportunities that incorporates a range of activities and support materials appropriate to the achievement of identified competencies 2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4. Document and maintain records and reports of competency according to organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and implementing learning opportunities for others • giving and receiving feedback from team members to encourage participation in and effectiveness of team • creating learning plans to match skill needs • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of learning and development plans, policies and procedures • examples of documents relating to diversity policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry • review of records and reports of competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units • other learning and development units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learning and development needs may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment
Organisational requirements may include:	• access and equity principles and practices • anti-discrimination and related policy • business and performance plans • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Learning delivery methods may include:	• conference and seminar attendance • formal course participation • induction

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RANGE STATEMENT	
	• involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
Equipment and resources may include:	• facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
Coaching and mentoring assistance may include:	• fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

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Co-requisite units

Co-requisite units		

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BSBLED705A Plan and implement a mentoring program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, develop and implement a mentoring program and to review the outcomes for those involved in the program. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	This unit applies to leaders working to ensure learning advances individual and organisational capabilities. The mentoring program may apply to a: particular section or group within an educational organisation (for example, as part of a Registered Training Organisation's professional development activities) specific business purpose or objective within an enterprise whose core business is not education collaborative partnership that spans more than one organisation (such as to advance occupational or industry specific skill needs). This unit may relate equally to small scale learning activities within a small to medium sized organisation or to a significant activity in a large organisation. Leaders in learning must be able to plan, implement, monitor and evaluate a mentoring program that results in learning forged through a defined and active learning partnership with a mentor. The program should develop and use tools that enhance both the learning and the phased relationship, and it should be monitored and evaluated to ensure it explores and meets the mentee's learning needs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan a mentoring program	1.1. Determine benefits of and need for, a ***mentoring program*** 1.2. Define ***mentoring program purpose and objectives*** 1.3. Develop a ***mentoring program plan*** with appropriate ***outcomes*** in consultation with ***key stakeholders*** 1.4. Establish ***relevant management structures*** and wider support requirements 1.5. Determine ***mentoring program modes and methods*** 1.6. Determine methods and resources required to report on mentoring program outcomes
2. Develop tools and materials to support a mentoring program	2.1. Develop a range of ***tools and resources*** appropriate to mentoring program modes and methods 2.2. Establish ***mentor*** and ***mentee*** selection criteria, procedures and tools 2.3. Establish ***formal requirements for the mentor-mentee relationship*** and communicate these requirements to all parties 2.4. Establish rules, procedures and requirements that encompass key ***accountabilities and responsibilities*** 2.5. Develop the means to report and collate outcomes from the mentor-mentee relationship
3. Coordinate mentor and mentee relationships	3.1. Implement strategies for recruiting and accurately ***matching*** mentors with mentees 3.2. Induct mentors and mentees into the program 3.3. Ensure plans required for personal growth are developed by mentors and mentees 3.4. Cultivate rapport, mutual trust and teamwork in the mentoring relationship 3.5. Consider and address cultural differences and diversity issues in all mentor-mentee communications 3.6. Use ***data and reporting tools*** supporting the program to monitor the mentor-mentee relationship
4. Evaluate a mentoring program	4.1. Complete ***mentoring record keeping and reporting*** requirements using agreed technology, reporting processes and procedures 4.2. Evaluate mentoring program against agreed outcomes and report through relevant management

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ELEMENT	PERFORMANCE CRITERIA
	structures 4.3. Document improvement opportunities for future mentoring programs based on program evaluation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - maintain appropriate relationships with colleagues and individuals in the mentoring program
  - establish trust
  - value and be open to, the opinions of others
  - work as part of a team
  - use active listening techniques
  - negotiate
  - encourage and accept feedback
- language skills to:
  - communicate organisational ideas, policies and procedures
  - encourage participation across all levels of personnel and clients
  - seek opinions and elicit feedback from a range of stakeholders
- planning and organising skills to plan a mentoring program and to schedule mentor-mentee interviews and sessions
- problem-solving skills to select and screen applicants for mentoring program, and to assist with resolution of issues that might arise during the program
- self management skills to evaluate personal effectiveness and to manage own time and resources
- teamwork skills to conduct mentor and mentee selection, and to monitor the progress of mentoring program in a team context
- technology skills to undertake record keeping and reporting using agreed technology, and to complete electronic communication and data sharing.

Required knowledge

- content and data reporting and storage options
- how to complete the required data collection
- legislation, regulations, codes and policies relevant to the organisation's operations and methods for mentoring
- mentoring program design principles
- relevant communication processes and methods
- reporting methods
- requirements for mentoring tools
- screening techniques, and confidentiality and privacy issues.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing mentoring program plan in consultation with others • working within the relevant management structure to gain executive support for mentoring program • facilitating mentor and mentee selection process • knowledge of relevant legislation specifically in relation to confidentiality and privacy.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of mentoring programs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities • direct observation of application of skills in context • oral or written questioning to assess knowledge of mentoring program design principles • review of mentoring program plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED702A Lead learning strategy implementation • BSBLED706A Plan and implement a coaching strategy • BSBREL701A Develop and cultivate collaborative partnerships and relationships

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EVIDENCE GUIDE	
	• PSPHR616A Manage performance management system • PSPMNGT614A Facilitate knowledge management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Mentoring program is a:	• formal program designed to forge relationships between a mentor and a mentee to achieve outcomes relating to:
	  • context
	  • individual needs
	  • knowledge transfer
	  • learning
	  • performance
	  • support

Mentoring program purpose and objectives may be:	• strategic • tactical or operational • quantifiable or quantitative • varied in duration (short-term versus long-term) • to target personal, organisational or other outcomes
Mentoring program plan may include:	• administration • amount of material support • anticipated outcomes • content and resources • program design principles • facilities and location • mentee's learning style • mentor's skills • method or mode of interaction (i.e. physical or electronic) • omissions • scope • reporting requirements • roles and responsibilities for key individuals (mentors, mentees, program coordinator, steering committees) • workplace application

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RANGE STATEMENT	
	• time lines
Mentoring program outcomes may include:	• behavioural • compliance • functional • operational • personal
Key stakeholders may include:	• coordinators • mentees • mentors • organisational management and staff • peers • public • public agencies, especially regulators • suppliers and learning partners
Relevant management structures may include:	• executive endorsement • grievance procedures • policies and procedures • program coordinators • program management or reference group • program measures and evaluation mechanisms • program reporting mechanisms • resources management and allocation • steering committee

Mentoring program modes and methods may vary in terms of:	• duration of program or individual sessions
	• individual or group mentoring:
	  • one mentor to one mentee
	  • one mentor to many mentees
	  • many mentors to many mentees
	• physical or electronic enablement (i.e. e-mentoring)
	• peer mentoring versus independent or external mentoring
	• tools and instruments being used

Tools and resources may include:	• communication fliers and explanatory materials • documents establishing the ground rules of the mentoring relationship • electronic or physical presentation design • instruments for mentor-mentee selection processes

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RANGE STATEMENT	
	• range of technologies (online or computer-based) • templates for personal mentoring plans
Mentor is:	• an independent person engaged in a two-way communication relationship with a mentee, whose primary role is to provide constant encouragement and assistance that enhances the mentee's attainment of personal and/or work related needs
Mentees may include:	• an individual engaged in a two-way communication relationship with a mentor primarily aimed at the transfer of wisdom, encouragement and assistance related to personal and/or work related needs • a mentee may also be called a mentoree, candidate, participant, trainee, employee, student
Formal requirements for the mentor-mentee relationship include:	• compliance • equal employment opportunity • legal • regulatory
Accountabilities and responsibilities means:	• who is responsible and accountable for given roles, actions and outcomes within the mentoring program
Matching criteria may include:	• access issues • behaviours • key performance outcome statements or indicators • learning or communication styles • personal or professional attributes • skills and knowledge
Data and reporting tools supporting a mentor program may vary in terms of:	• collaboration modes and means • databases used • information system design • network configuration and access requirements • security and privacy requirements
Mentoring record keeping and reporting may be:	• completed through physical or electronic means

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED706A Plan and implement a coaching strategy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and develop a coaching strategy and to monitor the implementation of the resulting coaching program within an organisational context. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders working to ensure learning advances individual and organisational capabilities. A coaching strategy may be: •an internal program forming part of the professional development activities of an educational organisation (such as a Registered Training Organisation) or an enterprise whose core business is not education •developed for an external client, for example as part of the range of learning services offered or conducted in a collaborative partnership with more than one organisation. Leaders in learning are typically required to develop and implement coaching strategies in a systematic manner and to monitor, review and improve strategies to optimise learning outcomes for individuals and the organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop coaching strategy	1.1. Research and review the need for and role of, ***coaching*** within an organisation 1.2. Establish a framework for the ***coaching strategy*** based on ***organisational context and needs*** 1.3. Determine roles, responsibilities and outcomes for ***key individuals*** involved in the coaching strategy 1.4. Develop time lines for coaching strategy implementation in consultation with ***stakeholders*** 1.5. Obtain organisational support for coaching strategy in accordance with organisational procedures
2. Prepare for coaching strategy implementation	2.1. Plan the coaching program and ***coaching models*** to suit the coaching strategy and the organisation's ***worker and employer issues*** 2.2. Design induction and training requirements 2.3. Design ***tools and resources*** for coaches and trainees 2.4. Analyse ***legal***, ***regulatory and organisational compliance requirements*** for coaches 2.5. Establish recruitment processes for coaches and trainees
3. Implement coaching strategy	3.1. Promote coaching program 3.2. Recruit and select coaches and trainees 3.3. Establish tools, mechanisms and procedures for matching and managing the ***coach-trainee relationship*** 3.4. Induct, match and brief coaches and trainees
4. Monitor and support coaching strategy	4.1. Ensure coaching strategy is implemented consistent with work practices and operational requirements 4.2. Provide coaches with access to professional development and support necessary to acquit their role effectively and efficiently 4.3. Design ***techniques and practices for resolving differences*** and problems in coaching relationships 4.4. Monitor coaching relationships to ensure they are in accordance with organisational policies and procedures 4.5. Recognise and acknowledge the positive contribution individuals make to coaching activities
5. Review and report on coaching strategy	5.1. Collect, analyse and report data in relation to coaching outcomes at individual or group level, in

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ELEMENT	PERFORMANCE CRITERIA
	line with organisational context and needs 5.2. Identify and promote ongoing opportunities for coaching in accordance with individual and organisational context and needs 5.3. Evaluate coaching strategy, document findings and present recommendations for improvement to relevant others

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - maintain appropriate relationships with colleagues and individuals involved in coaching
  - establish trust
  - value and be open to, the opinions of others
  - work as part of a team
  - use active listening techniques
  - negotiate
  - encourage and accept feedback
- learning skills to:
  - develop a learning strategy based on applied research
  - design coaching tools and resources
  - conduct induction processes
- planning and organising skills to:
  - plan coaching program
  - frame a coaching strategy within available resources
  - schedule coaching sessions
- problem-solving skills to:
  - select and screen applicants for a coaching program
  - assist with resolution of issues that might arise during the program
  - conduct needs assessments
- teamwork skills to select and match coaches and trainees, and to consult with and influence a team to effectively deploy coaching strategies
- technology skills to communicate electronically with stakeholders and coaches, and to use technology to facilitate coaching.

Required knowledge

- basic coaching techniques
- coaching program design principles
- communication processes and methods
- data collection methods
- human psychological development
- legislation, regulations, policies, procedures and guidelines relating to workplace coaching
- reporting methods

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REQUIRED SKILLS AND KNOWLEDGE
• requirements for tools used in coaching processes.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a coaching strategy in consultation with relevant others • working within the relevant management structure to gain executive support for coaching strategy • adhering to legal and regulatory compliance • recruiting suitable coaches • formation of robust relationships between all parties • knowledge of relevant legislation specifically in relation to confidentiality and privacy.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of coaching strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities relating to planning, monitoring and reviewing a coaching strategy for an organisation • direct observation of application of skills in context • oral or written questioning to assess knowledge of coaching program design principles • review of tools and resources designed for coaches and trainees.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED702A Lead learning strategy

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EVIDENCE GUIDE	
	implementation • BSBLED705A Plan and implement a mentoring program • BSBREL701A Develop and cultivate collaborative partnerships and relationships • PSPHR616A Manage performance management system • PSPMNGT614A Facilitate knowledge management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Coaching is:	• a defined relationship designed to enhance performance
	• an activity requiring good interpersonal relations
	• an activity which emphasises action or improved performance in a specific area
	• focussed on the acquisition of job skills and knowledge, and is generally short-term
	• frequently identified in personal learning and development plans
	• not necessarily managed in a hierarchical relationship (such as being coached by one's supervisor)
	• results oriented
	• performance or goal directed
	• provided by a coach who:
	  • maintains confidentiality
	  • monitors performance
	  • provides learning opportunities
	  • provides constructive feedback
	  • may have undertaken training or development for the role

Coaching strategy may include:	• administration • amount of material support • application in the workplace • content and resources • expected outcomes • facilities and location • method or mode of interaction (i.e. physical or electronic) • preferred learning style of person being coached • roles and responsibilities for key individuals

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RANGE STATEMENT	
	• reporting requirements • required coaching skills and methods • scope • time lines

Organisational context and needs may be:	• stated in learning and development, and human resources strategies
	• shaped by desired outcomes including:
	  • behavioural
	  • compliance
	  • functional
	  • operational
	  • organisational sociocultural circumstances and issues (for example, within Indigenous organisations)
	  • personal

Key individuals involved in the coaching strategy include:	• coaches • coaching program coordinator • steering committees • trainees
Stakeholders may include:	• associations • Boards/committees of management • coaches • coaching coordinators • employees • government • organisational management and staff • private sector organisations/businesses • public sector organisations/agencies, especially regulators • trainees • suppliers and learning partners • unions
Coaching models may include:	• face to face • virtual of e-mentoring • individual or group based • problem drive (by work, time, tasks, area of expertise, etc) • personal (driven by individual needs not by imposed third party requirements such as work needs)

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RANGE STATEMENT	
Worker and employer issues may include:	• certified agreements • contract work and self employment • enterprise bargaining • industrial awards • occupational health and safety • terms and conditions • trade unions
Tools and resources may be:	• communication fliers and explanatory materials • documents establishing the ground rules of the coaching relationship • electronic or physical presentation design • instruments for coach-trainee selection processes • range of technologies (online or computer-based) • templates for personal coaching plans
Legal, ***regulatory and organisational compliance requirements*** may include:	• commonwealth and state/territory legislation such as workplace relations legislation, and copyright and privacy laws as they relate to physical materials and electronic technology • competency standards • licensing requirements • plagiarism • relevant organisational policies, codes of practice and national standards • security of information
Coach-trainee relationship may include:	• access issues • behaviours • hierarchical relationship (such as being coached by one's supervisor) • key performance outcome statements or indicators • learning or communication styles • location • personal or professional attributes • skills and knowledge
Techniques and practices for resolving differences may include:	• finding a mutually beneficial solution • inviting discussion • providing explanations • not taking it personally when information is

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RANGE STATEMENT	
	rejected or contradicted • not laying blame • self-disclosure • using 'I' messages (focusing on the giver of the message) rather than 'you' messages (focusing on the receiver of the message)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED707A Establish career development services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, implement and evaluate career development services in accordance with professional standards to facilitate well considered career decision making by participants. The unit also covers maintaining professional career development standards in an ongoing manner. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders seeking to provide career development services in accordance with professional standards. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how a person balances paid and unpaid work, and personal life roles. A wide range of career development programs and services may be provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours required to manage their life, learning and work in self directed ways.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply career development standards	1.1. Research contemporary ***career development*** theories, models, frameworks and strategies in relation to a specific context and ***target group*** 1.2. Analyse codes of professional conduct and ***career development standards***, and how they can be applied in work practice 1.3. Apply regulatory requirements, policies, guidelines, standards and resources 1.4. Plan for and undertake, ongoing personal professional development 1.5. Apply career development standards to all aspects of work role 1.6. Establish and maintain relationships with professional peers and service providers
2. Plan for career development services	2.1. Apply career development theories in preparing to work with specific target groups 2.2. Analyse career development needs of specific target groups 2.3. Plan for the ***support systems and resources*** required to provide ***quality career development service*** delivery in a specific context and for a target group 2.4. Apply ***effective action planning skills*** in ***career development counselling*** services 2.5. Establish ongoing professional and follow-up support for clients of career development services
3. Implement career development services strategies	3.1. Develop strategies for career development services to reflect the contextual needs and aspirations of the specific target group 3.2. Encourage individuals to commit to and access, career development services 3.3. Establish mechanisms to follow-up the provision of career development services 3.4. Implement strategies to ensure records storage, security and privacy in accordance with professional and organisational requirements 3.5. Establish referral procedures and contacts
4. Review career development services delivery strategies and plans	4.1. Review career development services, service delivery strategies against ***plans*** and standards, and identify any gaps 4.2. Advocate for target group and individual career

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ELEMENT	PERFORMANCE CRITERIA
	development needs and choices 4.3. Determine strategies to improve the quality of career development services 4.4. Discuss alternative career development strategies with ***key stakeholders***

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to:
  - provide advocacy and support for the target group
  - establish and maintain professional relationships
  - consult with key stakeholders
- literacy skills to read and interpret structurally intricate career development texts, and to develop reports which deal with complex ideas and concepts
- planning and organising skills to:
  - research career development theories
  - plan career development services, support systems, resources and service delivery
  - keep accurate records and reports
  - plan and complete own professional development
- problem-solving, initiative and enterprise skills to:
  - apply appropriate career development theories to meet client needs
  - analyse the career development needs of a particular client group and to develop strategies for career development
  - assess career development needs using professional and robust tools
- self management and learning skills to:
  - maintain professional standards
  - comply with legislation, codes of practice, and organisational policies and procedures
  - act as a role model in the workplace
  - refer individuals to other careers development experts
- technology skills to use communication technologies, electronic and IT support systems.

Required knowledge

- career development policy and procedures in the given context of application
- common patterns of thinking, feeling and behaviour, and the impact on individual career choices
- human psychology and needs in relation to career choices
- organisational policies on career development.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • rigour in analysing, planning, implementing and evaluating career development services • collecting, evaluating and using appropriate information when forming career development strategies and related support systems and resources • appreciation of the diverse perspectives individuals can bring to any learning situation or the workplace as a result of their nationality, gender, ethnicity, experience, age, sexuality or disability • knowledge of organisational policies on career development.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of situations providing career development services to a professional standard.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities such as plans for career development services, quality systems to support career development services and implementation plans • direct observation of contextual application of skills when developing quality career development services • oral or written questioning to assess knowledge of common patterns of thinking, feeling and behaviour, and the affect on individual career choices.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED708A Conduct a career development session • BSBLED709A Identify and communicate trends in career development • BSBREL701A Develop and cultivate collaborative partnerships and relationships.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Career development may include:	• services intended to assist individuals of any age, and at any point throughout their lives, to make vocational, educational, training and occupational choices and to manage their careers, life, learning and work
Target group may include:	• age • career choices • cultural background and needs • employees • employment status/role • level of education achieved • learners/students • learning styles and preferences • literacy and numeracy skills • location • predetermined service user group • skill/competency profile • socioeconomic background
Career development standards may apply to:	• career related exploration • choice • implementation • maintenance • opportunity development • planning • preparation • review
Career development standards:	• are those competencies or codes set, recognised and authorised by a national body, for instance the Career Industry Council of Australia (CICA); this includes but is not be limited to the Professional Standards for Australian Career Development Practitioners (2006)
Support systems and resources	• career information and support materials

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RANGE STATEMENT	
may include:	• communication technologies, such telephones, TTY and email • electronic and information technology • meeting rooms and facilities • physical support services • policies and rules for clients to complete follow-up with contact staff or service providers
Quality career development service may include a mix of physical and electronic means to achieve:	• adequate resource needs of the counselling service • capacity to offer a range of choices and advice • careers counselling • compliance with regulatory, professional and organisational standards • effective conflict resolution • identification and removal of any gaps in career counselling services • negotiation, advocacy, enterprising, coaching and mentoring skills • relevance, currency and appropriateness of services provided to individuals • satisfaction of needs associated with a specific context and target group
Effective action planning skills may include:	• appropriate session closure • developing contingency plans • exploring options • factoring in time lines • identifying and accessing resources • identifying and addressing barriers • making referrals • planning sub-steps • reinforcing commitment and empowering individuals
Career development counselling may be:	• occupation or position specific • general in relation to a number of occupations or an industry • one-off or ongoing • formal or informal • expanding and narrowing choice, or specific to a career choice
Plans may include:	• career development plan for an individual or

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RANGE STATEMENT	

	group
	• operational plan
	• resource plan
	• session plan
	• taking into account the:
	  • needs of target group
	  • resources required to access services (such as access to internet service providers, other technology or transport facilities)

Key stakeholders may include:	• associations • Boards/committees of management • employees • employers • government • learners/students • organisational management and staff • private sector organisations/businesses • public sector organisations/agencies, especially regulators • suppliers and learning partners • teachers/trainers • trainees • unions

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

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Co-requisite units

Co-requisite units		

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BSBLED708A Conduct a career development session

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct career development sessions that promote well considered solutions and opportunity oriented career and life decision making. The unit also covers applying appropriate career development theory; assisting individuals to make informed career choices; communicating professionally to promote career development outcomes; and using resources and technology to support career development sessions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders seeking to conduct career development sessions in accordance with professional standards. Careers are unique to each person and will vary with specific target audiences. Career development sessions may be provided in a variety of ways given the different organisational contexts, individuals involved and delivery settings. The professional expertise of the provider and their use of effective interpersonal and communication skills are central to the success of a career development session.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply appropriate career development theory	1.1. Research the major ***career development*** theories and models 1.2. Analyse the differences between advice, information provision and professional standards in relation to career development 1.3. Apply theory in an appropriate manner, both to individuals involved and in relation to the context for a ***career development session*** 1.4. Evaluate models appropriate for individual and group career development sessions 1.5. Analyse ***diversity*** in relation to individuals and the target group, when planning a career development session
2. Conduct career development sessions	2.1. Conduct ***career development counselling*** in a clear and unambiguous manner 2.2. Complete problem and goal clarification to the satisfaction of all involved 2.3. Utilise ***key skills*** to successfully complete career development sessions 2.4. Identify common patterns of thinking, feeling and behaviour that limit making or acting upon well considered choices, and devise counter strategies 2.5. Effectively apply ***rapport building and attending skills*** 2.6. Ensure participants set personal goals and make informed choices in the career development session 2.7. Consistently apply ***effective responding skills*** when giving feedback on progress during career counselling session
3. Assist individuals make informed career choices	3.1. Assist individuals to identify career development needs 3.2. Determine individual needs and aspirations holistically, in the context of individuals' lives 3.3. Identify individual career development needs that fall outside the scope of practice of the career development service provider 3.4. Refer individuals to or inform them about, appropriate sources of further information or career development support services where required
4. Communicate	4.1. Communicate an accurate assessment of individual

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ELEMENT	PERFORMANCE CRITERIA
professionally to promote career development outcomes	needs 4.2. Create a cooperative and productive environment for the conduct of a career development session 4.3. Create a climate of trust, comfort and safety for the conduct of career development sessions 4.4. Complete career development work in an ethical, cooperative and respectful manner within the team and wider organisational context
5. Use resources and technology to support career development sessions	5.1. Acquire, record and prepare relevant information prior to a career development session 5.2. Prepare accurate records and reports in accordance with ***professional conduct and career development standards*** 5.3. Assist individuals to use relevant ***support resources and technology*** 5.4. Monitor support resources and technology to ensure they support ***quality outcomes for career development services***

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret structurally intricate career development information and to develop reports which deal with complex ideas and concepts
- communication and teamwork skills to:
  - provide advocacy and support for individual needs and career choices
  - use a wide range of effective communication techniques, and methods and tools such as conflict resolution, negotiation, responding, creative coaching and mentoring
- planning and organising skills to:
  - research career development theories and models
  - plan, conduct and report on career development and counselling sessions
  - keep accurate records and reports
- problem-solving, initiative and enterprise skills to:
  - apply appropriate career counselling techniques and career development models to meet client needs
  - establish a safe, comfortable, trusting relationship and environment within which to conduct career sessions
  - conduct career development related assessments using professional and robust tools and techniques
- self-management and learning skills to:
  - conduct career development sessions ethically, cooperatively and respectfully
  - assist others to set personal and life goals
  - refer individuals to other experts in the field where required
- technical skills to:
  - use, and assist others to use, resources and technology in providing career development sessions
  - monitor support resources and technology.

Required knowledge

- common patterns of thinking, feeling and behaviour and their impact on individual career choices
- concepts and principles relating to service provision: lifelong learning, holistic career development, career counselling, career decision making, career coaching, career maintenance, work satisfaction, employability, enterprising, positive uncertainty and planned happenstance
- human psychology and needs in relation to careers counselling
- organisational policies and procedures on counselling.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • rigour in analysing, planning, implementing and evaluating individual and target group career development needs • effective communication during a career development session and when providing information services • using technology and other means to collect, assess and store information for use in a career development services setting • capacity to review each individual's needs, taking into consideration the diverse perspectives individuals might hold in relation to characteristics such as their nationality, gender, ethnicity, class, age, sexuality or disability • application of knowledge of a range of concepts and principles relating to service provision.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of situations providing career development sessions to a professional standard.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • applied projects or activities such as collection of resources and information in relation to career development, conduct of career information sessions • direct observation of contextual application of skills in a number of career development sessions conducted for a range of individuals and groups • oral or written questioning to assess knowledge of providing vocational career development counselling.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED707A Establish career development services • BSBLED709A Identify and communicate trends in career development.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Career development may include:	• services intended to assist individuals of any age, and at any point throughout their lives, to make vocational, educational, training and occupational choices and to manage their careers, life, learning and work
Career development sessions may be:	• expanding and narrowing choice, or specific to a career choice • formal or informal • general in relation to a number of occupations or an industry • occupation or position specific • one-off or ongoing
Diversity includes variations in:	• age • belief systems and values • culture • expertise, experience and working styles • gender • interpersonal style • interests • language, literacy and numeracy • physical differences • political viewpoints • race and ethnicity • religious beliefs • sexual orientation • thinking and learning styles
Career development counselling may include:	• expanding and narrowing choice, or specific to a career choice • formal or informal • general in relation to a number of occupations or an industry • occupation or position specific • one-off or ongoing

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RANGE STATEMENT	
Key skills to successfully complete career development sessions include:	• advocacy • coaching and mentoring • conflict resolution • creativity • negotiation
Rapport building and attending skills may include:	• establishing a conducive environment • using non-verbal and verbal encouragement • using timely and appropriate pauses, tone, intonation, gestures
Effective responding skills may include:	• exploration of discrepancies and exceptions; positives and negatives; past, current and potential implications • exploration of general and specific examples • intensity hierarchies and reframing questions to assist individuals refine their choices • open and probing questioning to explore situations and contexts, time lines, behaviour, thinking and feelings, relationships • timely, appropriate paraphrasing and summaries
Professional conduct and career development standards may include:	• those competencies or codes set, recognised and authorised by a national body, for instance the Career Industry Council of Australia (CICA); this includes but is not be limited to the Professional Standards for Australian Career Development Practitioners (2006)
Support resources and technology may include:	• career information and support materials • communication technologies, such telephones, TTY and email • electronic and information technology • meeting rooms and facilities • physical support services • policies and rules for clients to complete follow-up with contact staff or service providers
Quality outcomes for career development services may include a mix of physical and electronic means to achieve:	• adequate resource needs of the counselling service • capacity to offer a range of choices and advice • careers counselling • compliance with regulatory, professional and organisational standards

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RANGE STATEMENT	
	• effective conflict resolution • identification and removal of any gaps in career counselling services • negotiation, advocacy, enterprising, coaching and mentoring skills • relevance, currency and appropriateness of services provided to individuals • satisfaction of needs associated with a specific context and target group

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED709A Identify and communicate trends in career development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct the research required to identify and communicate career trends. It establishes the need to interact professionally with others in assessing career needs in order to effectively assist clients identify the competencies they require for a career and employability in a given context. The unit also covers maintaining quality of career development services and professional practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders seeking to identify and communicate trends in career development. Careers are unique to each person and will vary within and across countries, industries, occupations, organisational contexts, individuals involved and jurisdictions. The relevance, currency and validity of the physical and electronic information sources used are central to the success of career development services. The importance of ongoing research is required to determine how changes to the structure of work, organisations and industries impact on learning and career pathways.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research and confirm career trends	1.1. Apply knowledge of changing organisational structures, ***lifespan of careers*** and methods of ***conducting work search***, ***recruitment and selection processes*** 1.2. Analyse changing ***worker and employer issues***, rights and responsibilities in a context of changing work practices 1.3. Examine the importance of ***quality careers development services*** 1.4. Maintain all ***research***, documentation, sources and references (electronic or physical) to a high degree of currency and relevance 1.5. Analyse implications of ***relevant policy***, ***legislation***, ***professional codes of practice and national standards*** relating to worker and employer issues 1.6. Research changes and trends in relation to the theory of career development counselling and practice 1.7. Confirm clusters, levels and combinations of transferable employability skills and preferences that may open employment options spanning more than one occupation or career pathway
2. Assess and confirm ongoing career development needs of a target group	2.1. Analyse history and records in assessing the needs of a ***target group*** 2.2. Assess success of previous career development services and techniques used for individuals or target group 2.3. Deploy ***other means to investigate appropriate care and counselling approaches*** as required 2.4. Maintain privacy and security of all data, research and personal records according to relevant policy, legislation, professional codes of practice and national standards 2.5. Establish existing work-life balance requirements, issues and needs
3. Maintain quality of career development services and professional practice	3.1. Analyse and review relevance of career theories, models, frameworks and research for a target group 3.2. Incorporate into career development services and professional practice, ***major changes and trends*** influencing the workplace and career related options and choices 3.3. Comply with all relevant policy, legislation,

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ELEMENT	PERFORMANCE CRITERIA
	professional codes of practice and national standards that influence the delivery of career development services

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret structurally intricate career development information and to develop reports which deal with complex ideas and concepts
- communication and teamwork skills to:
  - determine key elements of effective networking
  - identify, analyse and model effective consultation and collaboration processes and strategies aimed at achieving shared stakeholder objectives
  - apply career counselling techniques
- planning and organising skills to maintain currency and relevance of information, and to maintain quality of services
- problem-solving, initiative and enterprise skills to:
  - research and identify trends in career development and work contexts
  - apply verbal, visual or tactile work search strategies and skills
  - assess and confirm ongoing career development needs
  - resolve security and privacy of data
- self-management and learning skills to:
  - maintain professional practice
  - comply with all policy, legislation codes of practice and national standards
  - maintain privacy and security of client information
  - review and update career development services
- technical skills to access electronic sources of information, and to maintain accuracy and relevance of data.

Required knowledge

- client care, counselling techniques and processes in the context of career development services
- counselling techniques
- diversity and its potential affect on career choices
- human psychological development and needs in relation to careers development
- organisational guidelines relating to career development
- recruitment and selection processes in the context of career development services
- research techniques
- trend analysis.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • capacity to research current economic, labour market, employment, career and vocational, educational and training trends • identification of choices and career development needs for individuals and target groups within a given context • reporting and documenting management of research and career development materials • compliance with all relevant local, state/territory and national legislation, policies and practices • knowledge of trend analysis.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of situations identifying and communicating trends in vocational, educational and training career pathways.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • applied projects or assessment activities, especially related to research and communicating trends in vocational, educational and training career pathways • research documentation or portfolio of evidence relating to identifying trends in vocational, educational and training career pathways • observation of contextual application of skills in communicating trends in career development • oral or written questioning to assess knowledge of

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EVIDENCE GUIDE	
	research techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED707A Establish career development services • BSBLED708A Conduct a career development session.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Lifespan of careers may include:	• duration an individual may be able to do a job or specific work • duration of work - for technological, business, economic or social reasons • opportunities arising from a career option (pathways)
Conducting work search, recruitment and selection processes includes:	• access to and a constant review of, physical or electronic sources • showing customers online careers and employment websites and portals established by government or other providers (i.e. employment service agencies)
Worker and employer issues may include:	• awards • certified agreements • contract work and self employment • enterprise bargaining • occupational health and safety • terms and conditions • unions • work choices
Quality careers development services may include:	• adequate resource needs of the career development service • careers counselling • compliance with regulatory, professional and organisational standards • identification and removal of any gaps in career counselling services • implementation of effective conflict resolution • negotiation, advocacy, enterprising, coaching and mentoring skills • range of choices and advice able to be offered • relevance, currency and appropriateness of services provided to individuals • satisfaction of needs associated with a specific

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RANGE STATEMENT	
	context and target group
Research may include:	• evaluations of existing products • focus groups • informal discussions • internet research • interviews • literature reviews • professional communication mechanisms such as physical and electronic journals, professional newsletters, peer networks, subscriptions • questionnaires • workshops
Relevant policy, ***legislation***, ***professional codes of practice and national standards*** may include:	• competency standards • copyright and privacy laws relating to physical materials and electronic technology • licensing • plagiarism • security of information
Target group may include:	• age • career choices • cultural background and needs • employees • employment status/role • learners/students • learning styles and preferences • level of education achieved • literacy and numeracy skills • location • predetermined service user group • skill/competency profile • socioeconomic background
Other means to investigate appropriate care and counselling approaches may include:	• direct interviews • investigation of files and records • consultation with stakeholders • contact with previous or other counsellors • peer communication and communities of practice • qualitative and quantitative research

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RANGE STATEMENT	
Career development may include:	• services intended to assist individuals of any age, and at any point throughout their lives, to make vocational, educational, training and occupational choices and to manage their careers
Major changes and trends encompass local and global causes relating to:	• economic • political • social • technological

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBMGT401A Show leadership in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within routine and non routine methods and procedures which require the exercise of some discretion and judgement. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline management provides the first level of leadership within the organisation. This unit applies to people who are making the transition from being a team member, to taking responsibility for the work and performance of others. Frontline managers have a strong influence on the work culture, values and ethics of the teams they supervise. As such it is important that frontline mangers model good practice, professionalism and confidently represent their organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Model high standards of management performance and behaviour	1.1. Ensure management performance and behaviour meets the organisation's requirements 1.2. Ensure management performance and behaviour serves as a positive role model for others 1.3. Develop and implement performance plans in accordance with organisation's goals and objectives 1.4. Establish and use key performance indicators to meet organisation's goals and objectives
2. Enhance organisation's image	2.1. Use ***organisation's standards and values*** in conducting business 2.2. Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3. Ensure personal performance contributes to developing an organisation which has integrity and credibility
3. Make informed decisions	3.1. Gather and organise information relevant to the issue/s under consideration 3.2. Facilitate individuals and teams active participation in decision making processes 3.3. Examine options and assess associated risks to determine preferred course/s of action 3.4. Ensure decisions are timely and communicate them clearly to individuals and teams 3.5. Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6. Use ***feedback processes*** effectively to monitor the implementation and impact of decisions

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and presentation skills to represent the organisation, to explain its work to others and to model professionalism • decision making skills to demonstrate good judgement and follow through.
Required knowledge
• basic theory of group behaviour • leadership styles and concepts.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • articulation of organisational values and expectations of behaviour • instances where leadership and decision making have been demonstrated and which have led to positive changes in the workplace • knowledge of leadership styles and concepts.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of performance plans • oral or written questioning to assess knowledge of leadership styles • evaluation of communication of expectations, roles and responsibilities • review of documentation examining options and assessing associated risks to determine preferred course/s of action.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisation's standards and values will be:	• stated or implied by the way the organisation conducts its business
Feedback processes may be:	• formal or informal • from internal or external sources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT402A Implement operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement operational plan	1.1. Collate, analyse and organise details of ***resource requirements*** in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Implement ***operational plans*** to contribute to the achievement of organisation's performance/business plan 1.3. Identify and use ***key performance indicators*** (KPIs) to monitor operational performance 1.4. Undertake ***contingency planning*** and ***consultation processes*** 1.5. Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1. Recruit and induct employees within ***organisation's policies***, ***practices and procedures*** 2.2. Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1. Monitor ***performance systems and processes*** to assess progress in achieving profit/productivity plans and targets 3.2. Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3. Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4. Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5. Present recommendations for variation to operational plans to the ***designated persons***/***groups*** and gain approval 3.6. Implement ***systems***, ***procedures and records*** associated with performance in accordance with organisation's requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to access and use workplace information, and to prepare reports
- planning and organising skills to monitor performance and to sequence work of self and others to achieve planned outcomes.

Required knowledge

- principles and techniques associated with:
  - contingency planning
  - methods for monitoring and reporting on performance
  - monitoring and implementing operations and procedures
  - problem identification and methods of resolution
  - relevant budgeting and financial analysis, interpretation and reporting requirements
  - resource management systems at the tactical implementation level
  - resource planning and acquisition
  - tactical risk analysis including identification and reporting requirements.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required • knowledge of principles and techniques associated with monitoring and implementing operations and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining contingency planning and consultation processes undertaken • demonstration of techniques in managing performance • evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Resource requirements may refer to:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, ***colleagues and specialist resource managers*** may include:	• colleagues and specialist resource managers • managers • occupational health and safety committees and other people with specialist responsibilities • other employees • people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities • supervisors
Operational plans may refer to:	• organisational plans • tactical plans developed by the department or section to detail product and service performance
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements
Contingency planning may refer to:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour

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RANGE STATEMENT	
	costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Consultation processes may refer to:	• mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
Organisation's policies, ***practices and procedures*** may include:	• organisational culture • Standard Operating Procedures • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • undocumented practices in line with organisational operations

Performance systems and processes may refer to:	• informal systems used by frontline managers for the work team in the place of existing organisation-wide systems
	• formal processes within the organisation to measure performance, such as:
	  • feedback arrangements
	  • individual and teamwork plans
	  • KPIs
	  • specified work outcomes

Designated persons/***groups*** may include:	• other affected work groups or teams and groups designated in workplace policies and procedures • those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
Systems, ***procedures and records***	• databases and other recording mechanisms for ensuring records are kept in accordance with

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RANGE STATEMENT	
may include:	organisational requirements • individual and team performance plans • organisational policies and procedures relative to performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT403A Implement continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important role in influencing the ongoing development of the organisation. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	1.1. Implement ***systems*** to ensure that individuals and teams are actively encouraged and supported to ***participate in decision making processes***, assume responsibility and exercise initiative 1.2. Communicate the organisation's ***continuous improvement processes*** to individuals and teams, and obtain feedback 1.3. Ensure effective ***mentoring and coaching*** allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1. Use the organisation's systems and ***technology*** to monitor and review progress and to identify ways in which planning and operations could be improved 2.2. Improve ***customer service*** through continuous improvement techniques and processes 2.3. Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1. Implement ***processes to ensure that team members are informed of savings and productivity/service improvements*** in achieving the business plan 3.2. Document work performance to aid the identification of further opportunities for improvement 3.3. Manage records, reports and recommendations for improvement within the organisation's systems and processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills

• communication skills to:
  • coach and mentor team members
  • gain the commitment of individuals and teams to continuously improve
• innovation skills to design better ways of performing work.

Required knowledge

• principles and techniques associated with:
  • benchmarking
  • best practice
  • change management
  • continuous improvement systems and processes
  • quality systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of principles and techniques associated with change management • review of how the organisation's continuous improvement processeswascommunicated to individuals and teams • review of documentation of work performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Systems may refer to:	• forums, meetings • newsletters and reports • organisational policies and procedures • web-based communication devices
Participation in decision making processes may include:	• feedback in relation to outcomes of the consultative process • processes which ensures all employees have the opportunity to contribute to organisational issues
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
Mentoring and coaching may refer to:	• providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Technology may include:	• computerised systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities

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RANGE STATEMENT	
Customer service may be:	• internal or external • to existing, new or potential clients
Processes to ensure that team members are informed of savings and productivity/service improvements may refer to:	• email/intranet, newsletters or other communication devices • newsletters and bulletins • staff reward mechanisms • team meetings

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT404A Lead and facilitate off site staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to supervise staff who perform agreed duties at an alternative site (usually home) during some or all of the scheduled work hours. OFF SITE WORK is a flexible employment option that meets all legal and regulatory employment requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to frontline managers who may be supervisors or team leaders who have responsibility for overseeing the work of off site staff. Increasingly, managers and staff are at different locations and the opportunities for face to face communication are reduced. In these cases managers must develop different techniques and approaches to ensure quality standards and work outcomes are met.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate off site work outcomes	1.1. Clarify ***roles and responsibilities*** of ***off-site work*** supervisors with management and off-site staff 1.2. Provide leadership and direction to off-site staff to foster independent self-managed work practices that address agreed outcomes in terms of quality and milestones 1.3. Ensure that work objectives for off-site staff are linked to measurable targets and include agreed timeframes 1.4. Use participative, transparent decision making to review work allocation responsibilities of off-site staff and related on-site staff
2. Support off site staff	2.1. Provide guidance to off-site staff to establish and maintain a supportive working environment in accordance with ***legal and organisational requirements*** 2.2. Assign key personnel/mentors to support off-site staff and to provide a link between off-site staff and the organisation 2.3. Establish and maintain effective working relations between on-site staff and off-site staff through regular meetings and other occasions used to build organisational culture and values
3. Manage off site staff performance	3.1. Plan and conduct ***regular meetings*** to determine individual progress, identify needs, clarify and solve issues, and provide networking opportunities 3.2. Evaluate performance against agreed goals and targets, and address in accordance with organisational policy and practice 3.3. Address problems in work performance through constructive solutions identified with off-site staff 3.4. Ensure evidence relating to performance is valid, documented and evaluated to identify learning and development requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to negotiate and manage conflict and to manage performance • computer skills to undertake online communication • literacy skills to interpret requirements and to document performance management outcomes • numeracy skills to determine time lines and milestones.
Required knowledge
• e-work policy and practices • legal and ethical requirements for e-work • occupational health and safety • relationship management.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • strategies to facilitate work and provide support for off-site staff • methods for providing feedback and adapting the performance management system so that work outcomes are met • knowledge of legal and ethical requirements for e-work.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Role and responsibilities of supervisors of off-site ***work*** supervisors may include:	• assessing progress • coaching • early identification and handling of problems • flexibility in supervisory practices • focus on quality of work rather than time spent • goal setting • including off-site staff in office meetings, both official and social • off-site visits • management based on outcomes • recruitment and selection • regular feedback • telephone supervision
Off-site work may include:	• home-based work where staff members work at home with access to various types of employer equipment, databases and networks • hotelling or hot-desking where employees work out of the office for significant periods of time but can reserve a workspace, for example office or workstation in the organisation's facilities • staff who travel and work in remote locations • telecommuting where employees are physically situated at an alternative workplace such as a home office and continue to carry out their duties • virtual office, which is a remote electronic work station for employees or work station for self-employed workers
Legal and organisational requirements of off-site work may include:	• business contents insurance against damage and theft • other insurance e.g. travel • public liability • taxation law

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RANGE STATEMENT	
	• workers compensation for work related injury/accident
Regular meetings may involve:	• meeting with mentor/supervisor or with other team members or stakeholders • periodic meetings at the off-site workplace • periodic meetings at the organisation's premises

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT515A Manage operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who manage the work of others and operate within the parameters of a broader strategic and/or business plan. The task of the manager at this level is to develop and implement an operational plan to ensure that the objectives and strategies outlined in the strategic and/or business plan are met by work teams. However in some larger organisations operational plans may be developed by a strategic planning unit. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop operational plan	1.1. Research, analyse and document ***resource requirements*** and develop an operational plan in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Develop and/or implement ***consultation processes*** as an integral part of the operational planning process 1.3. Ensure details of the operational plan include the development of ***key performance indicators*** to measure organisational performance 1.4. Develop and implement ***contingency plans*** at appropriate stages of operational planning 1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required 1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved
2. Plan and manage resource acquisition	2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices 2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the ***organisation's policies***, ***practices and procedures***
3. Monitor and review operational performance	3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation 3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5. Negotiate recommendations for variations to operational plans and gain approval from ***designated persons/groups***

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to access and use workplace information and to write a succinct and practical plan • technology skills to use software to produce and monitor the plan against performance indicators • planning and organisational skills • coaching skills to work with people with poor performance • numeracy skills to allocate and manage financial resources.
Required knowledge
• models and methods for operational plans • budgeting processes • alternative approaches to improving resource usage and eliminating resource inefficiencies and waste.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of an operational plan with details of how it will be implemented and monitored • knowledge of models and methods for operational plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of budgeting processes • review of operational plan, key performance indicators and contingency plans • evaluation of employee recruitment and induction strategies • evaluation of processes implemented to acquire physical resources and services.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Resource requirements may include:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, ***colleagues and specialist resource managers*** may include:	• employees at the same level or more senior managers • managers • occupational health and safety committee/s and other people with specialist responsibilities • supervisors • union or employee representatives
Consultation processes may refer to:	• email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans • mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions
Operational plans may also be termed:	• action plans • annual plans • management plans • tactical plans
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials

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RANGE STATEMENT	
	and consumables • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Organisation's policies, ***practices and procedures*** may include:	• organisational culture • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • Standard Operating Procedures • undocumented practices in line with organisational operations
Designated persons/***groups*** may include:	• groups designated in workplace policies and procedures • managers or supervisors whose roles and responsibilities include decision making on operations • other stakeholders such as Board members • other work groups or teams whose work will be affected by recommendations for variations

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT516B Facilitate continuous improvement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who take an active role in managing the continuous improvement process in order to achieve the organisation's objectives. Particularly where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development and betterment of the organisation. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
• 1. Lead continuous improvement systems and processes	• 1.1 Develop ***strategies*** to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative as appropriate • 1.2 Establish ***systems*** to ensure that the organisation's ***continuous improvement processes*** are communicated to all ***stakeholders*** • 1.3 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes
• 2. Monitor and adjust performance strategies	• 2.1 Develop strategies to ensure that systems and processes are used to monitor ***operational progress*** and to identify ways in which planning and operations could be improved • 2.2 Adjust and communicate strategies to all stakeholders according to organisational procedures
• 3. Manage opportunities for further improvement	• 3.1 Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts • 3.2 Ensure processes include ***documentation of work team performance*** to aid the identification of further opportunities for improvement • 3.3 Consider areas identified for further improvement when undertaking future planning

•
•

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• innovation and lateral thinking skills to design better ways for achieving work outcomes • leadership skills to gain the confidence and trust of others • communication skills to communicate opportunities for improvement, and to coach and mentor staff.
Required knowledge
• continuous improvement systems and processes • quality systems.

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • examples of strategies and approaches to improve work outcomes or organisational functioning methods for monitoring performance knowledge of continuous improvement systems and processes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative • evaluation of how customer service strategies were communicated to all stakeholders

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EVIDENCE GUIDE	
	• review of documentation outlining work team performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Strategies may refer to:	• clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward/recognition programs for high performing staff • training and development activities
Systems may refer to:	• forums, meetings • newsletters and reports • policies and procedures • web-based communication devices
Continuous improvement processes	• cyclical audits and reviews of workplace, team and

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RANGE STATEMENT	
may include:	individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
Stakeholders may include:	• business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions/employee groups
Operational progress may refer to:	• customer service indicators • occupational health and safety indicators • productivity gains • success in meeting agreed goals and performance indicators
Documentation of work team performance may include:	• annotated performance plans • quantitative data such as production figures • recommendations for improvement • records and reports

Unit Sector(s)

Unit sector	

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Competency Field

Competency field	Management and Leadership – Management

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BSBMGT605B Provide leadership across the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to demonstrate senior leadership behaviour, and personal and professional competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior managers who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission. Business ethics are also addressed in this unit. The unit may relate equally to leadership of a small to medium sized organisation or to a business unit or area in a large organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate organisational mission and goals	1.1. Clarify objectives, values and standards in accordance with organisation's strategic direction 1.2. Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3. Ensure media and language used is appropriate to individuals and group circumstances 1.4. State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation 1.5. Address ***expectations of the organisation*** 1.6. Investigate ***incidents*** promptly and communicate results clearly to relevant groups and individuals
2. Influence groups and individuals	2.1. Build trust, confidence and respect of diverse groups and individuals, through positive role modelling, and effective communication and consultation 2.2. Embrace, resource and effectively implement improvements to organisational and workplace culture 2.3. Demonstrate understanding of the global environment and new technology in work activities 2.4. Ensure actions convey flexibility and adaptability to change and accessibility 2.5. Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate 2.6. Ensure decision making takes into account needs and expectations of both internal and external groups 2.7. Ensure decision making occurs in accordance with ***risk management*** plans for all options, and within appropriate timeframes 2.8. Ensure that the organisation is represented positively in the media and community
3. Build and support teams	3.1. Assign ***accountabilities and responsibilities*** to teams consistent with their competencies and operational plans 3.2. Ensure teams are resourced to allow them to achieve their objectives

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Empower teams and individuals through effective delegation and support for their initiatives 3.4. Create and maintain ***a positive work environment*** 3.5. Encourage teams and individuals to develop innovative approaches to the performance of work
4. Demonstrate personal and professional competence	4.1. Model ethical conduct in all areas of work and encourage others to adopt business ethics 4.2. Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations 4.3. Set and achieve personal objectives and work program outcomes 4.4. Ensure self performance and professional competence is continuously improved through engagement in a range of professional development activities 4.5. Participate regularly in industry/professional networks and groups

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• interpersonal skills to communicate and inspire trust and confidence of others and to ensure their cooperation and support • networking skills to ensure support from key groups and individuals for concepts/ideas/products/services • risk management skills to analyse, identify and develop mitigation strategies for identified risks.
Required knowledge
• business ethics and their application • leadership styles and their application • legislation, codes and by-laws relevant to the organisation's operations • organisation mission, purpose and values • organisation objectives, plans and strategies • organisational change processes.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • input from a wide range of sources providing evidence in respect to a broad range of activities and application of business ethics • demonstration of personal competence that links to the organisation's requirements for managers • effective communication skills and an ability to win commitment to the organisation and its activities • knowledge of leadership styles and their application • knowledge of legislation, codes and by-laws relevant to the organisation's operations.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated leadership techniques • observation of presentations • review of media and language used when communicating with individuals and groups • evaluation of accountabilities and responsibilitiesassigned to teams • review of documentation outlining personal objectives and work program outcomes • review of professional development activities undertaken to improve self performance and professional competence.
Guidance information for	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
assessment	for example: • other units from the Advanced Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Expectations of the organisation include:	• environmental management • occupational health and safety • product safety • service • values and ethics • other relevant factors
Incidents may include:	• emergency response • environmental event (emissions, noise, etc.) • product failure • workplace accident
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Accountabilities and responsibilities means:	• clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing
Positive work environment means:	• environment where employees identify with the organisation and its purpose and where communication is free-flowing, decisions are transparent and conflict is positive and constructive

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT608B Manage innovation and continuous improvement

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to people who have managerial responsibilities which include building a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.
Links may be made between continuous improvement and formal quality systems such as International Standardization for Organization (ISO) or quality software. However it is not assumed that formal quality systems or software are in the workplace.
Innovation is seen as an important attitude and set of practices which should be fostered by people working at this level in teams and across the organisation.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review programs, systems and processes	1.1. Establish strategies to monitor and evaluate performance of key systems and processes 1.2. Undertake detailed analyses of ***supply chains***, operational and product/service delivery systems 1.3. Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4. Analyse ***performance reports*** and variance from plans for all key result areas of the organisation 1.5. Identify and analyse changing trends and opportunities relevant to the organisation 1.6. Seek advice from ***specialists***, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1. Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2. Foster ***creative climate*** and ***organisational learning*** through the promotion of interaction within and between work groups 2.3. Encourage, test and recognise new ideas and entrepreneurial behaviour where successful 2.4. Accept failure of an idea during trialling, and recognise, celebrate and embed success into systems 2.5. Undertake ***risk management*** and ***cost benefit analyses*** for each option/idea approved for trial 2.6. Approve innovations through agreed organisational processes
3. Implement innovative processes	3.1. Promote ***continuous improvement*** as an essential part of doing business 3.2. Address impact of change and consequences for people, and implement ***transition plans*** 3.3. Ensure objectives, timeframes, measures and communication plans are in place to manage implementation

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	3.4. Implement ***contingency plans*** in the event of non-performance 3.5. Follow-up failure by prompt investigation and analysis of causes 3.6. Manage emerging challenges and opportunities effectively 3.7. Evaluate continuous improvement systems and processes regularly 3.8. Communicate costs and benefits of innovations and improvements to all relevant groups and individuals

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify improvement opportunities in relation to the services/products delivered or concepts/ideas developed • flexibility and creativity skills to think laterally • leadership skills to foster a commitment to quality and an openness to innovation.
Required knowledge
• quality management and continuous improvement theories • creativity/innovation theories/concepts • risk management.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documentation of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organisation • how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business • knowledge of quality management and continuous improvement theories.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of creativity/innovation theories/concepts • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation

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	• review of documentation communicating costs and benefits of innovations and improvements to relevant groups and individuals.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Supply chains includes:	• network of facilities that procures raw materials, transforms them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system • procurement, production and distribution, which are viewed as being interlinked not as discrete elements
Performance reports may include:	• budget/cost variance • customer service • environmental • financial • occupational health and safety • quality • other operating parameters
Specialists refers to:	• those people inside and outside the organisation who are expert in the application of technology to process systems and procedures, relevant to the organisation's business
Creative climate means:	• climate of high motivation with extensive expertise, and deliberative and lateral thinking time to think through and test out ideas
Organisational learning refers to:	• extent to which groups and individuals within an organisation are given the opportunity to learn from each other and encouraged to share their learning
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Cost benefit analyses means:	• calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action

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Continuous improvement means:	• consistently reviewing what we do in search of a better way and improving the organisation in every aspect of its activities
Transition plan means:	• process of communication and education to help people through major change programs which impact on the way they do their work or them personally
Contingency plan means:	• plan which will deal with the uncertainty of a proposal and will come into operation in the event of a failure or non-conformance

Unit Sector(s)

Management and Leadership - Management

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BSBMGT616A Develop and implement strategic plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish the strategic direction of the organisation, and to sustain competitive advantage and enhance competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organisation, and its existing and potential competitors and allies. It also covers implementation of the strategic plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior roles in the organisation, who have responsibility for ensuring that the organisation is positioned to ensure its long term viability and success. The unit covers the requirements for analysing the organisation's present position, and for developing specific actions and initiatives that will be undertaken by people working in various roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm organisational vision and mission	1.1. Check with ***stakeholders*** that organisational vision and mission are still held to be current and are supported 1.2. Make any changes or refinements to vision or mission statement as required 1.3. Review or develop organisational values to support the vision and mission statement 1.4. Gain support for strategic planning process from all relevant stakeholders
2. Analyse the internal and external environment	2.1. Determine information requirements and undertake or commission ***research*** to deliver relevant information 2.2. Analyse political, economic, social, and technological developments in a ***global context*** 2.3. Seek advice from appropriate experts wherever necessary 2.4. Identify and consider strengths and weaknesses of existing and potential competitors and allies 2.5. Analyse organisation's strengths, weaknesses, opportunities and threats 2.6. Consider co-operative ventures that are supported by risk and cost-benefit analyses, are consistent with the organisational vision, mission and values, and provide for ***due diligence*** 2.7. Check that analysis of internal and external environment is consistent with the perspectives of other informed people
3. Write strategic plan	3.1. Document relevant research and background for inclusion in the strategic plan 3.2. Formulate strategic objectives and strategies needed for the future 3.3. Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators 3.4. Circulate strategic plan for comment, support and endorsement
4. Implement strategic plan	4.1. Communicate strategic plan to all relevant parties 4.2. Brief people with a specific role in relation to strategies 4.3. Use performance indicators to monitor progress in

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ELEMENT	PERFORMANCE CRITERIA
	implementing plan 4.4. Make necessary refinements to plan 4.5. Evaluate achievement of objectives at agreed milestones 4.6. Review effectiveness of plan and consider methods for improving strategic planning processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to undertake value chain analysis, to review strengths and weaknesses, and to collate and interpret statistical data including trend analysis • financial skills to consider resource implications of proposed strategies • research skills to ensure accurate, up-to-date information is available for the environmental analysis • risk management skills to plan and undertake appropriate due diligence.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT) • competitor knowledge • codes and by-laws relevant to the organisation's operations.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough analysis of the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment • strategic plan which includes objectives, strategies, timeframes, performance indicators and methods for monitoring the implementation of the plan • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of strategic planning methodologies • review of documentation outlining strengths and weaknesses of existing and potential competitors and allies • review of strategies and their assigned priority, timeframe, responsible parties and performance indicators.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Stakeholders may include:	• Board • customers • employees • government agencies • owners • shareholders • technical advisers
Research may include:	• commissioned research • demographics • economics • internal research • market segmentation • political • product • social • technological
Global context means:	• examination on a world-wide basis of factors which may impact on the long-term strategic direction of the business
Due diligence means:	• process by which an investor, lawyer, auditor, or other qualified person, verifies the accuracy of data provided by another organisation

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMKG401B Profile the market

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a marketing team who are responsible for segmenting a target market to review alignment with organisational marketing objectives. This involves identifying viable market segments and profiling target consumers, and then defining the target market in more detail and developing strategies to position products and services. This unit is relevant to individuals working in a variety of marketing communications occupational roles, including advertising, direct marketing, promotional marketing, personal selling and public relations.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Segment the market	1.1. Identify ***criteria*** for use in segmenting the market in accordance with the marketing plan 1.2. Identify and access ***sources of information for segmenting and profiling markets*** in accordance with the marketing plan 1.3. Segment the market in accordance with identified criteria 1.4. Review market segments for their usefulness in terms of factors such as their ***size***, ***potential***, ***distinctive needs***, ***easy identification of members*** or ***distinctive media use patterns*** 1.5. Select ***market segments*** to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target market	2.1. Evaluate ***approaches*** to determining and describing the total market for a product or service 2.2. Define the target market in terms of the consumers to be included as ***prospective users*** of a product or service, and the selected market segments 2.3. Use ***segment descriptors*** to describe the target market 2.4. Identify available ***strategic marketing options*** and select ***targeting strategies*** that best meet the requirements of the marketing plan
3. Profile the target audience	3.1. Describe the total market and selected market segments in the form of a consumer profile 3.2. Identify consumer characteristics in ***standard statistical terms*** and/or the descriptive terms used in media selection in the consumer profile 3.3. Use ***demographic*** and/or ***psychographic descriptions*** in the consumer profile in accordance with the requirements of the marketing plan 3.4. Describe consumer attitudes to products or services being offered 3.5. Ensure profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available ***positioning strategies*** and choose a strategy to meet ***marketing requirements*** and consumer profile 4.2. Write a positioning implementation plan containing

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ELEMENT	PERFORMANCE CRITERIA
	several options, in accordance with organisational requirements 4.3. Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - Free TV Australia Commercial Television Industry Code of Practice
  - privacy laws
  - sweepstakes regulations
  - Trade Practices Act
- literacy skills to prepare reports and to interpret internal and external marketing information
- research skills to identify and analyse market segments and target markets.

Required knowledge

- Australian Marketing Institute Code of Professional Conduct
- data collection and analysis techniques
- industry knowledge including:
  - components of the marketing mix
  - elements of marketing planning
- marketing communications concepts and processes
- organisational structures, roles, responsibilities, business and marketing plans
- product and service standards and best practice models
- relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
- statistical terms used by the Australian Bureau of Statistics.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace • access to information on past profiling, segmentation and targeting performed for a product or service.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit: • assessment of positioning implementation plan • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the application of criteria to segment markets, selection of targeting strategies • oral or written questioning to assess knowledge and understanding • presentation of marketing profiling activities • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG507AInterpret market trends and developments.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Criteria may include:	• attitude • average order value in units and dollars • desired benefits • business characteristics • consumer needs • demographics • geography • lifestyle • lifetime value in units, dollars and number of transactions • product or service usage • psychographics • recency and frequency of response to direct marketing activities • social and cultural factors
Sources of information for segmenting and profiling markets may include:	• advertising sales representatives • existing research data • industry sources • media representatives • original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • original response based research • owners or brokers of mail, email and phone lists • sales representatives • website operators
Usefulness in terms of ***size*** may include:	• segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are used as communication media rather than other types of media

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RANGE STATEMENT	
Potential may include:	• high response of market segment members to test campaigns • high response to previous campaigns by members of market segments

Distinctive needs may include:	• specific price points
	• specific products or services
	• specific response vehicles such as:
	  • store visiting only
	  • website only response
	• specific timing of communications such as:
	  • day of week
	  • seasonality
	  • time of day

Easy identification of members may include:	• flags such as:
	  • postcode
	  • date of last purchase
	• geographical location of segment members, such as:
	  • city
	  • metropolitan region
	  • regional centre
	  • rural region
	  • state or territory
	• spending habits such as:
	  • one-off purchasers
	  • subscribers

Distinctive media use patterns may include:	• age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests
Selection of ***market segments*** may be contingent upon:	• expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications

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RANGE STATEMENT	
	• one or more segments
Approaches may include:	• describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation • describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users may include:	• market segment users most similar to current customers

Segment descriptors may include:	• demographic descriptions
	• geographic descriptions
	• historic descriptions such as:
	  • volume of purchase
	  • frequency of purchase
	• psychographic descriptions

Strategic marketing options may include:	• advertising strategies such as:
	  • most cost effective creative executions
	  • most cost effective media or media vehicle for each segment
	  • most cost-effective media or media vehicle
	• distribution strategies such as:
	  • one-step
	  • multi-step
	• innovative strategies

Targeting strategies may include:	• anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets

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RANGE STATEMENT	
	• price sensitivity • purchasing power • recency of purchase • sales volume

Standard statistical terms may include:	• categories used by the Australian Bureau of Statistics in collecting and reporting census data
	• media selection terms such as:
	  • behaviouristics
	  • demographics
	  • geo-demographic analysis of census data available from proprietary research suppliers
	  • geographic selections and segmentations

Demographic descriptions may include:	• age • date and place of birth • disability • education • first language • gender • household income • indigenous Australian • languages spoken at home • marital status • nationality • number and age of children • occupation
Psychographic descriptions may include:	• activities • affiliations • attitudes • interests • lifestyle • opinions • political views • values
Positioning strategies may include:	• competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions

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RANGE STATEMENT	
	• market follower positions • market leader positions • Me-Too positioning • prestige and exclusive positioning • pricing • quality • repositioning • service positioning • uniqueness • value positioning
Marketing requirements may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1. Identify and assess ***promotional activities*** to ensure compatibility with ***organisational requirements*** 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with ***designated individuals and groups*** 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure ***personnel and resources*** to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree ***roles and responsibilities*** for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use ***networks*** to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1. Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2. Assess effectiveness of planning processes to identify possible improvements in future activities 3.3. Collect ***feedback*** and provide to personnel and agencies involved in promotional activity 3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action plans developed for products and services being promoted • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing, sales or public relations units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Promotional activities may include:	• advertisements • client functions • employee functions • media announcements • product launches • web pages
Organisational requirements may include:	• access and equity principles and practices • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Designated individuals and groups may include:	• colleagues • committees • customers • external organisations • line management • supervisor
Personnel and resources may include:	• management • marketing funds • organisational personnel • promotional products

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RANGE STATEMENT	
	• samples • technology • time • venue
Roles and responsibilities may include:	• Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Networks may include:	• company • customer • internal • media and promotional • professional • social
Feedback may include:	• customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBMKG507A Interpret Market Trends And Developments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance, and to prepare market and business forecasts that assist in targeting marketing activities and in drawing up a marketing plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance, and to interpret new and emerging trends when forecasting future business needs. Information gathered is used to assist in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret trends and market developments	1.1. Use ***statistical analysis*** of market ***data*** to interpret ***market trends and developments*** 1.2. Analyse market trends and developments for their potential impact on the business 1.3. Use ***measures of central tendency or dispersion and correlations*** between ***sets of data*** for quantitative interpretation of comparative market data 1.4. Perform qualitative analysis of ***comparative market information*** as a basis for reviewing business performance 1.5. Analyse the market ***performance of existing and potential competitors*** and their products or services, to identify potential ***opportunities*** or ***threats***
2. Analyse qualitative results	2.1. Analyse performance data from all areas of the business to determine success of marketing activities 2.2. Identify over-performing and under-performing products and services to be considered for redevelopment or withdrawal 2.3. Forecast existing and emerging market needs based on information available using ***forecasting techniques***
3. Report on market data	3.1. Prepare, plot and interpret data for visual presentation 3.2. Assess visual presentation for potential problems, and take any necessary corrective action 3.3. Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- facilitation and presentation skills to present statistical findings
- literacy skills to prepare reports containing complex ideas and concepts
- numeracy skills to use a range of statistical analysis techniques and elementary probability.

Required knowledge

- economic, social, and industry directions and trends
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  - anti-discrimination legislation
  - consumer laws including appropriate state/territory legislation
  - ethical principles
  - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - privacy laws
  - Trade Practices Act
- software applications especially spreadsheets and statistical packages, and use of the internet
- statistical methods and techniques, and reporting formats.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying a range of statistical techniques to analyse market trends and developments, current marketing performance and comparative market information • documenting analysis of market data including visual presentation of findings.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports presenting findings of statistical analysis • demonstration of statistical and forecasting techniques in the workplace • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG401B Profile the market • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG501B Identify and evaluate marketing opportunities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Statistical analysis may include:	• conversion rate of leads to sales
	• measures of central tendency particularly for such things as:
	  • average order value
	  • average response rate
	• measures of dispersion
	• nature and degree of relationship between variables
	• net response rate
	• normal distribution probability curve
	• sampling
	• time series analysis such as:
	  • speed of response curve
	  • recency or frequency grids
	  • lifetime value of customers
	  • net present value of customers

Data may include:	• charts • curves • graphs • spreadsheets
Market trends and developments may include:	• changes in technology • changes in supplier prices • demographic trends • ecological and environmental trends • economic trends (local, regional, national, international) • government activities e.g. interest rates, deregulation • industrial trends • penetration of new technologies • social and cultural factors
Measures of central tendency or	• cross-tabulations for grouped or ungrouped

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RANGE STATEMENT	
dispersion and correlations may include:	data • mean • median • mode • Z, T and chi square tests

Sets of data may include:	• geodemographic segmentations available from proprietary suppliers such as:
	  • ACORN
	  • MOSAIC
	  • PRIZM
	• segmentation by customer lists such as:
	  • average order value by units or dollars
	  • geography
	  • lifetime value by units, dollars and transactions
	  • recency and frequency or response/purchase
	• segmentation of the prospect list by:
	  • demographic match with customers
	  • geographic match with customers
	  • psychographic match with customers

Comparative market information may include:	• best practice information
	• books and articles, including:
	  • academic
	  • business
	  • general
	  • industry
	• brochures
	• direct mail packages
	• documentaries and interviews on broadcast media
	• inter-firm comparison data
	• international benchmarking
	• internet
	• public or proprietary research
	• speeches

Performance of existing and potential competitors may include:	• comparisons about:
	  • corporate share price
	  • market share

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RANGE STATEMENT	
	• number of customers • profitability • sales in units or dollars

Opportunities may include:	• alliances
	• cooperative ventures
	• exports
	• extending, expanding or otherwise changing an existing business through:
	  • increasing customer numbers
	  • increasing average order value
	  • increasing lifetime value of the customer
	  • reducing costs of marketing
	  • improving current products/services
	  • developing new distribution channels
	• franchising
	• joint ventures
	• new products or services for existing markets
	• new products or services for new markets
	• potential for greater penetration of existing markets with existing products or services
	• strategic alliances

Threats may include:	• new competitor entering the market • new products or services being launched by existing competitors • increased number of inactive customers resulting in reduced average lifetime • reduced average order value resulting in reduced average lifetime value
Forecasting techniques may include:	• Delphi techniques • model building • projection • scenario planning • surveys of intentions • top-down forecasting bottom-up forecasting

Unit Sector(s)

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Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG514A Implement and monitor marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement marketing activities described in a marketing plan, to monitor their effectiveness in meeting organisational marketing objectives, and take actions to improve marketing performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in marketing management positions who are responsible for implementing and monitoring organisational marketing strategies. In this role they would usually lead and coordinate a marketing team, implement the marketing plan, monitor the performance of marketing strategies and evaluate their effectiveness. They also involve team members in identifying improvements to marketing strategies and formulating recommendations for future marketing activities.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement marketing strategies and tactics	1.1. Brief ***stakeholders*** who participated in the ***marketing*** planning process on their implementation roles and responsibilities 1.2. Identify and brief marketing and ***non-marketing personnel*** critical to the success of the marketing plan, on the objectives of the plan, performance measures, and their roles and responsibilities 1.3. Prioritise marketing strategies and identify ***resources*** for their implementation, in accordance with organisational requirements 1.4. Implement communication and team building strategies to ensure that personnel responsible for each element of the ***marketing mix*** work together to meet the organisation's marketing objectives 1.5. Implement strategies for monitoring marketing activities and analysing marketing performance, in accordance with the marketing plan
2. Monitor marketing strategies and tactics	2.1. Monitor and implement promotional activity against communication objectives in the marketing plan 2.2. Monitor product, pricing and distribution decisions against organisational policy and the objectives of the marketing plan 2.3. Monitor marketing results against targets in the marketing plan 2.4. Monitor marketing revenue and costs against budget, and analyse record variations 2.5. Prepare and present marketing reports that indicate ongoing progress towards marketing objectives
3. Evaluate and improve marketing performance	3.1. Regularly assess marketing performance against objectives 3.2. Identify opportunities for improvement through discussion with customers and personnel responsible for each element of the marketing mix 3.3. Change business practices in line with changing customer requirements to maintain business relevance and viability 3.4. Document recommendations for improvement in accordance with organisational requirements 3.5. Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to prepare complex reports on marketing performance
- numeracy skills to analyse marketing performance, revenue and cost
- teamwork skills to manage a marketing team.

Required knowledge

- organisational strategic and marketing objectives, plans and performance measures
- principles of the marketing mix
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
  - ethical principles
  - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - privacy laws
  - Trade Practices Act.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • successfully implementing marketing strategies identified in an organisation's marketing plan • coordinating personnel involved in conducting marketing activities • monitoring, evaluating and reporting on marketing activities against defined objectives • modifying marketing activities in line with new or emerging trends.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on marketing performance • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of team management activities • observation of presentations on marketing performance reports • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing units.

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Range Statement

RANGE STATEMENT	
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Stakeholders may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors
Marketing may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Non-marketing personnel may include:	• advertising personnel • managers • public relations personnel • sales manager • sales team • staff • supervisors
Resources may include:	• financial • human • IT • physical • technical
Marketing mix may include:	• distribution • level of service • pricing • product or service variables such as:

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RANGE STATEMENT	
	• design • quality • range • safety features • technical features • promotion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBOHS401B Contribute to the implementation of a systematic approach to managing OHS

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively contribute to the application of a systematic approach to managing occupational health and safety (OHS) to ensure that the workplace is, as far as is practicable, safe and without risks to the health of employees and others. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's OHS policies, procedures and programs in a work area. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice. The unit may apply both in a work unit of a large organisation or in a small to medium enterprise.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the implementation of information and data systems	1.1. Identify and address ***requirements for record keeping*** 1.2. Identify, access and evaluate ***sources of OHS information and data*** for application in the workplace 1.3. Take actions to ensure that records are accurately completed, collected and stored 1.4. Provide information and data to managers and stakeholders in a readily understood format 1.5. Monitor and evaluate the effectiveness of recordkeeping actions taken
2. Contribute to the implementation of OHS strategies, systems and plans	2.1. Determine OHS priorities in consultation with appropriate managers and in line with other ***consultative arrangements*** in the workplace 2.2. Develop ***OHS action plans*** taking account of priorities 2.3. Identify and document OHS training needs 2.4. Monitor action plans for achievement, and update as required 2.5. Seek input from ***OHS specialists*** and ***technical advisors*** if required
3. Support integration of OHS within the overall management approach	3.1. Identify ***other functional areas*** that impact on OHS 3.2. Implement strategies for addressing these impacts 3.3. Work with managers and stakeholders as appropriate to implement OHS action plans
4. Identify OHS implications of proposed changes to the workplace and provide advice to control risks	4.1. Evaluate ***proposed changes to the workplace*** for OHS implications 4.2. Identify resulting hazards and assess potential risks 4.3. Provide appropriate advice to control risks and action as appropriate
5. Identify implications of all sources of change to managing OHS and provide advice regarding those changes	5.1. Identify and evaluate changes to relevant legislation for implications for managing OHS 5.2. Identify and evaluate changes to relevant standards or industry practice for implications for managing OHS 5.3. Monitor sources of information and data for impact on hazards, risks and the management of OHS 5.4. Provide appropriate advice to address impact of

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ELEMENT	PERFORMANCE CRITERIA
	change
6. Evaluate effectiveness of the approach to managing OHS	6.1. Access sources of external and internal OHS information and data as part of evaluation 6.2. Identify the need for any external input to evaluation and action as appropriate 6.3. Consult ***stakeholders*** for input to the evaluation 6.4. Identify, document and action areas for improvement

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities at all levels of the organisation
- interpersonal skills to consult on and negotiate the development, implementation and monitoring of OHS actions
- organisational and time management skills to sequence tasks and meet timelines
- research and data analysis skills to evaluate relevant workplace OHS data trends and to recognise limitations of data collected
- observation skills to investigate the interactions between people, their activities, environment and systems
- numeracy skills to carry out simple calculations and to produce graphs about OHS activities
- technology skills to use a range of software and office equipment to access internal and external data on OHS
- conflict management and resolution skills to address small disputes relating to OHS implementation issues
- interpersonal skills to build relationships with stakeholders (internal and external to the organisation).

Required knowledge

- internal and external sources of OHS information and data
- organisational policies and procedures for OHS
- legislative requirements for:
  - consultation
  - information and data collection
  - notification of incidents
  - record keeping
  - reporting of incidents
- principles and practices of systematic approaches to managing OHS
- principles relating to:
  - hazard identification
  - hierarchy of control
  - risk management
  - systematic approaches to OHS
- range of communication strategies to communicate effectively with people at all levels of the organisation
- relevant state/territory and commonwealth OHS legislation, codes of practice and

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REQUIRED SKILLS AND KNOWLEDGE
standards • roles and responsibilities of personnel as specified in relevant OHS legislation.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • contribution to the implementation of a systematic approach to managing OHS • knowledge of relevant state/territory and commonwealth OHS legislation, codes of practice and standards.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to relevant legislation, standards, codes of practice and guidelines • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques used to manage OHS in the workplace • demonstration of the application of OHS legislation in implementing a systematic approach to managing OHS • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of principles relating to: hazard identification, hierarchy of control, risk management, systematic approaches to OHS • review of OHS action plans, documented OHS training needs and documented action areas for improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• other OHS units.

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Range Statement

RANGE STATEMENT	
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Requirements for record keeping may include:	• OHS legislation and regulations governing reporting of incidents and maintenance of records related to specific hazards, including:
	  • chemical registers
	  • material safety data sheets (MSDSs)
	• organisational procedures
	• privacy legislation

Sources of OHS information and data may include:	• consultants • employees • government departments/agencies including OHS authorities and organisations such as the Office of the Australian Safety and Compensation Council • industry networks and associations • internet sites • manufacturers' manuals and specifications • newspapers and journals, trade/industry publications • OHS and other relevant legislation • OHS specialists • technical data
Consultative arrangements may include:	• employee and supervisor involvement in OHS activities, such as inspections and audits • employee and workgroup meetings • health and safety and other employee representatives • OHS and other consultative and planning committees • procedures for reporting hazards, and raising and addressing OHS issues
OHS action plans may include:	• documented plans developed within the workplace to implement OHS management, which allocate responsibilities and timeframes • OHS performance indicators for the

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RANGE STATEMENT	
	organisation or enterprise
OHS specialists may include:	• ergonomists • occupational hygienists • health professionals • injury management advisors • people internal or external to the organisation
Technical advisors may include:	• engineers (such as design, acoustic, safety, mechanical and civil) • legal practitioners • maintenance and tradespeople • workplace trainers and assessors

Other functional areas may include:	• parts of the organisation or grouped responsibilities:
	  • engineering and maintenance
	  • environmental management
	  • finance and auditing
	  • human resources, personnel management/industrial relations
	  • information, data and records management
	  • logistics
	  • purchasing procurement and contracting
	  • quality management

Proposed changes to the workplace may include:	• changes to management practices • changes to the work environment • changes to work practices and conditions • changes to work processes and systems • introduction of contracting arrangements or other changes to work organisation • introduction of new and emerging technology • material purchases • organisational restructure • other labour market changes • plant and equipment purchases
Stakeholders may include:	• community • employees • health and safety, and other employee representatives • managers • OHS committees

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RANGE STATEMENT	
	• supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

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BSBPMG404A Apply quality management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to enhance project outcomes through contributing to quality planning, applying quality policies and procedures and contributing to continuous improvement within projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to quality planning	1.1. Contribute to determining quality requirements of project stakeholders 1.2. Contribute to establishing quantifiable quality criteria for project outcomes and objectives 1.3. Source ***information*** to locate and interpret quality policy and procedures 1.4. Contribute to the development of quality requirements in the project plan and processes
2. Apply quality policies and procedures	2.1. Undertake work under ***delegated authority*** to implement ***quality assurance*** within the project in accordance with agreed quality standards and guidelines 2.2. Maintain records and documentation in accordance with set procedures to facilitate ***quality control*** and to provide an audit trail 2.3. Document and evaluate results of project activities and product performance to determine compliance with agreed quality standards 2.4. Report shortfalls in quality outcomes to ***others*** to enable appropriate action to be initiated
3. Contribute to continuous improvement process	3.1. Participate in the ongoing review of project outcomes to determine the effectiveness of quality management activities 3.2. Report quality management issues and responses to others for application in future projects

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to work with quality documents and project records, and to produce records for quality control and auditing purposes • organisational skills and attention to detail to monitor compliance with agreed standards • teamwork and communication skills to communicate quality issues.
Required knowledge
• quality auditing processes and requirements • quality standards and their place in the project life cycle.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of quality management and continuous improvement techniques in relation to multiple complex projects • knowledge of quality auditing processes and requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of project management documentation used for quality control purposes • access to project team records.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of strategies for managing project quality and their application to different situations • analysis of responses to case studies and scenarios which present issues and problems in project quality management • review of records documented and maintained • evaluation of documented results of project activities and product performance • evaluation of reports developed about shortfalls in quality outcomes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Project Management.

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Range Statement

RANGE STATEMENT	
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Information may include:	• designated standard operating procedures and regulations • organisation and project standards • organisational quality management policy and guidelines as applied to specific requirements of a project • project quality guidelines and instructions
Delegated authority means:	• carried out under limited guidance and supervision • subject to frequent change in a multi-disciplinary environment • within agreed authorisation and limits • within established organisational framework, procedures and routines
Quality assurance may include:	• project finalisation process to capture lessons learned and to enable continuous improvement • systematic review of the project management process to ensure compliance with organisational policy and guidelines
Quality control may include:	• inspections and audits in compliance with guidelines • monitoring conformance with the specification • recommending ways to eliminate causes of unsatisfactory performance of products or processes • regular inspection by the individual or the monitoring of inspections by internal or external agents • reporting of variances
Others may include:	• higher project authority • project manager • project specialists or other personnel • team members

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG407A Apply risk management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist with aspects of risk management within a project. It specifically involves assisting the project team to plan for, control and review risks associated with the project. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with risk analysis and planning	1.1. Contribute to identifying and prioritising potential risks throughout the project life cycle 1.2. Provide input, within ***delegated authority***, to develop risk management strategies and risk management plans within established guidelines 1.3. Establish ***risk analysis methods***, ***techniques and tools*** to assist in the analysis of risks 1.4. Ensure reporting mechanisms for risks are planned for and agreed to
2. Conduct risk control activities	2.1. Undertake control activities in accordance with agreed project and risk management plans to achieve project objectives 2.2. Measure progress and act on perceived, potential or actual risks within authority or report to ***others*** for response 2.3. Contribute to the implementation of agreed risk approaches and the amendment of plans to reflect the changing environment 2.4. Identify and report ***opportunities*** for action in the same way as risks
3. Contribute to assessing risk management outcomes	3.1. Contribute to the ongoing ***review*** of project outcomes to determine the effectiveness of risk management activities by accessing project ***records*** and other available information 3.2. Report risk management issues and responses to others for lessons learned or application in future projects

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• planning, organising and analytical skills to assist with risk analysis, risk management planning and review of risk management outcomes • communication and teamwork skills to contribute to collective processes for risk management • initiative and enterprise to think laterally about risks and how they might occur.
Required knowledge
• risk management framework and risk management processes.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of risk management techniques in relation to multiple complex projects • knowledge of risk management methods, techniques and tools.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of project management documentation for risk management.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses addressing case studies and scenarios which present issues and problems in project risk management • oral or written questioning to assess knowledge of strategies for managing project risk and their application to different situations • review of risk analysis methods, techniques and tools • review of risk management plans • evaluation of reporting of risk management issues and responses.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Project Management.

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Range Statement

RANGE STATEMENT	
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Delegated authority means:	• subject to frequent change in a multi-disciplinary environment • under limited guidance and supervision • within agreed authorisation and limits • within established organisational framework, procedures and routines
Risk analysis methods, ***techniques and tools*** may include:	• using personal experience and/or subject matter experts • assisting in qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning and alternative strategy development • using specialist risk analysis tool/s to assist in the decision making process
Others may include:	• higher project authorities • project manager • project specialists or personnel • team members
Opportunities may include:	• better means of achieving a result • changes in the project or broader environment that offer scope for rescheduling activities to better effect • efficiencies or methods to work more effectively, such as ways of shortening an activity • initial project activities that reveal entirely different sets of priorities for example, product development, research and policy development • responses to changing commercial/competitive conditions
Reviews may include evaluations of:	• agreed major milestones, for example phases and sub-contracts • change of key personnel • delivery of major deliverables

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RANGE STATEMENT	
	• finalisation of project and other agreed milestones
Records may include:	• lists of potential risk events (risk register/log) • project and/or organisation files and records • risk analysis and reappraisal • risk diaries, incident logs, occurrence reports and other such documentation • risk management lessons learned • risk management plan

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG501A Manage application of project integrative processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to integrate and balance the overall project management functions of scope, time, cost, quality, human resources, communications, risk and procurement; and to align and track the project objectives to comply with organisational goals, strategies and objectives. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or as an external consultant. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a program manager to manage the integration of all functions of project management in a program or multiple project are addressed in BSBPMG601A Direct the integration of projects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage integration of all functions of project management	1.1. Identify project stakeholders and their interests, with guidance of higher project authority 1.2. Analyse all ***project management functions*** with higher project authority and relevant stakeholders to determine achievable project objectives 1.3. Develop a ***project plan*** to integrate all project management functions to achieve outcomes and requirements for time, cost, quality and risk 1.4. Obtain endorsement of project plan by higher project authority 1.5. Establish designated mechanisms to control planned activity
2. Coordinate internal and external environments	2.1. Manage the project within an established ***internal working environment*** to ensure work is conducted effectively throughout the project 2.2. Maintain established links to align project objectives with organisation objectives throughout the project life cycle 2.3. Seek assistance, where necessary, from higher project authority to resolve conflicts which may negatively affect project objectives
3. Implement project activities throughout life cycle	3.1. Ensure agreed project phases, approval points and review points occur 3.2. Report progress against established project baselines to measure performance throughout the project life cycle 3.3. Implement established ***finalisation plans***, ***procedures and activities*** 3.4. Identify and document ***integration management issues and recommended improvements***, and pass on to higher project authority for application to future projects

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to write project plans, progress reports and project communications • teamwork and communication skills to lead the project team and deal with stakeholders • time management skills to ensure priorities are addressed • planning and organising skills to manage the integration of project activities
Required knowledge
• project life cycle • role and responsibilities of the project manager • project planning tools and techniques.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of project plans for multiple complex projects • details of how plans were monitored and outcomes were reported • knowledge of project life cycle.
Context of and specific resources for assessment	Assessment must ensure: • access to project documentation relevant to project integration • access to feedback from project stakeholders.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of strategies for managing project integration and their application to different situations • analysis of responses addressing case studies and scenarios which present project integration management issues and problems • assessment of project reports and examples of project plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
The nine ***project management functions*** are:	• communications • cost • human resources • procurement and contracting • project integration • quality • risk • scope • time
Project plan may include:	• covering document which integrates the requirements of the nine functions of project management using appropriate formats and procedures • single document • multiple documents
Internal working environment may include:	• arrangement of project personnel and equipment • identity and differentiation of the project within the larger environment • personal working conditions • physical location of project • team dynamics
Finalisation plans, ***procedures and activities*** may include:	• final audit/reconciliation • finalisation of account codes and other financial documentation • forwarding finalisation report to senior personnel • project evaluation • settling of financial liabilities • transferring of assets to client or originating owner • transition of responsibility/ownership of project deliverables/products

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RANGE STATEMENT	
	• warranty requirements
Integration management issues and recommended improvements may include:	• evaluation using established success and failure criteria • knowledge management • lessons learned • records • training programs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG502A Manage project scope

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine and manage project outcomes. It covers project authorisation, developing a scope management plan, and managing the application of project scope controls. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or as an external consultant. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a program manager to manage project scope within multiple projects are addressed in BSBPMG602A Direct the scope of a project program.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct project authorisation activities	1.1. Develop and confirm procedures for ***project authorisation*** with an ***appropriate authority*** as the basis for future project management activity and the commitment of resources and effort 1.2. Obtain authorisation to expend resources
2. Conduct project scope definition activities	2.1. Identify project objectives, ***deliverables***, constraints, exclusions, assumptions and principal work activities 2.2. Establish measurable project benefits and outcomes to enable evaluation of project performance 2.3. Establish agreement to a shared understanding of desired project outcomes with ***relevant stakeholders*** 2.4. Develop and implement scope management plan
3. Manage application of scope controls	3.1. Implement agreed ***scope management*** procedures and processes 3.2. Manage the impact of scope changes within established time, cost and quality constraints according to ***change control procedures*** and to meet project objectives 3.3. Review progress and record results to assess the effectiveness of scope management procedures 3.4. Identify and document scope management issues and recommended improvements, and pass on to higher authority for application to future projects

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to interpret and analyse complex project plans and documentation • planning and organising skills to monitor scope and to respond to potential and actual changes • problem-solving and analytical skills to address project scope management issues and challenges • negotiation skills to address changes to scope with a range of stakeholders.
Required knowledge
• role and responsibilities of the project manager in relation to project planning • project life cycle and the significance of scope management • problem areas likely to be encountered in scope management • project management tools used for managing scope.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstration of scope management for multiple complex projects • knowledge of scope management plans, tools, issues and likely challenges.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation used to document and manage project scope • consideration of feedback from project stakeholders regarding the management of project scope.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of strategies for managing project scope and their application to different situations • analysis of responses in addressing case studies and scenarios which present project scope management issues and problems • observation of demonstrated techniques in negotiating changes to scope • review of scope management plan • assessment of documentation about scope management issues and recommended improvements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Project authorisation may:	• already have been decided before involvement of the project manager • be in the form of a scope statement which briefly explains why the project has been formed, what it hopes to achieve and how success will be measured • be required at a number of critical review points during the project
Appropriate authority may include:	• client, owner, sponsor, senior executive or other individual or group vested with the authority to make decisions regarding the project
Project ***deliverables*** may include:	• all products and services defined within the project scope
Relevant stakeholders may include:	• team members • clients • sponsors • internal and external parties • decision makers
Scope management may include:	• determining that a scope change has occurred or is about to occur • identifying and reporting scope creep, that is, incremental increases to scope that were not part of the original project requirements • identifying factors which influence changes to scope • implementing agreed scope changes • monitoring and reporting the effect of scope changes on other areas and on achievement of project objectives • refining scope progressively throughout the project life cycle • seeking authorisation for changes to project scope

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RANGE STATEMENT	
Change control procedures may include:	• formal agreements, for example contracts, sub-contracts, memoranda of understanding • major elements of the project liable to change, for example design, engineering, finance • project documentation, including plans, schedules, statements, directives, guidelines and instructions

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG504A Manage project costs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, analyse and refine project costs to produce a budget, and to use this budget as the principal mechanism to control project cost. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant. In the context of this unit a complex project is defined as a project which involves: the need for a comprehensive and multi-faceted project plan the need for a formal internal or external communications strategy a dedicated and diverse project budget multiple administrative components multiple operational components a wide range of stakeholders a project operations team. The functions performed by a program manager to manage costs within multiple projects are addressed in BSBPMG604A Direct cost management of a project program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine project costs	1.1. Determine resource requirements for individual tasks, with input from stakeholders and guidance of ***others*** 1.2. Estimate ***project costs*** to enable budgets to be developed and implement agreed cost management processes 1.3. Develop and implement a cost management plan, within ***delegated authority***, to ensure clarity of understanding and ongoing management of project finances
2. Monitor and control project costs	2.1. Implement agreed ***financial management processes and procedures*** to monitor actual expenditure and to control costs 2.2. Select and use cost analysis methods and tools to identify cost variations, evaluate options and recommend actions to a higher project authority 2.3. Implement, monitor and modify agreed actions to maintain financial and overall project objectives throughout the project lifecycle
3. Conduct financial completion activities	3.1. Conduct appropriate activities to signify financial completion 3.2. ***Review*** project outcomes using available ***records*** and information to determine the effectiveness of cost management processes and procedures 3.3. Review cost management issues and identify improvements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• numeracy and budgeting skills to monitor expenditure and manage costs • technology skills to use software for recording expenditure and reporting on finances • analytical skills to evaluate processes and recommend improvements.
Required knowledge
• budgeting processes, tools and techniques • methods and tools for costing and cost analysis.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated evidence of monitoring project costs across the project life cycle for multiple complex projects • knowledge of budgeting processes, tools and techniques.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation including budgets, financial documents • consideration of feedback from project stakeholders on how costs were managed.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of strategies for managing project costs and their application to different situations. • analysis of responses addressing case studies and scenarios which present project cost management issues and problems • review of developed and implemented cost management plan • review of documentation about project outcomes, cost management issues and identified improvements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Others may include:	• relevant project authority • program manager • project specialists or other personnel • team members
Project costs are estimated to a level of accuracy available considering:	• availability of information at the time • contingencies to allow for identified risks and uncertainty • organisational requirements, for example overhead and profit margin • stage of the project life cycle
Delegated authority means that activities will:	• be conducted routinely or as changing circumstances dictate • be done independently within broad guidance or by taking the lead of a team • involve consultation with other project members, teams and internal stakeholders • involve the selection, use and supervision of appropriate time management methods, tools and techniques • take into account internal organisational change and external environmental change
Financial management processes and procedures may include:	• approval processes • communication and reporting processes • financial authorisations/delegations • invoice procedures
Reviewing may include evaluations of:	• agreed major milestones, for example phases and sub-contracts • change of key personnel • delivery of major deliverables • finalisation of project and other agreed milestones
Records may include:	• budgets, commitment and expenditure • cost management lessons learned

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RANGE STATEMENT	
	• cost management plans • invoice and payment summaries • lists of potential costs • project and/or organisation files and records • recommended and approved courses of action • reports to relevant stakeholders

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG508A Manage project risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage risk within a project to avoid adverse effects on project outcomes. It covers determining, monitoring and controlling project risks, and assessing risk management outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a program manager to manage risk within multiple projects are addressed in BSBPMG608A Direct risk management of a project program.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine project risks	1.1. Identify, document and analyse ***risks***, in consultation with stakeholders and higher project authority, as the basis for risk planning 1.2. Use established ***risk management techniques and tools***, within ***delegated authority***, to analyse risks, assess options and recommend preferred risk approaches 1.3. Develop risk management plans, secure agreement of stakeholders and communicate plans to ensure clarity of understanding and ongoing management of risk factors 1.4. Establish designated ***risk management processes and procedures*** to enable effective management and communication of risk events, responses and results
2. Monitor and control project risks	2.1. Manage project in accordance with established project and risk management plans to ensure a common approach to the achievement of objectives 2.2. Monitor progress against project plans to identify variances and ***recommend responses*** to a higher project authority for remedial action 2.3. Implement agreed risk responses and modify plans to reflect changing project objectives in an environment of uncertainty
3. Assess risk management outcomes	3.1. Review project outcomes to determine effectiveness of risk management processes and procedures 3.2. Identify and document risk issues and recommended improvements, and pass on to higher project authority for application in future projects

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to write risk management plans • problem-solving skills to control risks • lateral thinking skills to identify risks • planning and organisational skills to monitor project progress • analytical skills to review project outcomes in terms of risk management.
Required knowledge
• risk management framework • risk management techniques, tools and approaches.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated evidence of effective risk management for multiple complex projects • knowledge of risk management techniques, strategies and tools.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace risk management documentation • consideration of feedback from project stakeholders as to how risks were managed.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of the risk management framework • analysis of responses in addressing case studies and scenarios which present project scope management issues and problems • review of risk management plans • evaluation of monitoring of progress against project plans • assessment of identified and documented risk issues and recommended improvements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units in the Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Risks may be:	• actual • likely/probable • perceived • potential
Risk management techniques and tools may include:	• calling upon personal experience and/or subject matter experts • conducting or supervising qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning and alternative strategy development • using specialist risk analysis tools to assist in the decision making process
Delegated authority refers to planning and activities that may:	• be conducted routinely or as changing circumstances dictate • be done independently within broad guidance or by taking the lead of a team • involve consultation with other project members, teams and internal stakeholders • involve the selection, use and supervision of appropriate risk management methods, tools and techniques
Risk management processes and procedures may include:	• communication with stakeholders, dispute resolution and modification procedures • implementation of risk control trigger mechanisms • measurement of actual progress against planned milestones • recording and reporting of major variance • setting key milestones at significant points during the project and at completion
Recommended responses to variations may be made:	• in consultation with project team members, section heads, project manager and stakeholders • independently or with higher project authority

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RANGE STATEMENT	
	endorsement if necessary • regularly throughout the project life cycle • taking into account internal organisational change and external environmental change

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG509A Manage project procurement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake procurement and contract management within projects. It covers determining procurement requirements, establishing agreed procurement processes, conducting contracting and procurement activities, and managing finalisation processes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a program manager to manage procurement within multiple projects are addressed in BSBPMG609A Direct procurement and contracting for a project program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine procurement requirements	1.1. Identify procurement requirements with input from stakeholders as the basis for procurement planning and contracts 1.2. Establish and maintain, within ***delegated authority***, an agreed ***procurement management plan*** and strategies to ensure clarity of understanding between stakeholders and achievement of project objectives
2. Establish agreed procurement processes	2.1. Obtain information from established sources capable of fulfilling procurement requirements to determine how project objectives can be met 2.2. Adopt established selection processes and selection criteria, including occupational health and safety (OHS) requirements, and communicate to stakeholders and prospective contractors or suppliers to ensure fair competition 2.3. Obtain approvals for procurement processes to be used for the project from higher project authority to enable formal discussions to be conducted
3. Conduct contracting and procurement activities	3.1. Communicate agreed proposals and/or specifications to prospective contractors or suppliers to ensure clarity of understanding of project objectives 3.2. Evaluate responses and select preferred contractors or suppliers in accordance with current legal requirements and agreed selection processes 3.3. Conduct negotiations with preferred contractor or supplier, with guidance of higher project authority if necessary, to agree on contract terms and conditions, establish common goals and minimise uncertainty
4. Implement contract and/or procurement	4.1. Implement established procurement management plan and make ***modifications*** with higher project authority approval, to ensure a common approach to achievement of objectives 4.2. Review progress and manage agreed changes to ensure timely completion of tasks, resolution of conflicts and achievement of project objectives within the legal framework of the contract 4.3. Identify and report procurement management problems to higher project authority and implement agreed remedial actions to ensure project objectives are met
5. Manage contract and	5.1. Conduct finalisation activities to ensure contract

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ELEMENT	PERFORMANCE CRITERIA
procurement finalisation procedures	deliverables meet contractual requirements 5.2. Review project outcomes using available ***procurement records and information*** to determine effectiveness of contracting and procurement processes and procedures 5.3. Document lessons learned and recommended improvements, and pass on to higher project authority for application in future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• problem-solving skills to resolve contractual and logistic issues • negotiation skills to obtain required agreement in procurement and contracting discussions • planning and organisational skills to identify procurement and contract requirements and to adjust and sequence these appropriately • literacy and numeracy skills to produce and work with a range of procurement and contract documentation • technology skills to use procurement and financial management software.
Required knowledge
• contracts and legal obligations as they relate to project management • procurement options, procedures and documentation • relevant legislation, codes and national standards relevant.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in managing procurement and contracting processes in multiple complex projects • knowledge of contracts and legal obligations as they relate to project management.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation in the area of procurement and contracts • consideration of evidence from stakeholders as to how procurement was managed.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of strategies for managing project procurement and their application to different situations • analysis of responses in addressing case studies and scenarios which present project procurement and contract management issues and problems • review of procurement management plan • review of communication of agreed proposals and/or specifications to prospective contractors or suppliers • assessment of evaluation of responses and selection processes for preferred contractors or suppliers • review of identification and reporting of procurement management problems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• other units in the Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Delegated authority refers to planning and activities that may:	• be conducted routinely or as changing circumstances dictate • be done independently within broad guidance or by taking the lead of a team • involve consultation with other project members, teams and internal stakeholders • involve the selection, use and supervision of appropriate procurement management methods, tools and techniques • take into account internal organisational change and external environmental change
Procurement management plan identifies and outlines:	• how procurement arrangements are communicated to stakeholders • processes to be used for procurement of resources • process for monitoring and evaluating procurement related to the project • procurement objectives, strategies and time lines • resources to be obtained against a time line and budget • responsibilities for staff/team members
Modifications may be made:	• in consultation with project team members, section heads, project manager and stakeholders • independently or with higher project authority endorsement if necessary • regularly throughout the project life cycle • taking into account internal organisational change and external environmental change
Procurement records and information may include:	• contract change proposals and approvals • contract discharge and asset disposal register • contract documentation • contract negotiation documentation

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RANGE STATEMENT	
	• contractor selection criteria, processes and recommendations • procurement management plan • product specifications • test and acceptance procedures and documentation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG510A Manage projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a straightforward project or a section of a larger project. This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The unit focuses on the application of project management skills and the requirement to meet time lines, quality standards, budgetary limits and other requirements set for the project. The unit does not apply to specialist project managers. For specialist project managers, the units of competency in the Project Management competency field will be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define project	1.1. Access ***project scope and other relevant documentation*** 1.2. Define project ***stakeholders*** 1.3. Seek clarification from ***delegating authority*** of any issues related to project and ***project parameters*** 1.4. Identify limits of own responsibility and reporting requirements 1.5. Clarify relationship of project to other projects and to the organisation's objectives 1.6. Determine and access available resources to undertake project
2. Develop project plan	2.1. Develop ***project plan*** including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters 2.2. Identify and access appropriate ***project management tools*** 2.3. Formulate risk management plan for project, including occupational health and safety (OHS) 2.4. Develop and approve project budget 2.5. Consult team members and take their views into account in planning the project 2.6. Finalise project plan and gain any necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1. Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2. Provide ***support for project team members***, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3. Establish and maintain ***required record keeping systems*** throughout the project 3.4. Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality 3.5. Complete and forward project reports as required to stakeholders 3.6. Undertake ***risk management*** as required to ensure

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ELEMENT	PERFORMANCE CRITERIA
	project outcomes are met 3.7. Achieve project deliverables
4. Finalise project	4.1. Complete financial record keeping associated with project and check for accuracy 4.2. Assign staff involved in project to new roles or reassign to previous roles 4.3. Complete project documentation and obtain any ***necessary sign offs*** for concluding project
5. Review project	5.1. Review project outcomes and processes against the project scope and plan 5.2. Involve team members in the project review 5.3. Document lessons learnt from the project and report within the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to work with team members and other stakeholders to maintain project schedules
- literacy skills to read, write and review a range of documentation
- planning and organising skills to develop, monitor and maintain implementation schedules
- numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Required knowledge

- relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - OHS
- organisational structure, and lines of authority and communication within the organisation
- how the project relates to organisation's overall mission, goals, objectives and operations.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a project plan • details of monitoring arrangement/s and evaluation of the project plan's efficacy to address time lines and budgets of project • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace project documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of how the project relates to the organisation's overall mission, goals, objectives and operations • review of project risk management plan and project plan • evaluation of project reports forwarded to stakeholders • analysis of documentation reviewing project outcomes and processes against the project scope and plan • evaluation of documentation outlining lessons learnt from the project.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other project management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Project scope and other relevant documentation may include:	• contract or other agreement • project brief • project plan or summary • other documents outlining expected outcomes of the project, inclusions and exclusions from project, timeframes for project, quality standards for project, project resources
Stakeholders may include:	• clients or customers (internal and external) • funding bodies • management, employees and relevant key personnel (internal and external) with special responsibilities • project sponsor
Delegating authority may include:	• customer or client • funding body • manager or management representative • project sponsor
Project parameters may include:	• finances for project • integration of project within organisation • legislative and quality standards • physical, human and technical resources available or required for project • procurement requirements associated with project • reporting requirements • risks associated with project, including OHS • scope of project • time lines
Project management tools may include:	• cost schedule control system • Critical Path Method • Gantt and bar charts • life cycle cost analysis • logistics support analysis

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RANGE STATEMENT	
	• PERT charts • project management software • spreadsheets • technical resources required for the project, for example OHS management system tools
Support for project team members may include:	• additional physical, human and technical resources (within allocated budget) if and as required • encouragement • feedback • learning and development • regular project team meetings • supervision, mentoring and coaching
Required record keeping systems may include systems for:	• correspondence • financial data including costs, expenditure, income generated, purchases • project outcomes • quality data including any test results • recording of time spent on project and progress in completing project • samples, prototypes, models
Risk management may include:	• changing roles and responsibilities within project team • negotiating an extension of deadline, or redefining completion or quantities or quality of outcomes • outsourcing some aspects of the project • reducing costs • researching and applying more efficient methods for completing project tasks • seeking further resources to meet deadline • sharing of ideas to gain improvements to work undertaken within the project
Necessary sign offs may be required by:	• clients, customers • funding body • management • project sponsor

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBPMG601A Direct the integration of projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the integration of all functions of project management in a program or multiple project context. This covers managing conflicting priorities between projects, directing project managers in re aligning projects within the program, directing the internal environment with the needs and expectations of the external environment, and directing projects within the program throughout their life cycle. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage integration within individual projects are addressed in BSBPMG501A Manage application of project integrative processes.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Direct integration of all functions of project management	1.1. Support project managers in project stakeholder analysis to determine the influence of others on project outcomes 1.2. Analyse, rationalise and integrate the requirements of all projects and the inter-relationships of ***project management functions*** to determine agreed, ***achievable program objectives*** that align to organisational goals, strategies and objectives as stated in strategic planning documentation 1.3. Review, rationalise and, when approved, integrate project plans into a structured, cohesive program plan for ongoing program management 1.4. Derive integrated program control mechanisms from project plans, to establish program control requirements 1.5. Use project plans to develop consolidated program budgets, schedules and interdependencies, and to identify program risks
2. Direct the internal project environment to meet external needs and expectations	2.1. Direct the ***internal project working environment*** to ensure project managers' work is conducted effectively throughout multiple, aligned project life cycles 2.2. Establish and maintain links to direct the alignment between projects and organisational objectives within the program 2.3. Evaluate project proposals (scope definitions) against the organisation's strategic objectives 2.4. Coordinate and direct conflicting requirements of individual projects to achieve program objectives 2.5. Modify, where necessary, individual project objectives to achieve overall program objectives 2.6. Coordinate the impact of ***external environmental influences*** on individual projects to achieve program objectives
3. Direct projects throughout project life cycles	3.1. Direct all project managers to provide project phases, approval points, review points and other milestones, to allow program integration 3.2. Establish project baselines and report progress in relation to these baselines, to measure program performance throughout the business reporting cycle 3.3. Progressively review project baselines to ensure

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ELEMENT	PERFORMANCE CRITERIA
	nominated benefits are consistent with organisational expectations 3.4. Direct ***finalisation plans***, ***procedures and activities*** to ensure final outcomes are met and that projects meet agreed program objectives 3.5. Review projects finalised in a program management reporting period to evaluate benefits to the business 3.6. Pass on integration management lessons learned to higher project authority and provide feedback for application to other projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• high level leadership skills to gain confidence and trust from people working on all levels • literacy skills to communicate decisions and to write quality reports • high level prioritising, planning and organising skills • innovation skills to develop new and better systems for managing in complex situations • problem-solving skills to deal with project management issues.
Required knowledge
• program planning • methodologies, tools and techniques for project management • leadership models • relevant legislation, codes and national standards.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in directing an integrated range of concurrent projects so that project outcomes and stakeholders expectations are met • knowledge of relevant legislation, codes and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of project documentation • consideration of feedback from project stakeholders.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope management techniques by the candidate • analysis of responses addressing different program management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project integration and their application to different situations • assessment of consolidated program budgets, schedules, interdependencies and identified program risks • assessment of project baselines established and progress reported in relation to these baselines • review of program plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units in the Advanced Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Project management functions are:	• communications • cost • human resources • procurement • quality • risk • scope • time
Achievable program objectives may include:	• client's objectives, for example maximum value for money or maximum performance at minimum cost • end-user/s objectives, for example maximum performance as well as optional extras • higher project authorities' objectives (that is, management/projects governance group), for example reputation, retention of market share, buying into market within the constraints of performance, time, cost, quality, resources and skills • organisation's objectives, for example quantifiable benefits • supplier's/contractor's objectives, for example minimum cost, minimum time and acceptable quality
Internal project working environment may include:	• computing support and integrated computer networks • identity and differentiation of the program's projects within the larger environment • personal working conditions (physical and emotional) • physical location of program project managers, personnel and equipment • physical location of projects within the organisation

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RANGE STATEMENT	
	• teams and interpersonal dynamics
External environmental influences may include:	• employee representative groups, such as unions, professional associations and lobby groups • external stakeholder expectations • parent organisation, enterprise and/or industry • physical environment, for example geography, ecology and environmental sensitivity • political, environmental and societal influences • public and media interest
Finalisation plans, ***procedures and activities*** may include:	• assessment of stakeholder satisfaction against expectations • evaluation of projects completed in a reporting period • evaluation of projects for benefits derived • forwarding program progress report to higher governance authority for projects • review of success/failure criteria for projects completed in a given reporting period • settling of financial liabilities for projects completed in a consolidated budget context • transition of responsibility/ownership of projects' deliverables/products for those projects that concluded in a reporting/management period (such as financial year)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

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Co-requisite units

Co-requisite units		

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BSBPMG602A Direct the scope of a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to direct the scope of projects within a program or multiple projects context. It covers the management of project authorisations and defining, planning and managing the program scope. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage scope within individual projects are addressed in BSBPMG502A Manage project scope.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Authorise projects	1.1. Analyse ***needs***, in consultation with client and relevant stakeholders, to justify each project and to designate project managers 1.2. Conduct project selection and prioritisation within guidelines provided by, or under the direction of, a relevant (governance) authority 1.3. Make ***project authorisation recommendations*** to relevant authority as the basis for future project management activity, and commitment of resources and effort
2. Define and plan program scope	2.1. Define projects' objectives, major deliverables and resource requirements at the project and program level, and confirm them with the governance group or relevant authority 2.2. Determine and agree measurable project outcomes and benefits to enable quantified evaluation of program performance 2.3. Develop, agree on and communicate scope definition, ***scope management*** strategies and plans 2.4. Align program scope to business requirements and organisational strategy
3. Manage program scope	3.1. Conduct regular program reviews to measure ***project performance*** and to ensure that stated program and business/strategic objectives are met 3.2. Establish and maintain ***change management system*** to form the basis of ongoing scope management 3.3. Conduct ***reviews of scope changes*** and take action to ensure that project and program objectives are achieved or modified 3.4. Measure project outcomes against defined program scope and aligned strategic objectives 3.5. Communicate results of program outcomes to relevant authority 3.6. Pass on scope management lessons learned to higher project authority for application in planning and implementation of later projects within the program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• high level literacy skills to review and amend project plans, to communicate decisions and to write quality reports • high level analysis, planning, organising, problem-solving and evaluating skills in relation to project scope management • self management skills to prioritise actions for successful outcomes • negotiation skills to control proposed changes in scope.
Required knowledge
• scope management plans, methodologies, techniques and tools • project life cycle and the significance of scope management • typical challenges and issues encountered in project scope management and options for addressing these.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in directing a range of concurrent projects so that scope is successfully managed across all projects • knowledge of a broad range of project scope management tools, methodologies and techniques.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation, including feedback from stakeholders, which reflects how scope was managed for projects.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope management techniques by the candidate • analysis of responses addressing different project scope management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project scope and their application to different situations • review of project authorisation recommendations • assessment of measurement of project performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Needs may be:	• activity-oriented, for example to stage major sporting events • improvement-oriented, for example to find better way/s of doing something • outcome-oriented, for example to fulfil needs • product-oriented, for example to acquire new computer systems or buildings
Project authorisation recommendations may include:	• broad details of required project outcomes and objectives • major projects phases, activities and milestones that will require timing coordination across the program (particularly as new approved projects enter the program) • project managers' terms of reference, authorisations and limitations directed by the program manager • relationship between multiple project objectives and the programs and strategic objectives of the organisation
Scope management may include:	• controlling program scope creep, that is incremental increases to scope, to accommodate wishes rather than needs • determining that a scope change has occurred or is about to occur • managing factors which influence changes to scope • managing scope changes when they occur • managing the effect of scope changes on other areas and on the achievement of multiple project objectives • progressive refinement of scope throughout multiple project life cycles
Project performance may include:	• time and resources spent on the projects, as compared to baseline data • projects' progress in terms of time and

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RANGE STATEMENT	
	resources
Change management system may include:	• change to control boards/committees • configuration management • documentation • impact analysis • risk analysis
Reviews of scope changes may include:	• formal agreements, that is contracts, sub-contracts and memoranda of understanding • major elements of the program liable to change, for example deletion of a line of business endeavour, new projects prioritising program and deletion of poorly performing projects • potential, perceived and actual changes • program documentation, including plans, integrated schedules, integrated budgets and integrated (program) risk analysis

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG603A Direct time management of a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to direct time management across projects so that key deliverables meet project and program schedules. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage time and scheduling within individual projects are addressed in BSBPMG503A Manage project time.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Direct project schedule development	1.1. Determine from individual project plans the duration, effort, sequence and interdependencies of major activities and milestones to form the basis of the program schedule 1.2. Direct project managers by the use of ***time management*** methods, ***techniques and tools***, preferred schedules, ***time management plans***, resource allocation and financial requirements to enable continuous updating and refining of the program schedule 1.3. Formalise and communicate project schedules, with agreement, to stakeholders as the basis for planning, implementation and review of progress
2. Manage program schedules	2.1. Develop, implement and modify mechanisms to monitor, control, record and report actual progress in relation to the agreed schedule and plans 2.2. Conduct ongoing analysis to identify and forecast variances and trends, and to develop responses so that projects meet their schedules 2.3. Manage durations of key activities and interdependencies between projects to enable financial and resource rationalisation across the program, to meet strategic expectations within the management/reporting period of the program 2.4. Review progress and refine the schedule throughout the program life cycle to ensure consistency with changing scope, objectives and constraints related to time and resource availability 2.5. Ensure responses to perceived, potential or actual project schedule changes are authorised to achieve program objectives
3. Analyse time management outcomes	3.1. Review and analyse multiple project and program outcomes from available ***records*** and information to determine the effectiveness of the schedule and time management processes 3.2. Pass on lessons learned to higher project authority and provide feedback for application, planning and implementation of later projects within the program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• high level leadership skills to inspire trust and confidence in all stakeholder groups • literacy skills to communicate decisions and to write quality reports • communication and interpersonal skills to convey expectations, negotiate, resolve conflict and motivate performance • planning and organising skills to ensure that time lines are met across projects • time management skills (of self and others) • problem-solving skills to address time management issues.
Required knowledge
• relationship between time, cost and resources to the project management framework • time management and estimating • methodologies, techniques and tools, their capabilities, limitations, applicability and outcomes.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in directing project work so that timelines are met across a range of concurrent projects • knowledge of the relationship between time, cost and resources to the project management framework.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation • consideration of feedback from project team and stakeholders as to how time was managed.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of program time management by the candidate • analysis of responses addressing different project time management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project time and their application to different situations • review of how project schedules were formalised and communicated • evaluation of ongoing analysis to identify and forecast variances and trends • review of progress and refinement of the schedule throughout the program life cycle.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Time management may:	• be conducted non-routinely to meet complex, changing circumstances • be done by taking the lead in a team environment • involve consultation with project managers and selective involvement of stakeholders • involve the direction of the use of appropriate time management methods, processes, procedures, tools and techniques • take into account the impact of organisational and environmental change on the program's projects and vice versa
Techniques and tools may include:	• assessing and reporting the potential impact of multiple project timings and their potential for change on the program, and therefore the organisation • collating and using the products of specialist time analysis to make program-wide time management decisions • directing qualitative and/or quantitative time analysis, such as schedule simulation, decision analysis, contingency planning and alternative strategy development • using personal experience and/or subject matter experts
Time management plans may include:	• alternative schedule management strategies and actions • assigned schedule management responsibilities • contingency plans • formal arrangements • important milestones and critical interdependencies between projects • program consolidated schedule • responsibility assignment • sub-schedules

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RANGE STATEMENT	
Records may take the form of:	• diaries, incident logs, occurrence reports and other such documentation • gantt, PERT and other scheduling charts • lists of variances, trends and forecasts of potential schedule events • program and/or organisation files and records • records of analysis, evaluation of options and selection processes • records of responses, results and lessons learned

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG604A Direct cost management of a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse, coordinate, and refine the budgets of multiple projects that contribute to an overall program budget. It covers directing project budget development, managing program costs and directing the financial completion of projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage costs within individual projects are addressed in BSBPMG504A Manage project costs.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Direct project budget development	1.1. Direct project managers to determine resource requirements for individual tasks, in consultation with appropriate stakeholders, to develop a project budget which contributes to the program budget 1.2. Direct project ***cost estimation*** to enable budgets and cost management processes to be developed for the project life cycles 1.3. Direct and authorise cost strategies and ***cost management plans*** to ensure clarity of understanding and ongoing ***management of project finances*** and the program budget overall
2. Manage program costs	2.1. Develop and maintain ***cost management systems*** to direct monitoring of actual expenditure and to control costs throughout multiple project life cycles and for the program overall 2.2. Conduct analysis, evaluate options and implement responses to project cost variations to maintain control over changing financial and overall program objectives 2.3. Monitor internal and external influences on program costs and, where necessary, seek approval from business management for changes to the approved program budget
3. Direct financial completion	3.1. Provide direction for project ***finalisation activities*** to achieve integrated financial and physical project completion within program and therefore client and organisational expectations 3.2. Review project outcomes from available ***records*** at the finalisation of each project, and analyse information to determine the effectiveness of cost management systems 3.3. File program lessons learned as a resource for future reference and, where necessary, refer to higher project authority for application in planning strategic direction changes and business outcomes for future projects

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• technology skills to oversee project financial performance • numeracy skills to develop and interpret project budgets and to provide financial information • literacy skills to communicate decisions and to write quality reports • leadership skills to inspire trust and confidence in teams, managers and stakeholders • communication and interpersonal skills to convey expectations, resolve conflict and motivate performance • planning skills to review project resource requirements and to cost estimates • problem-solving skills to resolve costing issues.
Required knowledge
• regulatory and legislative financial reporting requirements • methods for costing and estimating project resources • methods for monitoring and controlling project expenditure.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in directing cost management approaches across a range of concurrent projects • knowledge of regulatory and legislative financial reporting requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to financial documentation and files • consideration of feedback from project team and other stakeholders as to how program costs were managed.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope management techniques by the candidate • analysis of responses addressing different project cost management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project costs and their application to different situations • review of written reports on financial outcomes of projects • review of how cost management systems were developed and maintained.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units in the Advanced Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Cost estimation may take account of:	• availability of information at the time • contingencies to allow for identified risks and uncertainty • government regulations, industry codes of practice and organisational influences • overhead and profit margin • stage in each project's life cycle
Cost management plans and activities throughout program management may:	• be conducted non-routinely to meet complex and changing circumstances • be done independently or by taking the lead in a team environment • involve consultation with, and selective involvement of, appropriate project stakeholders • involve the selection, modification and supervision of the use of appropriate cost management methods, processes, procedures, tools and techniques • take into account the impact of organisational and environmental change on the project/program and vice versa
Management of project finances may include:	• approval processes • audit and review • communication, reports and briefs • financial authorisations/delegations • invoice procedures
Development of ***cost management systems*** may involve:	• application of personal judgement • authorising and revising financial delegations • cost modelling and estimating • financial analysis, for example benefit-cost analysis, cash flow analysis, earned value analysis • modification of program methodologies and procedures

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RANGE STATEMENT	
	• program obligation, expenditure forecasting and long-term planning • progress and financial change management

Finalisation activities may include:	• comparison of one project's cost management outcomes with success rates of other projects and with overall (organisation) budgetary expectations
	• direction of project team managers in their:
	  • final audit/reconciliation
	  • close-out of account codes and other financial documentation
	  • settling of financial liabilities
	  • transfer of assets to the client or originating owner
	  • transition of responsibility/ownership of project deliverables/products
	  • warranty requirements resolution

Records may take the form of:	• budgets, commitment and expenditure • cost management lessons learned • cost management plans • financial charts and graphs • financial summaries • program and/or organisation files and records • records of potential and actual costs • reports to higher authority

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

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Co-requisite units

Co-requisite units		

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BSBPMG605A Direct quality management of a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to direct quality management across multiple projects and within the overall program. It covers directing the development of quality requirements, directing quality assurance management, and reviewing and improving the quality of projects and the program. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage quality within individual projects are addressed in BSBPMG505A Manage project quality.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Direct quality requirements development	1.1. Direct reviews and consultation to ensure that the organisation's quality objectives, standards, levels and criteria are applied at the project level, in consultation with stakeholders 1.2. Modify ***quality management*** methods, techniques and tools to the requirements of the program, as necessary 1.3. Identify and communicate program quality criteria to project managers for implementation 1.4. Direct project managers to develop and implement quality plans that will be used as the basis for performance measurement
2. Direct project quality assurance management	2.1. Analyse results of project activities and product performance to determine compliance with agreed quality standards throughout the project life cycles within the program 2.2. Identify causes of unsatisfactory results in consultation with project managers, clients and stakeholders, and initiate appropriate actions to enable continuous improvement in quality outcomes 2.3. Direct inspections of quality processes and analyse results to determine compliance with quality standards set for the overall program and the organisation 2.4. Develop and maintain a ***quality management system*** to enable effective management and communication of quality issues and outcomes
3. Improve program and project quality	3.1. Continually review and modify the quality management system throughout project activities to ensure project team commitment to continuous improvement of quality processes and outcomes 3.2. Direct project outcomes review and analysis against performance criteria to determine the effectiveness of the quality management system 3.3. Aggregate and use ***quality improvements*** and lessons learned to benefit the business and, where appropriate, pass on program initiatives/projects to organisational management for consideration in support of strategic planning and (re)direction

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• leadership, communication and interpersonal skills to foster compliance with quality benchmarks • literacy skills to communicate decisions and to write quality reports • skills in analysing, interpreting and reviewing data to assess performance against quality benchmarks • problem-solving skills to address gaps in quality assurance.
Required knowledge
• range of quality management methods, techniques, tools and systems and their various applications • relevant Australian and international standards.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in directing the successful application of quality management across a range of concurrent projects • knowledge of relevant Australian and international standards.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace quality documentation • consideration of feedback from project team/s and stakeholders as to how quality was managed.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope management techniques by the candidate • analysis of responses addressing different project quality management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project quality and their application to different situations • assessment how program quality criteria were identified and communicated • review of actions initiated to enable continuous improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units in the Advanced Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Quality management may:	• be conducted non-routinely to meet complex and changing circumstances • be done independently or by taking the lead in a team environment • involve consultation with and direction to, project managers regarding their selective involvement of appropriate project stakeholders • involve the overall direction to project managers for the selection, modification and supervision of the use of appropriate quality management methods, processes, procedures, tools and techniques • take into account the impact of organisational and environmental change on the program and vice versa
Quality management system may include:	• ISO 9000 series or as designed to meet the specific needs of the project
Quality improvements may include:	• formal practices, such as total quality management or continuous improvement • less formal processes which improve both the product quality and processes of the project, for example client surveys to determine client satisfaction with project performance

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG606A Direct human resources management of a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to direct human resource organisation and staffing across the program, to direct project managers in relation to staff performance and to provide leadership within the program. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage human resources within individual projects are addressed in BSBPMG506A Manage project human resources.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Direct human resources management planning	1.1. Direct human resource requirement analysis for projects to determine numbers and skill levels required for the overall program 1.2. Direct stakeholder assessment to establish a basis for stakeholder management within projects and the overall program 1.3. Direct responsibility assignment for project activities and tasks, and establish authorisation protocols
2. Manage program organisation and staffing	2.1. Determine resource requirements for projects in consultation with project managers and appropriate stakeholders, to establish program staffing levels, allocation to projects and required competencies 2.2. Direct ***project organisation and structure*** to optimise alignment of individual and group competencies within projects 2.3. Direct recruitment of ***staff*** for allocation to projects or reallocation within the organisation, within agreed delegated authority, to meet competency requirements throughout the program 2.4. Direct project managers' use of ***human resources management*** (***HRM***) ***methods***, ***techniques and tools***, and modify for program requirements 2.5. Utilise organisational HRM system and HRM processes across projects
3. Direct project staff performance management	3.1. Obtain agreement of performance measurement criteria for clarity of roles and responsibilities and ongoing assessment 3.2. Ensure systems for ongoing ***development and training*** of personnel across the program are established and implemented by project managers 3.3. Measure individuals' performance against agreed criteria and authorise actions to overcome shortfalls in performance and encourage career progression
4. Provide overall leadership to project teams	4.1. Manage a system of continuous improvement of staff to enhance program effectiveness 4.2. Analyse individual and team performance and morale levels and take action where necessary 4.3. Direct procedures for interpersonal communication, counselling and conflict resolution by project managers, and review results to maintain and promote a positive working environment

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Identify and positively manage intra-organisational and intra-project conflict to maximise achievement of program objectives 4.5. Aggregate HRM lessons learned for application in planning and, where appropriate, pass on information to others for consideration in strategic planning and direction

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• planning skills to identify human resource requirements across the program • literacy skills to communicate decisions and to write quality reports • high level leadership skills to inspire trust and confidence in teams, managers and stakeholders • communication and interpersonal skills to convey expectations, negotiate, resolve conflict and motivate performance • problem-solving skills to address HRM issues across the program • coaching and mentoring skills.
Required knowledge
• human resource management methods, techniques and tools • relevant legislation • models of performance management and performance development.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in directing human resources across a range of concurrent projects so that project objectives are achieved • knowledge of relevant legislation .
Context of and specific resources for assessment	Assessment must ensure: • access to workplace HRM documentation • consideration of feedback from project teams and stakeholders as to how human resource management was handled.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope management techniques by the candidate • analysis of responses addressing different project scope management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project human resources and their application to different situations • observation of demonstrated techniques in performance feedback and/or conflict resolution • observation of performance in role plays • review of the measurement of individuals' performance against agreed criteria • evaluation of how the staff continuous improvement system was managed • assessment of analysis of individual and team performance and morale levels.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • other units in the Advanced Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Project organisation and structure may be affected by external influences such as:	• accepted work practices • legislation, including anti-discrimination, equal employment opportunity, affirmative action and occupational health and safety • workplace bargaining
Staff may:	• be external to the organisation, such as consultants, collaborative or alliance agencies and external authorities • come from within the organisation, such as staff on loan from other programs/projects
Human resources management methods, ***techniques and tools*** may include:	• conflict resolution • HRM forecasts, staffing plans and job descriptions • individual and group competency identification and development • performance monitoring, assessment and reporting • staff recruitment and reallocation
Development and training may be formal or informal, and may include:	• general management • interpersonal communications • project administration, for example computer applications, filing systems • project management • specialist/professional skills and career progression • team building and group activities

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG607A Direct communications management of a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide the critical link between people, ideas and information at all stages in the life cycles of multiple projects across a program. It covers directing project communications and information management, managing program communications and analysing communications management outcomes for projects and programs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage communications within individual projects are addressed in BSBPMG507A Manage project communications.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Direct planning of project communications	1.1. Direct project information requirements in consultation with appropriate stakeholders as the basis for projects and program communications planning 1.2. Direct ***communications management plans and activities*** to ensure clarity of understanding and achievement of multiple project objectives at all ***levels*** 1.3. Develop ***project management information system*** (PMIS), structure and procedures to maintain the quality, validity, timeliness and integrity of information and communication across the program and in regard to organisational strategic management
2. Direct management of project information	2.1. Direct the generation, gathering, storage, retrieval, analysis and dissemination of information by project staff and stakeholders to improve decision making processes and communications across the program and between the projects 2.2. Direct ***information validation*** processes for development, management and modification to ensure consistent quality and accuracy of data across the program
3. Manage program communications	3.1. Develop and manage formal and informal communication networks between the organisation's management structure, program, projects and key stakeholders to ensure effectiveness throughout the multiple life cycles of projects within the program 3.2. Address potential, perceived and actual problems with communication and management information systems through project managers, and ensure remedial actions are authorised to ensure project, program and organisational objectives are met 3.3. Manage customer relationships beyond the delegated responsibility of project managers to ensure clarity of understanding of objectives and to minimise conflict across the program
4. Analyse communications management outcomes	4.1. Direct project finalisation activities to ensure ownership of, and responsibility for, information outcomes 4.2. Review and analyse project outcomes to determine the effectiveness of management information and

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ELEMENT	PERFORMANCE CRITERIA
	communications systems 4.3. Aggregate and use lessons learned across multiple projects for other applications in the program and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• technology skills to direct the management and flow of project information and communications • planning skills to identify project and program information requirements • literacy skills to communicate decisions and to write quality reports • problem-solving skills to address communication management problems • interpersonal skills to communicate with customers and to manage customer relationships and networks • analytical skills to review and analyse project outcomes.
Required knowledge
• PMIS structures and options • information validation processes and their application to various contexts • new technologies for communications and their relative strengths and weaknesses.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in directing communications and information across a range of concurrent projects • knowledge of PMIS structures and options.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of relevant workplace documentation (including electronic media) • consideration of feedback from project teams and stakeholders as to how communications were managed.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope management techniques by the candidate • analysis of responses addressing different project communications management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project communications and their application to different situations • review of the project management information system developed • review of how communication and management information systems were used to address potential, perceived and actual problems • evaluation of how project outcomes were reviewed and analysed to determine the effectiveness of management information and communications systems.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other units in the Advanced Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Communications management plans and activities may:	• be conducted non-routinely to meet complex, changing circumstances • be done independently or by taking the lead in a multiple teams environment • involve consultation with project managers and selective involvement of appropriate project stakeholders • involve the selection, modification and supervision of appropriate communications management methods, processes, procedures and tools • take into account the impact of organisational and environmental change on the program and vice versa
Levels may include:	• organisation • operations • program • projects
Project management information system may include:	• hierarchy of decision making responsibility/authority • individual and group authority and responsibilities • limitations and restrictions on subject matter and methods of communication • network structures, processes and procedures for storage and communication of information • types, responsibilities, distribution and regularity of reports, as well as follow-up procedures
Information validation processes may be influenced by:	• age of the information • changes to standards, regulations or limits since information was compiled • cost of the validation process • degree of exposure to mis-information and

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RANGE STATEMENT	
	dis-information • language (translated or converted data may need special attention) • level of detail of information (too much or too little) • potential impact of the information on the program outcome

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG608A Direct risk management of a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage factors that might adversely affect the project program and organisational outcomes. It covers directing the planning and management of project risks, managing risks to the overall program and assessing risk management outcomes for the program and the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage risk within individual projects are addressed in BSBPMG508A Manage project risk.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Direct planning of project risk management	1.1. Direct potential, perceived and actual risk events for identification, documentation and analysis, in consultation with project managers and appropriate stakeholders, as the basis for project ***risk management planning*** 1.2. Select and modify project ***risk management methods***, ***techniques and tools*** for project managers to analyse information, evaluate options and determine preferred risk approaches within the overall program environment 1.3. Direct development, communication and implementation of project ***risk management plans*** and strategies to ensure clarity of understanding and achievement of project objectives across the program 1.4. Develop and maintain a project risk management system to enable effective management and communication of risk events, responses and results to stakeholders across projects within the program
2. Direct management of project risk and manage program risk	2.1. Manage the program in accordance with agreed project risk management plans 2.2. Review progress, analyse variance and initiate risk responses to achieve program and multiple project objectives in changing environments 2.3. Direct risks to multiple project outcomes for monitoring, and ensure remedial actions are authorised to achieve project objectives
3. Assess project and program risk management outcomes	3.1. Review and analyse project outcomes to assess the effectiveness of the project risk management system for projects, program and organisational outcomes 3.2. Aggregate, analyse and structure lessons learned, for project managers and senior management to undertake strategic review and planning

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to plan and review risk management approaches • literacy skills to communicate decisions and to write quality reports • initiative to identify and address risks leading to negative consequences for projects • problem-solving skills to initiate risk responses in changing environments.
Required knowledge
• risk management tools, frameworks, systems, methodologies and standards.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in successfully directing risk management efforts across a range of concurrent projects • knowledge of risk management tools, frameworks, systems, methodologies and standards.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace risk management documentation • consideration of feedback from project teams and stakeholders as to how risks were managed.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope management techniques by the candidate • analysis of responses addressing different project risk management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project risks and their application to different situations • review of the development, communication and implementation of project risk management plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units in the Advanced Diploma of Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Risk management planning may:	• be conducted substantially non-routinely to meet complex and changing circumstances • be done independently or by taking the lead in a multiple projects team environment • involve consultation with project managers and with selective involvement of stakeholders within and external to the organisation • involve the selection, modification and direction of the use of appropriate risk management methods processes, procedures, tools and techniques • take into account the impact of organisational and environmental change on the program and vice versa
Risk management methods, ***techniques and tools*** may involve:	• assessing and reporting the potential impact of multiple projects' risk on the organisation • calling upon personal experience and/or subject matter experts • collating and using the products of specialist risk analysis to make program-wide risk management decisions • conducting or directing qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning and alternative strategy development
Risk management plans may include:	• assigned risk responsibilities • contingency plans • formal arrangements • occupational health and safety (OHS) risks • potential risk events • preferred and alternative risk management strategies and actions • responsibility assignment

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG609A Direct procurement and contracting for a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to direct the management of contracting and procurement activities across projects and programs. It covers setting up the contracting process, directing the management of contract and procurement processes and finalising contracts for projects across the program. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage procurement within individual projects are addressed in BSBPMG509A Manage project procurement. It should be noted that conflicting priorities between projects are managed with higher project authority support, in this case project governance committees or senior management.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Direct planning for project contracting and procurement	1.1. Direct product specifications and procurement requirements for procurement and contract planning, in consultation with appropriate stakeholders 1.2. Direct development of ***procurement strategies***, ***methods and management plans*** in line with project objectives across the program
2. Direct set up of contract and procurement process	2.1. Direct project managers to source organisations that meet procurement requirements 2.2. Establish selection processes and selection criteria, in consultation with stakeholders, and arrange for communication to prospective contractors 2.3. Ensure contract and procurement actions accord with organisation and program objectives
3. Direct management of contract and procurement process	3.1. Provide direction for requirements of ***proposals*** and arrange communication to prospective contractors 3.2. Ensure responses are evaluated and preferred contractors are selected in accordance with agreed selection processes 3.3. Direct negotiation of contract terms and conditions between client and preferred contractor
4. Direct management of contracts	4.1. Direct management of contract and procurement activities in accordance with program contract and procurement management guidelines 4.2. Provide direction for regular reviews from available ***records*** and information, and ensure variances are analysed and changes are agreed for implementation 4.3. Ensure project managers work within the legal and organisational framework for contracts 4.4. Identify potential, perceived and actual contractual conflicts and approve remedial actions to minimise disruption
5. Direct finalisation of contracts	5.1. Direct finalisation activities for management of contract deliverables in accordance with contractual project and program requirements 5.2. Direct review and analysis of project outcomes to determine the effectiveness of contract and procurement processes and procedures 5.3. Aggregate and use lessons learned for application in planning and implementation of later projects within the program and, where appropriate, pass on to

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ELEMENT	PERFORMANCE CRITERIA
	organisational management for use in strategic planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to communicate decisions, to comprehend complex contractual provisions and to write quality reports • negotiation skills to set up contracts, to agree prices and terms, and to resolve disputes • planning and organising skills to ensure procurement processes are properly established and sequenced • analytical skills to review program performance and to recommend improvements.
Required knowledge
• contract management and legal obligations of both parties • procurement processes and options.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in successfully directing procurement and contract management processes across a range of concurrent projects • knowledge of contract management and legal obligations.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace contractual and procurement documentation • consideration of feedback from project team and stakeholders as to how procurement and contractual processes were handled.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope management techniques by the candidate • analysis of responses addressing different project scope management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project procurement and contracts, and their application to different situations • review of established selection processes and selection criteria and how they were communicated to prospective contractors • assessment of identified potential, perceived and actual contractual conflicts and remedial actions taken to minimise disruption.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units in the Advanced Diploma of Project

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EVIDENCE GUIDE	
	Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Procurement strategies, ***methods and management plans*** may include:	• conflict resolution processes • contract performance plans and an associated performance monitoring processes • contractor and sub-contractor responsibilities, controls and reporting relationships • explanatory information (for example background, restrictions or expectations) relating to special terms and conditions, planning for long lead-time items and critical program components, and transition plans • procurement, test and acceptance procedures and payment schedules
Proposals may take the form of:	• expressions of interest • quotations • submissions • tenders
Records may take the form of:	• contract analysis, evaluation of options and strategy development • contract discharge procedures and outcomes • contract negotiation documentation, for example contract negotiation strategies, plans, team and individual directives • contractor identification, evaluation and selection records • development and management of contract change procedures • procurement management lessons learned • procurement management plans • product specifications • progress measurement and conflict resolution process records • test and acceptance procedures

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPRO401A Develop product knowledge

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop product knowledge in preparation for the sales process. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in a sales related position in a small, medium or large enterprise across a wide variety of industries and contexts who develop their product knowledge prior to undertaking selling activities. They may provide advice and support about aspects of sales solutions to support a sales team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Acquire knowledge of products in a specified area	1.1. Identify ***information sources*** about ***products*** in a specified area and evaluate them for reliability and validity 1.2. Identify product purpose/s and use/s 1.3. Identify key ***features*** of the product/s 1.4. Identify product strengths and weaknesses 1.5. Articulate guarantees and warranties and identify service support details
2. Convert product knowledge into benefits	2.1. Identify features of the product which have potential buyer appeal 2.2. Present features of the product which have buyer appeal as benefits to the buyer 2.3. Present product benefits within the context of ***organisational requirements*** and legislation
3. Evaluate competitors' products	3.1. Use a range of information sources to identify competitors' products 3.2. Compare features, benefits, strengths and weaknesses of competitors' products with own products 3.3. Establish relative standing of the organisation's product with the competitors' product/s and communicate differences to the buyer

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- information management skills to summarise information verbally and non-verbally
- literacy and numeracy skills to interpret sales data and to summarise information obtained from a variety of verbal and non-verbal sources.

Required knowledge

- features, benefits, strengths and weaknesses of own organisation's and competitors' products
- industry competitors, trends and developments
- organisational structure/s, roles and responsibilities, policies, procedures, product labelling and descriptions
- potential buyer markets
- processes used when buying and selling products and services
- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  - anti-discrimination
  - consumer protection
  - contract law legislation
- ethical principles
  - privacy laws
  - Trade Practices Act.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • comparison of the key features and benefits of product/s with competitor offerings • demonstration of product knowledge offered by an organisation • presentation of key features and benefits of own product/s.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to information sources about an organisation's and competitors' products, services or ideas • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentation of key features and benefits to customers or simulated customers • oral or written questioning to assess knowledge of features, benefits, strengths and weaknesses of organisation's and competitors' products • review of evaluation of identification of information sources about products in a specified area • evaluation of strengths and weaknesses established for competitors' products.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSLS402A Identify sales prospects • BSBSLS403A Present a sales solution

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EVIDENCE GUIDE	
	• BSBSLS405A Support post-sale activities

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information sources may include:	• associations • catalogues • claims of competitive sales people • competitor websites • competitor sales literature • external sales data sources such as warehouse withdrawals • internal sales data records • other company personnel • sales conventions • trade association magazines • trade shows
Products may include:	• goods • ideas • services
Features may include:	• brand • colour • country of origin • covenant • manufacturer • product care details • safety aspect • shelf life • size • style • warnings
Organisational requirements may include:	• level of client service required • policies and procedures which are formally documented and are available for reference within the workplace

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Sales

Co-requisite units

Co-requisite units		

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BSBREL401A Establish networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain business networks	1.1. Use appropriate ***network strategies*** to establish and maintain relationships that promote the development of business opportunities 1.2. Identify and pursue network opportunities to maximise a range of contacts 1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits 1.4. Participate in ***professional networks and associations*** to obtain and maintain personal knowledge and skills
2. Establish and maintain business relationships	2.1. Develop and maintain relationships to promote benefits consistent with ***organisational/client requirements*** 2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices 2.3. Use a high level of ***negotiation skills*** to encourage positive outcomes 2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques 2.5. Seek specialist advice in the development of contacts where appropriate
3. Promote the relationship	3.1. Develop strategies to represent and promote the interests and requirements of the relationship 3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship 3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally 3.4. Obtain ***feedback*** to identify and develop ways to improve promotional activities within available opportunities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • leadership skills to gain trust and confidence of clients and colleagues • negotiation skills to achieve mutually acceptable outcomes • technology skills to support effective communication and presentation.
Required knowledge
• client or organisational policies, plans and procedures • related organisations, agencies and networks • trends and forecasts for relevant industries, services and products.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing contacts and participating in networks • identifying opportunities for networking • knowledge of related organisations, agencies and networks • maintaining records of relevant contacts.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of networking strategies and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation communicating issues, policies and practices of the relationship to a range of audiences • evaluation of promotional strategies • observation of negotiation of solutions between groups and individuals • observation of promotional presentations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other relationship management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Network strategies may include:	• association memberships • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance
Professional networks and associations may include:	• advisory committees • colleagues • committees • government agencies • internal/external customers • lobby groups • local inter-agency groups • other organisations • professional/occupational associations • project specific ad hoc consultative/reference groups • specific interest or support groups • suppliers • work team
Organisational/client requirements may be included in:	• access and equity principles and practices • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • marketing plan • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals

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RANGE STATEMENT	
Negotiation skills may include:	• assertiveness • bargaining • collaboration • confidence building • conflict reduction • empathising • offers and counter offers • solution designing • stress management
Feedback may include:	• accuracy and sufficiency of information • appropriateness of audience • benefits to organisation • impact of message • liaison with networks • participation of competitors • use of media

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBREL402A Build client relationships and business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate interpersonal communication with clients	1.1. Identify and use ***preferred client communication styles and methods*** 1.2. Establish rapport with clients using ***verbal*** and ***non-verbal communication*** processes 1.3. Investigate and act upon opportunities to offer positive feedback to clients 1.4. Use open questions to promote two-way communication 1.5. Identify and act upon potential ***barriers to effective communication*** with clients 1.6. Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1. Develop client loyalty objectives focussing on the development of long term business partnerships 2.2. Assess client profile information to determine approach 2.3. Develop ***client loyalty strategies*** to attract and retain clients in accordance with the business strategy 2.4. Identify and apply ***client care and client service standards***
3. Maintain and improve ongoing relationships with clients	3.1. Develop ***strategies to obtain ongoing feedback*** from clients to monitor satisfaction levels 3.2. Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3. Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1. Allocate time to establish and maintain business contacts 4.2. Participate in ***business associations*** and/or ***professional development activities*** to establish and maintain a ***network*** of support for the business and to enhance personal knowledge of the market 4.3. Establish communication channels to exchange ***information and ideas*** 4.4. Provide, seek and verify information to the network

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport, and to build and maintain relationships with clients.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
  - anti-discrimination legislation
  - consumer laws including appropriate state/territory legislation
  - ethical principles
  - marketing code of practice
  - privacy laws
  - Trade Practices Act
- marketing communications concepts and processes
- principles and techniques for effective communication and networking
- sources of business related networks.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing and maintaining relationships with a range of clients related to the candidate's business • participating in and providing, an active contribution to a business related network.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports or journals on client relationship activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the candidate communicating with clients • observation of presentations made to business networks • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other relationship management units • marketing units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Preferred client communication styles and methods may include:	• email • face-to-face • mail • phone
Verbal communication may include:	• articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills • voice modulation • voice projection
Non-verbal communication may include:	• active listening • body language • body orientation • clothing • colour • distance • facial expression • grooming • gestures • music • posture • sound • touching • voice
Barriers to effective communication may include:	• acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client

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RANGE STATEMENT	
	• inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
Client loyalty strategies include:	• access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular recontact with best clients • thank you gifts and promotions

Client care and client service standards may include:	• accuracy of billing
	• accuracy of product/service descriptions, specifications in marketing communications
	• complaint resolution times
	• incidences of stock outs and back orders
	• on-hold times
	• order delivery standards such as:
	  • whether right product or service was delivered
	  • delivered to right person or address
	  • delivered on time
	  • politeness, helpfulness and grooming of delivery staff
	  • delivery vehicles parked properly

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RANGE STATEMENT	
	• cleanliness of delivery vehicles • shipment tracking services • telephone answering times and responses
Strategies to obtain ongoing feedback may include:	• including 'comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
Business associations may include:	• chambers of commerce • industry associations • institutes • professional bodies • societies
Professional development activities may include:	• demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings • trade shows
Networks may include:	• business • formal • groups • individuals • informal • organisations • personal
Information and ideas may include:	• changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBREL701A Develop and cultivate collaborative partnerships and relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders to promote and advance learning programs. The unit also covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	This unit applies to leaders or managers working in either an educational organisation or a non educational enterprise where learning is used to build capabilities. It includes forming partnerships or other collaborative arrangements to achieve improved learner, community, career, or work outcomes. Educational leaders gain the respect of colleagues, contacts, clients and the community through demonstrating professionalism in all aspects of their work; this professionalism is underpinned by their educational expertise and effective interpersonal and communication skills. In the vocational education and training sector, learning leaders and managers must build partnerships and lead in a collaborative manner to ensure learning has a strategic role in the ever changing context, and in the face of complex influences that affect learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate to influence relevant individuals and stakeholders	1.1. Generate trust, confidence and support from ***relevant individuals***, other ***stakeholders*** and ***potential learners*** by demonstrating a high standard of personal performance and conduct 1.2. Implement ***communication strategies*** to represent the organisation positively to media, local community and stakeholders 1.3. Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4. Use a range of ***influencing strategies*** to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5. Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1. Establish outcomes to be achieved from a learning ***partnership*** 2.2. Analyse models for effective consultation and collaboration within a partnership 2.3. Cultivate ***collaborative communities*** and partnerships through application of a range of learning and communication solutions 2.4. Forge relationships, collaborative communities or partnerships between a ***training and assessment organisation*** and a ***public or private sector enterprise*** 2.5. Consult stakeholders to establish vocational education and training ***partnership learning programs***
3. Establish positive collaborative relationships	3.1. Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2. Establish processes to ***resolve conflict in a fair***, ***equitable and collaborative manner*** 3.3. Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed ***performance standards*** 3.4. Encourage staff to embrace a learning culture and to

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ELEMENT	PERFORMANCE CRITERIA
	undertake activities that develop their personal competence and performance 3.5. Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, ***diversity*** and ***organisational and legal requirements*** 3.6. Establish ***indicators*** and ***feedback processes*** that can be used to evaluate the health of the work environment
4. Lead establishment of a partnership program	4.1. Identify and address ***relevant organisational policies and procedures*** in partnership learning program plans 4.2. Identify and incorporate relevant legal requirements into planning of learning programs established in a community or partnership setting 4.3. Form partnership learning programs in collaborative and consultative processes involving public or private sector enterprises 4.4. Plan and allocate ***resource requirements*** to accomplish a partnership learning program 4.5. Establish relevant organisational policies and procedures relating to partnerships, and training and assessment services
5. Establish reporting mechanisms for partnership program	5.1. Establish ***reporting systems*** for ***reporting results***, that meet ***reporting requirements***, against planned partnership outcomes 5.2. Implement ***reporting systems*** to map learner progress against partnership outcomes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
  - evaluate organisational information management systems, policies and procedures
  - select relevant evaluation information and documentation
  - identify any potential and current non-compliance
  - access and interpret organisation's standards and values
  - analyse records or notes of the evaluation process
- initiative and enterprise skills to establish collaborative partnerships and relationships
- interpersonal and communication skills to negotiate, to question, to listen and investigate, to network and clarify issues
- planning and organising skills to:
  - research and evaluate validation processes, and to determine and implement improvements to these processes
  - develop and establish agreement to plans
- problem-solving skills to review feedback and to plan improvements
- teamwork skills to lead and motivate a team in establishing productive networks, partnerships and other relationships.

Required knowledge

- relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, equal opportunity and anti-discrimination, industrial relations
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- leadership styles
- personal development planning methodologies
- data collection methods
- external environment scanning relating to social, political, economic and technological developments
- emotional intelligence and its relationship to individual and team effectiveness
- organisational transformation and the management of the stages of change
- organisational design and building in responsiveness of operations to change in customer or market conditions.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated capacity to foster learning partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills • developing collaborative approaches to enhance individual, team and organisational outcomes • initiating and implementing learning program partnerships in line with relevant regulatory, employment and organisational requirements • knowledge of relevant policy, legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, especially relating to formation of professional networks and stakeholder consultation in relation to forming partnerships for vocational education and training programs • direct observation of contextual application of skills • submission of a portfolio of evidence including previous work forging partnerships • oral or written questioning to assess knowledge of development of industry learning partnerships.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• BSBLED702A Lead learning strategy implementation • BSBLED707A Establish career development services • BSBLED709A Identify and communicate trends in career development • PSPMNGT614A Facilitate knowledge management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant individuals may include:	• employees • employers • government agencies and departments • learners/students • industry associations, employer bodies, professional associations • industry representatives • national Industry Skills Councils • people working in the roles targeted by training • regulatory and licensing authorities • research agencies • state/territory industry training advisory bodies • subject or technical specialists or experts • unions • universities
Stakeholders may include:	• administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • employees • industry, employee, employer, professional and peak bodies or associations • learners/students • other training and assessment organisations • public or private sector enterprise
Potential learners may include:	• apprentices and trainees • current or ongoing learners and clients • existing industry and enterprise employees • individuals changing careers • individuals learning new skills and knowledge • individuals or groups meeting licensing or other regulatory requirements • individuals seeking to upgrade competencies

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RANGE STATEMENT	
	• individuals who are unemployed • individuals who have a disability • members of target groups such as Aboriginal and Torres Strait Islander communities • overseas learners and international students • potential learners and clients • recent migrants and people from culturally and linguistically diverse backgrounds • school leavers, new entrants to the workforce
Communication strategies may include:	• conducting presentations • developing and applying interview and interpersonal communication protocols • developing and circulating marketing materials • developing promotional materials and course outlines • initiating and conducting a public communication strategy
Influencing strategies may include:	• debate • dialogue • discussion • formal and informal techniques • levels of participation • moderated negotiations • networking • strategies applied face-to-face or collectively (e.g. in a learning community or community of practice)
Partnerships may:	• be informal • be physical or virtual (e.g. online) • involve a formal agreement • involve one or more enterprises, and training and assessment organisations • involve one or more learning programs
Collaborative communities may include:	• communities of practice • formal or informal relationships • informal and formal groups in collaborative relationships • knowledge communities • knowledge networks • learning communities • physical or virtual relationships

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RANGE STATEMENT	
	• supply chain communities • virtual circles
Training and assessment organisation may include:	• organisation that delivers non-recognised vocational education and training • organisation working in a partnership arrangement with an RTO to deliver recognised vocational education and training • RTO delivering recognised vocational education and training services such as TAFE institutes, private commercial colleges and organisations, enterprises, community organisations, group training companies and secondary schools
Public or private sector enterprises may include:	• community bodies • government agencies • privately owned companies
Partnership learning program may include:	• accredited course which includes Training Package outcomes • community education program • nationally endorsed qualification from a Training Package or accredited course • part of a VET in Schools program • part of an apprenticeship or traineeship • professional development program • short course or non-recognised vocational program • short-term development plan • short-term induction program • subset of a learning strategy • traineeship or apprenticeship • workplace learning program
Resolving conflict in a fair, equitable and collaborative manner may include:	• adherence to relevant legislative, legal, workplace requirements • application of organisational complaints procedures • internal or external specialists
Performance standards may be based on:	• personal or task outcomes • span short- or long-term outcomes • strategic, operational outcomes
Diversity includes difference in:	• age • belief systems and values

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RANGE STATEMENT	
	• culture • expertise, experience and working styles • gender • interpersonal style • interests • language, literacy and numeracy • physical differences • politics • race • religion • sexual orientation • thinking and learning styles
Organisational and legal requirements may include:	• collaborative and partnership arrangement agreements such as memoranda of understanding • confidentiality and privacy requirements • licensing requirements • requirements for initial and continuing registration as defined in the AQTF Standards for Registered Training Organisations and state/territory legislation and regulations governing provider registration and course accreditation • requirements of awards and enterprise bargaining agreements • requirements of endorsed Training Packages • requirements of other relevant commonwealth and state/territory legislation, for example relating to matters such as OHS, anti-discrimination, workplace and industrial relations, workers compensation, apprenticeships and traineeships • requirements set by professional associations • requirements set by quality systems

Indicators may include:	• formal human resources and related indicators to provide benchmark, comparative measures on:
	  • average hours in relation to output per employee
	  • down-time
	  • related operational and planning indicators
	  • revenue per employee/team

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RANGE STATEMENT	
	• staff absenteeism • staff satisfaction • staff turnover • training hours
Feedback processes include:	• formal complaints or suggestions procedures • formal-informal • independent audits • management audits/workplace checks • surveys • virtual or physical • whistleblower policy

Relevant organisational policies and procedures may include:	• access and equity
	• assessment procedures and options
	• client services
	• confidentiality requirements
	• ethical standards
	• fees and payment schedule
	• grievance and appeals processes
	• learner selection, enrolment, induction and orientation procedures
	• mutual recognition obligations
	• policies and procedures being available to all personnel, learners, clients and candidates
	• staff recruitment, induction and ongoing development and monitoring
	• support services available
	• human resources policies and procedures and legal requirements including anti-discrimination, equal employment, OHS
	• administrative and records management systems, for example that relating to:
	  • contract manager
	  • document version control
	  • maintenance, retention, archiving, retrieval, storage and security of training and assessment information and records
	  • personnel responsible for analysing statistics and data to ensure organisation complies with relevant standards across all of its operations and training and assessment activities

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RANGE STATEMENT	
	• privacy and access to training and assessment information and records • reporting and recording requirements and arrangements • supervisors and managers • union and employee representatives • users of training information such as finance personnel, human resources personnel, employers
Resource requirements may include:	• additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
Reporting systems for reporting results may include:	• arrangements for the issuing of Australian Qualifications Framework (AQF) qualifications and Statements of Attainment • arrangements for recognising and recording current competencies • electronic student management system which complies with AVETMISS or other reporting or statistical collection requirements • internal organisational recording and reporting systems • record keeping policies and procedures
Reporting results may include:	• Australian Apprenticeship Centre forms and letters such as for incentives and completions • availability of all reports and records for audit and monitoring purposes • enrolment forms • financial reporting for funding and payments from funding body • OHS incident reporting systems • performance agreements • reporting for apprenticeship and traineeship program delivery • reporting for in-house or internal program delivery

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RANGE STATEMENT	
	• Training Contract and RTO notifications
Reporting requirements may include those specified in:	• AQTF Standards for Registered Training Organisations • AVETMISS process documentation • organisational documentation

Reporting systems to map learner progress against partnership outcomes may include:	• electronic systems including those using business technology such as:
	  • computers
	  • hardware
	  • software
	  • telephone networks
	• physical systems such as face-to-face and print communications

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBRSK401A Identify risk and apply risk management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others. In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify risks	1.1. Identify the ***context*** for risk management 1.2. Identify ***risks*** using ***tools***, ensuring all reasonable steps have been taken to identify all risks 1.3. Document identified risks in accordance with relevant policies, procedures and legislation
2. Analyse and evaluate risks	2.1. Analyse and document risks in consultation with relevant ***stakeholders*** 2.2. Undertake ***risk categorisation*** and determine ***level of risk*** 2.3. Document analysis processes and outcomes
3. Treat risks	3.1. Determine appropriate ***control measures*** for risks and assess for strengths and weaknesses 3.2. Identify control measures for all risks 3.3. Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4. Choose and implement control measures for own area of operation and/or responsibilities 3.5. Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1. Regularly review implemented treatment/s against ***measures of success*** 4.2. Use review results to improve the treatment of risks 4.3. Provide assistance to auditing risk in own area of operation 4.4. Monitor and review management of risk in own area of operation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills sufficient to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- research and data collection skills to monitor and evaluate risks
- problem-solving skills to appropriately address identified risks.

Required knowledge

- Australian and international standards for risk management
- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety
- organisational policies and procedures relating to risk management processes and strategies
- auditing requirements relating to risk management.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification, analysis and evaluation of risks • demonstrated understanding of personal role in relation to wider organisational or project context • demonstrated understanding of risk management processes and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation relating to risk management • access to risk management tools and frameworks.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining risk analysis processes and outcomes • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of Australian and international standards for risk management • review of implementation of treatment plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other risk management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Context may include:	• any related projects or organisations • any resources, including physical assets, which are vital to operations • key operational elements and service of the organisation • organisation or project, how it is organised and its capabilities • own role and responsibilities in relation to overall project or organisation design
Risks may include:	• commercial and legal relationships • economic circumstances and scenarios • human behaviour • individual activities • management activities and controls • natural events • political circumstances • positive risk • technology - technological issues
Tools may include:	• documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence • standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures • tools to prioritise risks, including where relevant, numerical scoring systems for risks
Stakeholders may include:	• contractors • employees • financial managers • insurance agents • managers • public

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RANGE STATEMENT	
	• service providers • suppliers • unions • volunteers

Risk categorisation may include:	• likelihood of risks:
	  • almost certain
	  • likely
	  • possible
	  • unlikely
	  • rare
	• consequences of risks:
	  • insignificant
	  • minor
	  • moderate
	  • major
	  • catastrophic
	  • current control measures

Level of risk may include:	• low, treated with routine procedures • moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high, requiring action, as it has potential to be damaging to the organisation or project • extreme, requiring immediate action, as it has potential to be devastating to the organisation or project

Control measures may include:	• hierarchy of controls:
	  • reduction in likelihood of risks
	  • reduction of consequences of risks
	  • retention of risks
	  • risk aversion
	  • transfer of responsibility of risks

Measures of success may include:	• costs • reductions in impact • reductions in likelihood • reductions in occurrence

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Risk Management

Co-requisite units

Co-requisite units		

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BSBRSK501A Manage risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area. The unit has been designed to be consistent with AS/NZS 4360:2004 Risk management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting. This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish risk context	1.1. Review organisational processes, procedures and requirements for undertaking ***risk*** management 1.2. Determine ***scope*** for risk management process 1.3. Identify internal and external stakeholders and their issues 1.4. Review political, economic, social, legal, technological and policy context 1.5. Review strengths and weaknesses of existing arrangements 1.6. Document critical success factors, goals or objectives for area included in scope 1.7. Obtain support for risk management activities 1.8. Communicate with ***relevant parties*** about the risk management process and invite participation
2. Identify risks	2.1. Invite relevant parties to assist in the identification of risks 2.2. ***Research*** risks that may apply to scope 2.3. Use ***tools and techniques*** to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1. Assess ***likelihood*** of risks occurring 3.2. Assess ***impact or consequence*** if risks occur 3.3. ***Evaluate*** and prioritise risks for treatment
4. Select and implement treatments	4.1. Determine and select most appropriate ***options*** for treating risks 4.2. Develop an ***action plan*** for implementing risk treatment 4.3. Communicate risk management processes to relevant parties 4.4. Ensure all documentation is in order and appropriately stored 4.5. Implement and monitor action plan 4.6. Evaluate risk management process

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement
- organisational and management skills to plan and implement risk management processes
- problem-solving and innovation skills to find practical ways to manage identified risks.

Required knowledge

- AS/NZS 4360:2004 Risk management.
- legislation, codes of practice and national standards, for example:
  - duty of care
  - company law
  - contract law
  - environmental law
  - freedom of information
  - industrial relations law
  - privacy and confidentiality
  - legislation relevant to organisation's operations
  - legislation relevant to operation as a business entity
- organisational policies and procedures, including:
  - risk management strategy
  - policies and procedures for risk management
- overall operations of organisation
- reasonable adjustment in the workplace for people with a disability
- types of available insurance and insurance providers.

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Evidence Guide

EVIDENCE GUIDE	
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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks • details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of risk management policies and procedures • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for treatment • evaluation of action plan for implementing risk treatment • evaluation of documentation communicating risk management processes to relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial management units, governance units, human resource management units, or technology

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EVIDENCE GUIDE	
	units.

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Range Statement

RANGE STATEMENT	
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Risks may include those relating to:	• commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances • technology

Scope may apply to:	• given project
	• specific business unit or area
	• specific functional such as:
	  • financial management
	  • OHS
	  • governance
	• external environment
	• internal environment
	• whole organisation

Relevant parties may include:	• all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts
Research may include:	• data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources
Tools and techniques may	• brainstorms

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RANGE STATEMENT	
inlcude:	• checklists • fishbone diagrams • flowcharts • scenario analysis

Likelihood may refer to:	• probability of a given risk occurring, such as:
	  • very likely
	  • likely
	  • possible
	  • unlikely
	  • rare

Impact or consequence may refer to:	• significance of outcomes if the risk occurs, such as:
	  • disastrous
	  • severe
	  • moderate impact
	  • minimal impact

Evaluation of risks includes:	• considering the likelihood of the risk occurring • considering the impact of the risk • determining which risks are most significant and are therefore priorities for treatment
Options may include:	• avoiding the risk • changing the consequences • changing the likelihood • retaining the risk • sharing the risk with a third party
Action plans should include:	• what actions are required • who is taking responsibility • time lines • monitoring processes

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBSLS502A Lead and manage a sales team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, implement, direct and evaluate sales team activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a supervisory or managerial sales role who provide leadership to a sales team to increase the effectiveness of their performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan sales operations	1.1. Set sales teams objectives 1.2. Prepare sales plan and budget to support attainment of objectives 1.3. Develop objectives related to the nature of the sales operation which are consistent with marketing and sales strategies 1.4. Determine the size and structure of the sales team 1.5. Recruit, select and induct sales team members on an ongoing basis in accordance with job analysis and sales team objectives 1.6. Provide sales team members with initial training using appropriate ***training methods*** 1.7. Establish sales team compensation methods and levels 1.8. Establish sales territories, sales targets and performance standards
2. Direct sales team	2.1. Implement strategies to encourage, motivate and support sales team members 2.2. Coach or mentor sales team members to facilitate attainment of sales targets 2.3. Model client-focused tactics for sales team members 2.4. Allocate resources in accordance with organisational policies and procedures to support attainment of sales targets 2.5. Analyse sales volume, conversion rate data and cross-selling ratios to monitor sales performance 2.6. Monitor the ethical and social conduct of the sales team in accordance with legal requirements, professional expectations and organisational policy
3. Evaluate sales team performance	3.1. Establish systems to evaluate sales effectiveness against performance standards 3.2. Offer sales team members constructive feedback on their performance 3.3. Recognise and reward superior sales team member performance 3.4. Take ***corrective action*** where sub-standard sales team member performance is identified 3.5. Adjust sales team planning in light of evaluation processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to effectively work with a team
- financial management skills to manage a sales budget
- interpersonal skills to mentor, coach and apply training and development strategies
- leadership skills to gain trust and confidence of colleagues and clients
- literacy skills to interpret and explain complex, formal documents.

Required knowledge

- budgeting processes
- human resource management strategies
- principles of equal opportunity, equity, diversity and anti-discrimination
- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  - anti-discrimination
- ethical principles
  - consumer protection
  - contract law
  - privacy laws
  - Trade Practices Act
- sales target and territory planning and management.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • management and development of a personal sales team to attain sales targets • knowledge of the principles of equal opportunity, equity, diversity and anti-discrimination.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of techniques used to manage sales team performance • review of sales teams objectives • review of resources allocated to support attainment of sales targets • assessment of established sales territories, sales targets and performance standards • evaluation of recognition and rewarding of superior sales team member performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units.

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Range Statement

RANGE STATEMENT	
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Training methods may include:	• audio-tapes • case studies • computer packages • films • lectures • one-on-one instruction • role plays • simulations • slides • teleconferencing • videoconferencing • videotapes
Corrective action may include:	• additional training • individualised development plans • mentoring • ongoing feedback goal related feedback • re-training

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Sales

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Co-requisite units

Co-requisite units		

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BSBSMB301A Investigate micro business opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop business ideas, and to investigate market needs and factors affecting potential markets. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Describe business ideas	1.1. Gather information for ***business ideas*** from ***appropriate sources*** 1.2. List details of business ideas and opportunities 1.3. Research alternative business ideas in light of the resources available 1.4. Specify and list products and services to match business ideas 1.5. Identify and research potential ***customer information*** for business ideas 1.6. Identify and take into account financial, business and technical skills available when researching business opportunities
2. Identify market needs	2.1. Collect information regarding market size and potential from appropriate sources 2.2. Investigate market trends and developments to identify market needs relative to business ideas 2.3. Gather market information from ***primary and secondary sources*** to identify possible market needs in relation to business ideas 2.4. Identify ***ethical and cultural requirements*** of the market and their impact on business ideas 2.5. Identify ***new and emerging markets*** and document their features 2.6. Identify and organise information on expected market growth or decline and associated risk factors
3. Investigate factors affecting the market	3.1. Identify projected changes in population, economic activity and the labour force that may affect business ideas 3.2. Identify movements in prices and projected changes in availability of resources 3.3. Review ***trends and developments*** and identify their potential impact on business ideas

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify market trends and developments, and to assess their impact on products and services • communication skills to request information from diverse sources • lateral thinking skills to generate ideas for potential businesses • literacy skills to interpret business and market information • numeracy skills to analyse data to aid business/market research • research skills to investigate market needs.
Required knowledge
• ethical and cultural requirements • research methods and data collection tools • sources of business and market information.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough investigation of business opportunities and ideas • clearly identified products/services and customer information for each business idea • thorough collection and analysis of market information and associated factors relating to business ideas • knowledge of ethical and cultural requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence relating to the development of the candidate's own business idea • review of report on an existing micro or small business known to the candidate • oral or written questioning to assess knowledge of research methods and data collection tools • review of market information gathered to identify possible market needs in relation to business ideas • assessment of reviewof trends and developments and their potential impact on business ideas.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Business ideas may be influenced by:	• amount and type of finance available • cultural, family and/or community expectations • expected financial viability • finance required • lifestyle sought • number and type of competitors • returns expected or required by owner • skills of owner/operator
Appropriate sources may include:	• Aboriginal and cultural councils and incorporated bodies • accountants • Australian Bureau of Statistics • business advisory services • business brokers • business consultants • business incubators • business mentors and peers • current affairs • databases • financial institutions • government agencies set up to provide and assist business development for example Indigenous Business Australia (IBA), Business Entry Point (www.business.gov.au) • industry/trade associations • internet • lawyers and providers of legal advice • local councils • friends, family and community • market research publications • national and international publications • online gateways • role models and other successful businesses

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RANGE STATEMENT	
	• training providers
Customer information may include:	• customer characteristics • marketing issues to meet needs • specialised needs of customers
Primary sources may include:	• group interviews • market testing a segment of the market • interviews (face-to-face and telephone) • observation • questionnaires • samples • surveys
Secondary sources may include:	• chambers of commerce data • data held by research and industry specific organisations • polls published by advertising and media companies • published government statistics • university databases

Ethical and cultural requirements may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	  • government policies and guidelines
	  • societal expectations
	  • social responsibilities, for example protection of children, environmental issues

New and emerging markets may include:	• e-commerce • export market • niche or segment of the market not currently penetrated
Trends and developments may include:	• changes in technology • demographic trends • ecological/environmental trends • economic trends (local, regional, national, international) • government activities, fro example interest rates, deregulation • industrial trends • social and cultural factors

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB303A Organise finances for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to investigate the financial capacity to enter into a micro business, to determine the projected cash flow, to source finances and to monitor the profitability of the business. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ascertain own financial position and the ability to provide capital/equity for the business	1.1. Realistically detail ***personal***, ***family or community financial situation*** in terms of funds available and commitments already incurred 1.2. Determine equity finance and assets available for micro business from personal, family or community sources
2. Determine projected cash flow for the business	2.1. Determine the level of forecast business activity over a year and the business mix 2.2. Estimate ***establishment costs*** for the business and repayment schedule for borrowings 2.3. Calculate the monthly variable and fixed costs needed to conduct business activity over a year 2.4. Estimate personal drawings needed to be taken from the business 2.5. Estimate the monthly income generated by the business for a year based on price per unit item or hourly charge rate for labour 2.6. Develop a cash flow budget for the first year of business operation 2.7. Seek ***professional advice*** to estimate goods and services tax and operating finance required for the business
3. Source the required funds to establish the business	3.1. Estimate required funding to establish and run the business based on expected sales and activity levels, available finances and commitments 3.2. Investigate methods of accessing alternative ***sources of finance*** 3.3. Identify strategies for meeting financial obligations 3.4. Implement plans to access available funds as required
4. Monitor profitability of the business	4.1. Maintain and review monthly expenditure and income records 4.2. Compare equity at beginning and end of a year to estimate business performance 4.3. Assess the ***financial viability*** of the business after a year of operation 4.4. Seek professional advice on depreciation, insurance and tax implications of the business

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to determine the viability of the business • literacy skills to interpret financial reports and to complete relevant forms requested by financial bodies • numeracy skills to calculate basic revenue and expense forecasts, and to estimate the funding needed to establish and run the business • research skills to source financial information.
Required knowledge
• basic budgeting • basic costing for the business • financial commitments and requirements • financial reports and terminology • methods and relative costs of obtaining finance • own financial position • sources of advice and assistance.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • investigation of own financial position and needs • investigation of projected cash flow for the business • estimation of the funding needed to establish and operate the business • assessment of the financial viability of the business • knowledge of basic budgeting.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • problem-solving scenario which requires candidate to assess the financial viability of a proposed micro business in candidate's geographical location; the scenario should include opportunities for the candidate to calculate expenses and commitments against expected income • oral or written questioning to assess knowledge of financial reports and terminology • review of estimated establishmentcosts for the business and repayment schedule for borrowings • review of plans implemented to access available funds.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal • BSBSMB304A Determine resource requirements for the micro business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Personal, ***family or community financial situation*** may include:	• education and other expenses • equity available through capital, savings and assets • existing loan repayments and/or other debt repayments • family, community or cultural commitments and obligations • living expenses such as rent, food, clothing for self and family
Establishment costs may include:	• capital equipment • insurance costs • purchase price • start-up costs
Professional advice may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • online gateways • mentors

Sources of finance may include:	• banks and/or other finance providers
	• business finance
	• family or community equity
	• family or community loans/resources
	• government grants and other sources
	• personal equity
	  • private capital
	  • royalties
	  • venture capital

Financial viability may include:	• return on capital • return on labour

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB304A Determine resource requirements for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine the resource requirements of the micro business and to source these resources. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the resources needed in the business	1.1. Use the business profile to determine the ***types of resources*** that may be required in the business 1.2. Gather ***information regarding resource requirements***, from appropriate sources 1.3. Determine resource quantities in accordance with business activity levels and financial position
2. Select appropriate sources for resources required in the business	2.1. Investigate different ***options for acquiring resources*** needed in the business in terms of business profile and stakeholder needs 2.2. Determine reliability, risks and costs associated with these options in line with business projections 2.3. Determine ease of access to sources of service and support 2.4. Select suitable options as investigated 2.5. Establish relationships with suppliers and other key people
3. Prepare for the use of resources in the business	3.1. Design ***procedures and systems*** to allow for the effective and efficient introduction, use and maintenance of resources 3.2. Negotiate and review arrangements for supply of resources to ensure the business profile is met 3.3. Design procedures for monitoring the use of resources 3.4. Develop procedures for the maintenance, support, repair and replacement of business machinery, equipment and software

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to negotiate contracts; to make initial and to maintain ongoing, contact with suppliers; to explain processes/procedures to contractors or employees (where relevant)
- literacy skills to produce simple instructions for a particular routine task
- numeracy skills to calculate resource/equipment expenditure
- research skills to investigate the resources needed for the business and options for acquiring them
- technology skills to select and use technology appropriate to a task.

Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity, industrial relations and anti discrimination
- functions of a range of business equipment and machinery (including information technology/communications systems and software)
- organisation's business profile and structure
- procedures and systems for the use of and routine maintenance of resources
- types of resources that would be required as per the business profile.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of types of resources required by the business • determining appropriate resource levels in line with business profile and desired profit • selecting options for resource acquisition suited to the business and financial position • developing procedures and systems to allow for the efficient and effective installation, use and maintenance of resources.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or audio-visual presentation of a case study requiring the candidate to determine resources needed to operate a specific micro business in a field and location relevant to the candidate • portfolio of evidence including identified and required resources, and options for their acquisition • oral or written questioning to assess knowledge of relevant legislation from all levels of government that affects small business operation • review of resource quantities determined • review of procedures developed for the maintenance, support, repair and replacement of business machinery, equipment and software.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• BSBSMB302A Develop a micro business proposal • BSBSMB303A Organise finances for the micro business • BSBSMB306A Plan a home-based business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Types of resources may include:	• consumables • equipment • facilities • human resources • machinery • materials • software • vehicles
Information regarding resource requirements includes:	• costs • delivery • set up

Options for acquiring resources may include:	• hiring
	• leasing
	  • outsourcing
	  • purchasing

Procedures and systems may include:	• budgeting limits and approval process • delivery and receipt of stock and materials • developing and monitoring resource contracts • installation and support for IT/communications equipment and software • installation of machinery and equipment • maintenance and repair of machinery and equipment • ordering of stock and materials • recruitment, induction and supervision of personnel (employees or contractors) • storage of stock and materials

Unit Sector(s)

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Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to outline the regulatory, taxation and insurance compliance requirements of a micro business; and to source advice and specialist services to assist business owners/managers in satisfying these requirements and needs. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the regulatory, taxation and insurance requirements of the business	1.1. Identify ***regulatory***, ***taxation and insurance requirements*** that might be relevant to the operation of the business 1.2. Gather ***information*** that assists in interpreting and explaining the regulatory, taxation and insurance requirements 1.3. Investigate the relationships between legislation, regulations, codes of practice, associated standards and written material to determine compliance requirements of the business
2. Develop procedures to ensure compliance and risk minimisation	2.1. Identify business advisers and other sources of assistance relevant to compliance requirements and type of business 2.2. Explain to advisers business type and operations, covering the full scope of the business 2.3. Clarify and confirm compliance requirements and risk minimisation needs with advisers 2.4. Establish ***sources of advice and specialist services*** for regulatory, taxation and insurance compliance 2.5. Review advice and procedures against the compliance requirements and their appropriateness for the business
3. Implement compliance procedures	3.1. Implement procedures within the guidelines provided 3.2. Take action to ensure that the business complies with the relevant taxation and business registration requirements, legislation, regulations, codes of practice and associated standards 3.3. Arrange appropriate insurance cover for the business

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question and seek clarification from advisers on regulatory, taxation or insurance matters • literacy skills to interpret relevant regulatory, taxation and insurance information • research skills to investigate compliance requirements.
Required knowledge
• business registration and licensing requirements • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • nature of legal responsibility • relevant industry codes of practice • relevant OHS responsibilities and procedures • sources of advice and specialist services • sources of information about regulatory, taxation and insurance requirements and issues • taxation requirements.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification of regulatory, taxation and insurance compliance requirements and risk minimisation needs of the business • identification of sources of advice on compliance and risk minimisation procedures for the business • development and review of procedures for compliance and risk minimisation (with assistance from advisers) • knowledge of legislative requirements affecting business operation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or audio-visual presentation of a case study of a micro business in similar field and location as candidate's proposal • portfolio of evidence including identification of relevant compliance and risk minimisation needs for the micro business, and development of risk minimisation and compliance procedures (with assistance from advisers) • review of implementation of procedures • review of insurance cover arranged for the business.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Regulatory, ***taxation and insurance requirements*** may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as: • Acts and regulations • industry and OHS codes of practice • business registrations and licences • planning and other permissions • environmental legislation • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care • equal employment opportunity (EEO) and anti-discrimination legislation • anti-competition regulations
Information gathered may include:	• government agencies • industry associations • internet • written material
Taxation requirements may include:	• Australian Business Number • Business Activity Statement and goods and services tax (GST) returns • GST registration • PAYG and withholding arrangements • tax file number
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation, contractual obligations or as recommended for

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RANGE STATEMENT	
	the industry/type of business

Sources of advice and specialist services may include:	• accountants
	  • business advisers
	  • financial planners and insurance brokers
	  • funding bodies
	  • government agencies (for example, Indigenous Business Australia, Office of Aboriginal Economic Development)
	  • industry/trade associations
	  • insurance brokers
	• lawyers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB306A Plan a home based business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to examine the issues around establishing a business in a home and to plan the workplace within a home environment. Specific legal requirements apply to the management of a small or micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine the viability of basing a business in a home environment	1.1. Identify ***activities*** that will be undertaken by the business and what facilities and workspace are needed 1.2. Identify what ***licences***, ***permits***, ***regulations or restrictions*** apply to operating a home-based business 1.3. Identify the availability of ***services and infrastructure*** to support the business 1.4. Calculate the costs of suitable ***fittings and equipment*** for the business and any modifications required to existing facilities and infrastructure in the home 1.5. Determine access requirements of clients or delivery vehicles to the business premises 1.6. Identify insurance requirements for operation of the business in the home
2. Plan the workplace in a home environment	2.1. Prepare a floor plan or layout that meets the needs of the business and the home occupants 2.2. Prepare any concept plans for modifications to buildings or structures in accordance with local government requirements 2.3. Obtain ***approvals*** from relevant authorities 2.4. Identify occupational health and safety (OHS) issues and develop ***procedures*** to eliminate or minimise any risks 2.5. Design the workplace to provide appropriate ***client access and facilities*** while retaining privacy for home occupants 2.6. Allocate adequate and secure space for business machinery, equipment and storage of materials
3. Minimise potential sources of conflict	3.1. Identify possible ***sources of conflict*** with neighbours or home occupants 3.2. Develop ***protocols*** for home occupants, visitors and clients to enable the business to successfully operate in the home environment 3.3. Prepare a work schedule that identifies ***business and personal activities*** 3.4. Establish contingency plans for ***unanticipated events***

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify restrictions and approvals; to negotiate with neighbours, home occupants, trades people and suppliers; to formulate questions to obtain quotes • literacy skills to understand and complete any relevant forms relating to a home-based business • research skills to locate and access sources of information relating to restrictions/approvals for a home-based business.
Required knowledge
• aspects of the business being proposed • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues • constraints of home-based businesses • relevant services and infrastructure available.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification of why the particular business is best established in the home • identification and selection of useful strategies in planning the set up of a home-based business • knowledge of constraints of home-based businesses.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a home-based business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including floor layout and quotes for work • oral or written questioning to assess knowledge of relevant legislation • review of access requirements determined for clients or delivery vehicles to the business premises • review of protocols developed for home occupants, visitors and clients • analysis of contingency plans established for unanticipated events.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal • BSBSMB304A Determine resource requirements for the micro business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Activities may include:	• any products produced by the business • if the business includes only one aspect of a process • if the business is an adjunct to something else
Licences, ***permits***, ***regulations or restrictions*** may include:	• funding agency restrictions • local government regulations • state/territory government environmental regulations/restrictions
Services and infrastructure may include:	• disability access • gas • mobile phone coverage • phone/internet access • postal services • power • supply of materials and packaging • vehicle access • water
Fittings and equipment may include:	• furniture desk, chairs, work benches • hardware/software • storage for example shelving, cabinets/freezers/machinery, shed
Approvals may be needed from:	• body corporate (if rented unit) or owner (if the house is rented) • public liability/WorkCover
Procedures may include:	• verbal instructions • visual images • written signs
Client access and facilities may include:	• dedicated area for consultation with clients/staff and /or display area • entry • parking • signage

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RANGE STATEMENT	
	• toilets
Sources of conflict may include:	• changes in home occupants' needs for space • noise • parking • waste
Protocols may include:	• informal understandings • verbal instructions
Business and personal activities may include:	• community and family responsibilities • personal networking/mentoring
Unanticipated events may include:	• attendance at events (community, family conferences, training) • personal and/or family illness

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB307A Set up information and communications technology for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish information and communications technology needs relevant to a home based business. It focuses on dealing with routine installation, operation and malfunctions of commonly used technology only; it is not a specialist information technology unit. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine information and communications technology requirements	1.1. Identify the full range of ***hardware and software requirements*** relevant to the anticipated start-up level of business and available space 1.2. Determine and decide on the type of ***internet connection*** needed to fulfil business requirements 1.3. Identify suitable suppliers of hardware and software and appropriate ***support services*** 1.4. Compare and analyse pricing and payment options to determine the most suitable information and communications technology goods and services for the business
2. Install hardware and software products	2.1. Determine suitable location for hardware, taking into account ***occupational health and safety*** (***OHS***) ***and environmental considerations*** 2.2. Follow set up instructions for hardware in accordance with ***manufacturers' specifications*** 2.3. Follow instructions on installation for all software applications and upgrades 2.4. Install and test the ***connection device*** in accordance with vendor instructions
3. Trouble shoot/resolve common malfunctions	3.1. Define the problem to be resolved 3.2. Identify support services for ***common malfunctions*** 3.3. Follow instructions for resolving common malfunctions 3.4. Test device to ensure the malfunction is resolved

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clearly and succinctly identify the problem with the technology and to negotiate with support service personnel and vendors • literacy skills to locate and understand key information in warranty and support services documents and to compare varying plans for internet service provision • numeracy skills to compare prices for similar technology • problem-solving skills to follow and act on verbal, written and/or diagrammatic instructions in relation to installing hardware/software and resolving routine malfunctions • technology skills to operate a personal computer.
Required knowledge
• basic computer vocabulary required to identify the problem areas for support • characteristics and compatibility of hardware and software • OHS procedures for electrical equipment • current, relevant software packages for work requirements • technology security requirements.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • following oral and written/diagrammatic instructions to install hardware and software • identifying and selecting appropriate hardware/software • identifying and resolving common malfunctions • knowledge of technology security requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of practical skills such as connecting hardware following diagrammatic/written instructions • portfolio of evidence including analysis of information and communications technology systems, their costs and proposed selected system • oral or written questioning to assess knowledge of resolving malfunctions of commonly used technology • review of location determined for hardware.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU101A Operate a personal computer • BSBSMB306A Plan a home-based business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Hardware and software requirements may include:	• computers (desktop, notebook), monitor, keyboard • current relevant software applications (for example MS Word, MS Excel) • data protection including backing up files • facsimile machine • photocopier • photographic equipment (to photograph goods for selling on the internet) • security requirements such as anti-virus software, password, pin • telephone, mobile
Internet connection may include:	• broadband, wireless, dial-up, cable, satellite (depending on availability in the area) • configuration of email address (for example web address versus free address) • internet service provider
Support services may include:	• informal networks and mentors • manuals, books, journals • manufacturers' specifications • online help • professional support service personnel • training programs, tutorials • vendor help desk for software and hardware; internet service provider help desk support
Occupational health and safety and environmental considerations may include:	• disposal of redundant hardware and consumables • ergonomics • lighting • placement of extension chords • placement of hardware in terms of potential fire hazard and location of appropriate fire extinguisher

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RANGE STATEMENT	
	• ventilation
Manufacturers' specifications may include:	• diagrammatic instructions • written instructions
Connection device may include:	• asymmetric digital subscriber line (ADSL) • cable modem • modem
Common malfunctions may include:	• cannot access the internet/email • computer screen freezes • printer paper jam

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1. Identify and research possible ***options for the business legal structure*** using ***appropriate sources*** 1.2. Determine ***legislation and regulatory requirements*** affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the ***legal rights and responsibilities*** of the business are identified and the business is adequately protected, specifically in relation to ***occupational health and safety*** (***OHS***), business registration and environmental requirements 2.2. Identify ***taxation principles and requirements*** relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain ***legal documents*** and maintain and update relevant ***records*** to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine ***procurement rights*** and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including ***contracts with relevant people***, as required, in accordance with the business plan 3.4. Identify ***insurance requirements*** and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, reporting, record keeping and consultation skills to operate the business • literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information • research skills to investigate legal structures, and taxation and insurance requirements • time management skills to prioritise tasks and to meet key dates.
Required knowledge
• business registration and licensing requirements • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation • creation and termination of relevant legal contracts • cultural differences and legal implications • duty of care imposed by Law of Torts • legal rights and obligations of alternative ownership structures • record keeping to meet minimum legal and taxation requirements • relevant consumer legislation • relevant industry codes of practice • relevant insurance requirements and products.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts • interpreting compliance data and formulating appropriate action • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including contracts negotiated and arranged • oral or written questioning to assess knowledge of relevant consumer legislation • review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements • review of insurance cover acquired.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Options for the business legal structure may include:	• company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
Options for the business legal structure may be influenced by:	• confidentiality • contractual requirements • family/community/cultural expectations • ownership transfer • partnership considerations • preferences of owners/stakeholders • protection of stakeholders and assets • requirements of financial backers • superannuation • taxation
Appropriate sources may include:	• business advisers • financial planners • government agencies • industry/trade associations • mentors • professional advisers (e.g. solicitors, accountants)

Legislation and regulatory requirements may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
	  • relevant Acts and regulations
	  • industry and OHS codes of practice
	  • business registrations and licences

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RANGE STATEMENT	
	• planning and other permissions • environmental legislation • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations
Legal rights and responsibilities may include:	• culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
Occupational health and safety and requirements must include:	• complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
Taxation principles and requirements may include:	• relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and withholding arrangements
Legal documents may include:	• appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)

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RANGE STATEMENT	
Records may include:	• environmental • financial • OHS • personnel • taxation
OHS records may include:	• accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	• any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	• any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation, contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan 1.2. Evaluate the customer base and target market for the small business as a basis for the ***marketing objectives and strategies*** 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with ***relevant people*** and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit 2.2. Evaluate the costs and benefits of using different ***distribution channels*** and/or providing different ***levels of customer service*** and consider the results in determining the ***marketing mix*** 2.3. Determine promotional activities to suit the target market 2.4. Consider customer needs and preferences in determining the marketing mix 2.5. Determine the marketing mix according to market and business needs
3. Implement marketing strategies	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success of marketing strategies 3.2. Plan and implement ***promotional activities***, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse ***performance gaps*** and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse ***customer reaction*** to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and

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ELEMENT	PERFORMANCE CRITERIA
	improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question, clarify and report • literacy and numeracy skills to research information, to analyse data and to interpret market data.
Required knowledge
• industry market trends • methods of analysing costs and benefits of marketing strategies • methods of developing marketing objectives and marketing mix • methods of monitoring customer satisfaction • relevant market analysis and research • relevant marketing concepts and methods.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan • implementing and monitoring the marketing strategy/plan to optimise the chances of small business success • knowledge of relevant marketing concepts and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including marketing strategy and monitoring of marketing performance • oral or written questioning to assess knowledge of industry market trends • review of analysis of performance gaps and corrective action taken or new targets set • review of promotional activities implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB404A Undertake small business planning.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Marketing objectives and strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Relevant people may include:	• accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
Distribution channels may include:	• dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
Levels of customer service may include:	• after sales service • one-on-one personal service • sales assistance for problems/queries only
Marketing mix may include:	• distribution • level of service • pricing

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RANGE STATEMENT	
	• promotion • quality, range • safety features • technical features, design
Promotional activities may include:	• advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
Performance gaps may include:	• over achievement of performance targets • under achievement of performance targets
Customer reaction may be determined through:	• customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB405A Monitor and manage small business operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop OPERATIONAL STRATEGIES AND PROCEDURES	1.1. Develop an action plan to provide a clear and coherent direction, in accordance with the ***business goals and objectives*** 1.2. Identify ***occupational health and safety*** (***OHS***) ***and environmental issues*** and implement strategies to minimise risk factors 1.3. Develop a ***quality system*** for the business in line with industry standards, compliance requirements and cultural criteria 1.4. Develop performance measures and ***operational targets*** to conform with the business plan 1.5. Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1. Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2. Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3. Maintain staffing requirements, where applicable, within budget to maximise productivity 2.4. Carry out the provision of goods/services in accordance with established legal, ethical cultural and ***technical standards*** 2.5. Provide goods/services in accordance with time, cost and quality specifications, and customer requirements 2.6. Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1. Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives 3.2. Review systems and structures, with a view to more effectively supporting business performance 3.3. Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1. Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2. Clearly record proposed changes to aid future planning and evaluation 4.3. Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to develop criteria and targets for the business plan • communication skills to question, clarify and report • literacy skills to interpret legal requirements, company policies and procedures • numeracy skills to manage performance information and to control the finances • technology skills to use relevant business equipment.
Required knowledge
• methods for developing and maintaining networks • methods for implementing operation and revenue control systems • methods for monitoring performance and implementing improvements • OHS responsibilities and procedures for managing hazards • principles of risk management relevant to the business, including risk assessment • quality system principles and methods • relevant industry codes of practice • relevant marketing, sales and financial concepts • relevant performance measures • role of innovation • systems to manage staff, stock, expenditure, services and customer service • technical or specialist skills relevant to the business operation.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing strategies and procedures to successfully manage the operation of the business • making appropriate adjustments to the business operations as required • knowledge of quality system principles and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including operational strategies and procedures • oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment • review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system) • review of records proposing changes to the business operations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB406A Manage small business finances • BSBSMB407A Manage a small team.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Operational strategies and procedures may be determined by:	• business premises (size, location, layout) • financial control systems and procedures • management and administrative systems and procedures • methods/techniques/technology • physical and natural resources • plant and equipment , including OHS requirements • premises, plant and equipment, which may be new or previously owned • purchase (sole or shared ownership) or leasing • raw materials • requirements, which may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business • technology • use of existing, new and emerging technologies including e-commerce
Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety and environmental issues must include:	• controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors

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RANGE STATEMENT	
	• establishment and maintenance of procedures for assessing and controlling risks • establishment and maintenance of procedures for identifying risks to health and safety • waste and by-products
Quality system may include:	• manual or computer quality control systems • quality assurance/management approaches • random inspections and assessments of goods and services against predetermined standards • random inspections and assessments of processes against predetermined standards • random sampling and follow-up of customers
Operational targets may include:	• external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • staffing level and skills mix • targets, which may be short-, medium- or long-term
Technical standards may include:	• current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

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Co-requisite units

Co-requisite units		

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BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	1.1. Identify ***financial information*** requirements and obtain ***specialist services***, as required, to profitably operate and extend the business in accordance with the business plan 1.2. Produce financial budgets/projections, including ***cash flow*** estimates, as required for each forward period, and distribute to ***relevant people*** in accordance with legal requirements 1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of ***financial backers*** 1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5. Develop, monitor and maintain client ***credit policies***, including contingencies for debtors in default, to maximise cash flow 1.6. Select key performance indicators to enable ongoing monitoring of financial performance 1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the extent to which the ***financial plan*** has been met 2.2. Monitor marketing and operational strategies for their effects on the financial plan 2.3. Calculate and evaluate ***financial ratios*** according to own/industry benchmarks 2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to negotiate capital and to report on performance
- literacy skills to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- benchmarking
- financial decision making relevant to the business
- financial indicators
- purpose of financial reports
- preparation and interpretation of budget/actual reports
- principles for preparation of balance sheets and their interpretation
- principles for preparation of profit and loss statements and their interpretation
- stock records/stock control relevant to the business.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:	• accrual of staff leave/entitlements
	• asset management strategies which may include:
	  • owning, leasing, sharing, syndicating
	  • maintaining and deploying assets
	• asset registers
	• balance sheets
	• bookkeeping/accounting/stock/job costing records

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RANGE STATEMENT	
	• business activity statements • business capital • cash book • cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
Specialist services may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
Cash flow may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Relevant people may include:	• family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
Credit policies may include:	• collateral • credit limits • credit references

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RANGE STATEMENT	
	• debt collection • payment options • proof of Indigenous identity • trading terms
Financial ratios may include:	• current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

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Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define ***scope*** of sustainability policy 1.2. Gather information from a range of ***sources*** to plan and develop policy 1.3. Identify and consult ***stakeholders*** as a key component of the policy development process 1.4. Include appropriate ***strategies*** in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience

Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational polices, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both

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EVIDENCE GUIDE	
	formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic

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EVIDENCE GUIDE	
	plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Scope of workplace sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ecological foot printing
	  • Energy Efficiency Opportunities Bill 2005l
	  • Global Reporting Initiative
	  • green office program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting
	• integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
	• investigating particular business and market context of the industry/organisation
	• meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry

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RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.

Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • regulators
	  • suppliers
	• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1. Select appropriate ***technology*** and ***software applications*** to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to ***organisational requirements*** and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate ***input devices*** according to organisational requirements 2.3. ***Store data*** appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used ***technology consumables*** in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange ***routine maintenance*** to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3. ***Identify equipment faults*** accurately and take action in accordance with manufacturer's instructions or report fault to designated person

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions
- communication skills to request advice, to receive feedback and to work with a team
- problem-solving skills to solve routine technology problems.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
- ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • IT use units • other industry capability units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Technology may include:	• computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
Software applications may include:	• email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organisational requirements may include:	• correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Storage of data may include:	• appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems

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RANGE STATEMENT	
Technology consumables may include:	• back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance may include:	• in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
Identifying equipment faults may include:	• checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBWOR401A Establish effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and team members. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect, analyse and communicate information and ideas	1.1. Collect relevant ***information*** from appropriate sources and analyse and share with the work team to improve work performance 1.2. Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs 1.3. Implement ***consultation processes*** to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4. Seek and value contributions from internal and external sources in developing and refining new ideas and approaches 1.5. Implement ***processes*** to ensure that issues raised are resolved promptly or referred to ***relevant personnel*** as required
2. Develop trust and confidence	2.1. Treat all internal and external contacts with integrity, respect and empathy 2.2. Use the ***organisation's social***, ***ethical and business standards*** to develop and maintain effective relationships 2.3. Gain and maintain the trust and confidence of ***colleagues***, ***customers and suppliers*** through competent performance 2.4. Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5. Encourage other members of the work team to follow examples set, according to ***organisation's policies and procedures***
3. Develop and maintain networks and relationships	3.1. Use ***networks*** to identify and build relationships 3.2. Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1. Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2. Guide and support colleagues to resolve work difficulties 4.3. Regularly review and improve ***workplace outcomes***

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ELEMENT	PERFORMANCE CRITERIA
	in consultation with relevant personnel 4.4. Manage ***poor work performance*** within the organisation's processes 4.5. Manage conflict constructively within the organisation's processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• coaching and mentoring skills to provide support to colleagues
• literacy skills to research, analyse, interpret and report information
• relationship management and communication skills to:
  • deal with people openly and fairly
  • forge effective relationships with internal and/or external people, and to develop and maintain these networks
  • gain the trust and confidence of colleagues
  • respond to unexpected demands from a range of people
  • use supportive and consultative processes effectively.

Required knowledge

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), and environmental issues, equal opportunity, industrial relations and anti-discrimination
• theory associated with managing work relationships to achieve planned outcomes:
  • developing trust and confidence
  • maintaining consistent behaviour in work relationships
  • understanding the cultural and social environment
  • identifying and assessing interpersonal styles
  • establishing, building and maintaining networks
  • identifying and resolving problems
  • resolving conflict
  • managing poor work performance
  • monitoring, analysing and introducing ways to improve work relationships.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • range of methods and techniques for communicating information and ideas to a range of stakeholders • range of methods and techniques for developing positive work relationships that build trust and confidence in the team • accessing and analysing information to achieve planned outcomes • techniques for resolving problems and conflicts and dealing with poor performance • knowledge of the theory associated with managing work relationships to achieve planned outcomes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of techniques in managing poor performance and communicating effectively • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of relevant legislation • review of consultation processesimplemented to encourage employees to contribute to issues related to their work • review of documentation outlining reviewing ofworkplace outcomes.
Guidance information for	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
assessment	for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Information may include:	• data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
	  • archived, filed and historical background data
	  • individual and team performance data
	  • marketing and customer related data
	  • planning and organisational documents including the outcomes of continuous improvement and quality assurance
	  • policies and procedures

Consultation processes may include:	• feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunities for all employees to contribute to ideas and information about organisational issues
Processes to ensure that issues raised are resolved promptly or referred may include:	• conducting informal meetings • coordinating surveys or questionnaires • distributing newsletters or reports • exchanging informal dialogue with relevant personnel • participating in planned organisational activities
Relevant personnel may include:	• managers • OHS committee and other people with specialist responsibilities • other employees • supervisors • union representatives/groups
Organisation's social, ***ethical and business standards*** may refer to:	• implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider

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RANGE STATEMENT	

	community
	• rewards and recognition for high performing staff
	• standards expressed in legislation and regulations such as anti-discrimination legislation
	• written standards such as those expressed in:
	  • code of workplace conduct/behaviour
	  • dress code
	  • policies
	  • statement of workplace values
	  • vision and mission statements

Colleagues, ***customers and suppliers*** may include:	• both internal and external contacts • employees at the same level and more senior managers • people from a wide variety of social, cultural and ethnic backgrounds • team members
Organisation's policies and procedures may refer to:	• Materials Safety Data Sheets • organisational tasks and activities undertaken to meet performance outcomes • sets of accepted actions approved by the organisation • Standard Operating Procedures
Networks may be:	• established structures or unstructured arrangements and may include business or professional associations • informal or formal and with individuals or groups • internal and/or external
Workplace outcomes may include:	• OHS processes and procedures • performance of the work team
Poor work performance may refer to:	• individual team members • organisation as a whole • self • whole work team

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan to achieve team outcomes	1.1. Identify, establish and document ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** in ***consultation*** with team members 1.2. Support team members in meeting expected outcomes
2. Develop team cohesion	2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2. Encourage and support team members to take ***responsibility for own work*** and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward individual and team efforts and contributions 2.4. Recognise and address issues, concerns and problems identified by team members or refer to ***relevant persons*** as required
3. Participate in and facilitate work team	3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2. Give the team support to identify and resolve problems which impede its performance 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1. Maintain open ***communication*** with ***line manager***/***management*** at all times 4.2. Communicate information from line manager/management to the team 4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - boost team morale
  - deal with team conflict
  - deliver messages from management
  - facilitate discussion
  - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
  - delegation and work allocation
  - goal setting
  - group dynamics and processes
  - individual behaviour and difference
  - leadership
  - motivation
  - negotiation
  - planning.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met • techniques in communicating information, dealing with team conflict and resolving issues • knowledge of organisational goals, objectives and plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in working with team dynamics • observation of performance in role plays • oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes • evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team • review of feedback provided to team members • review of teamwork plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline

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EVIDENCE GUIDE	
	Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
Consultation may include:	• attending meetings, interviews, brainstorming sessions • using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
Responsibility for own work may involve:	• individual and joint actions • individuals and teams
Feedback may refer to:	• formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
Relevant persons may include:	• colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
Communication may include:	• face-to-face • formal/informal interaction

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RANGE STATEMENT	
	• verbal, written or electronic communication
Line manager*/*management may refer to:	• direct superior or other management representatives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBWOR403A Manage stress in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own stress and the stress of others stress in a team environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to the understanding and management of own stress and team stress in the workplace. Competence in this unit requires managing own stress and managing the stress within a team by using effective strategies and initiatives to reduce stress and to improve the resilience of staff to withstand the stresses associated with a customer contact environment. This will require application of sound occupational health and safety (OHS) management in accordance with legislation and organisational policies and guidelines. This role is undertaken by staff with managerial responsibility.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and implement personal stress management strategy	1.1. Recognise ***signs and sources of stress*** 1.2. Use appropriate techniques to manage own stress 1.3. Maintain personal stamina and resilience 1.4. Maintain personal work/life balance 1.5. Become a role model in managing stress and time
2. Develop stress management strategies and techniques within a team	2.1. Analyse and understand potential ***sources of fatigue*** and stress in the work environment 2.2. Develop an understanding of a range of ***stress management techniques*** within a team 2.3. Develop techniques to support the achievement of ***key performance indicators*** (***KPIs***) ***and priorities*** 2.4. Encourage team members to support each other in managing stress 2.5. Adopt strategies to effectively reduce, manage and deal with stress within a team 2.6. Adopt ***stamina management strategies*** to maximise performance 2.7. Develop techniques to assist team members to recover effectively from a ***stressful or difficult situation***
3. Implement stress management techniques within a team	3.1. Adopt work routine and procedural strategies to minimise stress and fatigue within a team 3.2. Use appropriate ***time management tools and techniques*** 3.3. Develop individual/group training and development program as required 3.4. Use team meetings and other opportunities to discuss stress management techniques and to coach staff in using these techniques 3.5. Regularly evaluate tools, techniques and strategies 3.6. Develop team awareness of sources of internal and external support
4. Develop team and morale building strategies	4.1. Develop a strategy to engage and develop team members 4.2. Develop a communication strategy within a team 4.3. Manage and use team meetings effectively 4.4. Develop a supportive and responsive team environment 4.5. Delegate effectively to further empower and

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ELEMENT	PERFORMANCE CRITERIA
	motivate team members
5. Monitor and address stress levels within a team	5.1. Monitor individual staff performance against performance requirements 5.2. Conduct regular staff reviews to identify variations and difficulties impacting on work requirements 5.3. Monitor and support team members when in stressful situations 5.4. Respond appropriately to behavioural signs of stress among team members 5.5. Monitor work/life balance of team members 5.6. Discuss outcomes and develop action plans with team members as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to give feedback in difficult and tense situations
- communication skills to conduct effective formal and informal meetings and to communicate with personnel at all levels of the organisation
- communication skills to relate to people from diverse backgrounds and people with diverse abilities
- consultation and negotiation skills to establish and implement development plans and actions for team members
- interpersonal skills to establish rapport and to build relationships with team members
- leadership skills to gain the trust and confidence of colleagues and team members
- literacy skills to clearly articulate information, ideas and advice
- organisational skills to manage own tasks within timeframes
- problem-solving skills to creatively and positively address issues that arise
- self-management skills to be an excellent role model for a team
- team building skills to ensure cohesion within a team.

Required knowledge

- behavioural management techniques
- internal and external sources of assistance
- job role priorities and KPIs
- OHS principles and requirements
- signs and sources of existing and potential stress or difficult situations
- stress management and reduction techniques
- time management tools and techniques
- workplace policies and procedures.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • explanation of signs and sources of stress • explanation of job role priorities and KPIs • ability or strategy to recover from stressful contact • work stamina and implementation of work/life management strategies • knowledge of OHS principles and requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace information and data • access to performance management, development plan and training records • access to relevant legislation, standards and guidelines • access to staff feedback and satisfaction survey records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral and/or written questioning to assess knowledge of signs and sources of stress, and time management tools and techniques • direct observation of the candidate effectively managing time and work priorities • oral and /or written questioning of the process for the candidate to work through and recover from a stressful situation with a team member during and after the situation • review and analysis of attendance records • review of development plans and feedback for team members • review of minutes of team meetings.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • relevant management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Signs of stress may include:	• absence from work • conflict • fatigue • lack of self-esteem and confidence • poor work performance • sickness
Sources of stress may include:	• challenging KPIs and/or priorities • complex tasks • difficult customer contact • external factors • inadequate physical environment • interpersonal relationships
Sources of fatigue may include:	• ergonomic factors • excessive overtime • external issues • overload of information • repetitive tasks and/or contacts • shift rostering and hours of work
Stress management techniques may include:	• debriefing with peers and/or line manager • relaxation methods • specific training • stretching and exercises • taking breaks
Key performance indicators (***KPIs***) ***and priorities*** may include:	• adherence to schedule • average handling time • call rates • customer satisfaction feedback • quality assurance requirements • sales targets • targets
Stamina management strategies	• management of personal wellbeing, for example:

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RANGE STATEMENT	
may include:	• breaks • hydration • life balance • meals • recognising fatigue • management of the environment, for example: • climate • ergonomics • noise • management of work, for example: • minimising re-working • sequencing tasks
Stressful or difficult situations may include:	• angry customer • changing regulations and legislation • customer abuse • customer complaint • high number of customer contacts • sensitive customer situations • unreliable technology
Time management tools and techniques may include:	• diarising and/or scheduling tasks and time • organising information • prioritising tasks • self-managing training requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

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Co-requisite units

Co-requisite units		

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BSBWOR404B Develop work priorities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development. It also addresses the requirement to take responsibility for one's own career planning and professional development. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and complete own work schedule	1.1. Prepare ***Workgroup*** plans which reflect consideration of resources, client needs and workgroup targets 1.2. Analyse and incorporate ***Work objectives*** and priorities into personal schedules and responsibilities 1.3. Identify ***Factors affecting the achievement of work objectives*** and establish contingencies and incorporate them into work plans 1.4. Efficiently and effectively use ***Business technology*** to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1. Identify and analysed personal performance through self-assessment and feedback from others on the achievement of work objectives 2.2. Seek and evaluate ***Feedback on performance*** from colleagues and clients in the context of individual and group requirements 2.3. Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Coordinate professional development	3.1. Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities 3.2. Research and identify sources and plan for opportunities for improvement in consultation with colleagues 3.3. Use ***Feedback*** to identify and develop ways to improve competence within available opportunities 3.4. Identify, access and complete ***professional development activities*** to assist career development 3.5. Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to recognise and develop new and necessary skills and knowledge
- literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance
- organising skills to prioritise, manage time and meet deadlines
- problem solving skills to develop contingency plans

Required knowledge

- knowledge of relevant business technology applications to schedule tasks and plan work
- knowledge of techniques to prepare personal plans and establish priorities
- methods to identify and prioritise personal learning needs
- understanding of a range of professional development options
- understanding of methods to elicit, analyse and interpret feedback
- understanding of methods to evaluate own performance

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing and communicating own work plan • scheduling work objectives and tasks to support the achievement of goals • seeking and acting on feedback from clients and colleagues • reviewing own work performance against achievements through self-assessment • accessing learning opportunities to extend own personal work competencies • using business technology to monitor self development.
Context of and specific resources for assessment	Assessment must ensure: • the learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of work and professional development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Workgroup plans may include:	• budgetary plans • production plans • reporting plans • sales plans • team and individual learning goals • team participation • work schedules
Work objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather, etc • personnel • resource and materials availability • technology/equipment breakdowns • unforeseen incidents
Business technology may include:	• computer applications • computers • email and internet/intranet/extranet • facsimile machines • modems • personal schedules • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining comments from clients • obtaining comments from supervisors and

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RANGE STATEMENT	
	colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Professional development activities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • Recognition of Prior Learning • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Unit sector	

ELEMENT	PERFORMANCE CRITERIA

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBWOR501B Manage personal work priorities and professional development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and ***own responsibilities and accountabilities*** 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use ***technology*** efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against ***competency standards*** to determine development needs, priorities and plans 3.2. Seek feedback from employees, ***clients and colleagues*** and use this feedback to identify and develop ways to improve competence 3.3. Identify, evaluate, select and use ***development opportunities*** suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

Required knowledge

- principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - personal development plan
  - personal goal setting
  - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to asses knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary • personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

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Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBWOR502B Ensure team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers and addresses the need for managers to facilitate work teams and to build a positive culture within work teams. The unit takes a systematic and planned approach to developing teams. It includes the soft skills as well as more structured approaches to the management of teams. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish team performance plan	1.1. ***Consult*** team members to establish a common understanding of team purpose, roles, responsibilities and ***accountabilities*** in accordance with organisational goals, plans and objectives 1.2. Develop ***performance plans*** to establish expected ***outcomes***, ***outputs***, ***key performance indicators*** and goals for work team 1.3. ***Support*** team members in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1. Develop ***strategies*** to ensure team members have input into planning, decision making and operational aspects of work team 2.2. Develop ***policies and procedures*** to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3. Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4. Develop ***processes*** to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1. Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2. Support the team in identifying and resolving work performance problems 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all ***stakeholders***
4. Liaise with stakeholders	4.1. Establish and maintain open communication processes with all stakeholders 4.2. Communicate information from ***line manager***/***management*** to the team 4.3. Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4. Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to explain team goals, to address team conflict and to build an environment of trust • planning and organisational skills to keep team on track and focussed on work outcomes.
Required knowledge
• group behaviour • strategies for mentoring and coaching to informally guide and instruct team members • issue resolution • strategies for gaining consensus.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • range of techniques that can be used to build work teams, strengthen communications in the team and resolve issues • methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track • knowledge of group behaviour.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of team building techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • review of performance plans developed for work team • review of policies and procedures developed to ensure team members take responsibility for own work.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Consultation may refer to:	• conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans • mechanisms used to provide feedback to the work team in relation to outcomes of consultation
Accountabilities may refer to:	• responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar • statement of conduct outlining responsibilities/actions/performance
Performance plans may refer to:	• individual performance plans linked to team goals • team plans based on work assignments and responsibilities
Outcomes, ***outputs***, ***key performance indicators*** may refer to agreed:	• changes in work roles and responsibilities • improved individual and team, performance and participation • improvements to systems, operations • measures for monitoring and evaluating the efficiency or effectiveness of systems or services • quality standards and expectations • targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism • targets for training and development
Support may include:	• Coaching • Mentoring • Training and development opportunities • Clarification of roles and expectations

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RANGE STATEMENT	
	• Long term or short term plans • Meetings
Strategies may refer to:	• clarification of roles and expectations • electronic communication devices and processes, such as intranet and email communication systems, to facilitate input • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members in providing input • newsletters and briefings • training and development activities
Policies and procedures may refer to:	• organisational guidelines and systems that govern operational functions • procedures that detail the activities that must be carried out for the completion of actions and tasks • Standard Operating Procedures
Processes may refer to:	• brainstorming options with the team for addressing concerns • creating a matrix of issues and concerns and distributing for comment • discussions with individuals regarding their concerns • distributing drafts for comment with a range of options for resolution of concerns • training and development sessions
Stakeholders may include:	• Board members • business or government contacts • funding bodies • union/employee groups and representatives • work team
Line manager/management may refer to:	• chief executive officer • direct superior • other management representatives

Unit Sector(s)

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Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWRK501A Develop, manage and review campaigns and projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively plan, manage and review union campaigns or projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a sound theoretical knowledge base in unionism and industrial relations who provide leadership to members and staff in the union workplace. The union campaigns and projects may relate to a range of issues such as campaigns to target public opinion, campaigns on industrial issues, or projects to increase membership.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan campaigns and projects	1.1. Undertake research to establish issues and requirements for the ***campaign or project*** 1.2. Establish ***steering committee***, if appropriate, with terms of reference 1.3. Establish and agree upon objectives and outcomes with stakeholders 1.4. Establish and identify decision-makers and points of influence to support the campaign 1.5. Develop and communicate an ***action plan*** 1.6. Identify key indicators, milestones and measures and put evaluation techniques in place to monitor progress 1.7. Disseminate communication and monitoring mechanisms 1.8. Allocate ***resources*** and establish systems for recording and maintaining records
2. Manage campaigns and projects	2.1. Select relevant people to be involved on the basis of interest and suitable skill sets, and clarify roles and responsibilities 2.2. Allocate staff time to undertake work and establish work plans with and for individual staff members 2.3. Implement risk management strategies as required 2.4. Monitor campaign or project against plan, and negotiate and agree on adjustments with relevant people if required 2.5. Develop and support team members 2.6. Provide relevant people with feedback about their performance 2.7. Ensure meetings are convened with steering committee or work team as agreed or required
3. Manage campaign or project budget	3.1. Research cost estimates thoroughly and include contingency allowances 3.2. Prepare budget and gain approval from relevant people 3.3. Monitor expenditure against budget regularly and record accurately in accordance with union requirements 3.4. Negotiate revisions to budget as required
4. Review campaign or	4.1. Review and measure established objectives against

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ELEMENT	PERFORMANCE CRITERIA
project	actual outcomes 4.2. Review budget and consider actual expenditure against allocated expenditure 4.3. Debrief project or campaign and make recommendations for future activities 4.4. Document lessons learned from the campaign or project and store appropriately for future use 4.5. Share reports on outcomes with others who may benefit from the review process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communications skills to work with committee/s, stakeholders and staff • leadership and staff management skills to direct others, to resolve conflict, to motivate staff and to provide feedback • planning and organisational skills to meet time lines, to sequence work and to focus on priorities.
Required knowledge

• relevant regional, national, and international legislation and regulations relating to industrial relations, occupational health and safety, vocational education and training, equal opportunity and discrimination
• financial management, including:
  • how to interpret a budget
  • how to develop a budget
• researched information about employer/s
• SWOT (strengths, weaknesses, opportunities and threats) analysis facing campaign or project
• organising frameworks
• organisational priorities, structure and processes of union/s.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documents that demonstrate evidence of having managed all stages of a real or simulated project or campaign; project or campaign plan, notes from team meetings, budget, project or campaign communications • analysis of outcomes of project or campaign and how it could have been more efficient or effective • knowledge of organising frameworks.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of documents related to a union campaign or project.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of organisational priorities, structure and processes of union/s • review of action plan developed for campaign or project • review of work plans established with and for individual staff members • evaluation of feedback provided to relevant people about their performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other workplace relations units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Campaigns or projects may include:	• activities that can be seen to have concrete outcomes and a defined endpoint, and which require activities that are distinct from normal day-to-day work, for example:
	  • introduce a new membership system
	  • set up a call centre
	  • delegate or staff development
	• campaigns about industry issues
	• campaigns or projects about wages and conditions
	• delegate conference, targeted organising campaigns or projects
	• public awareness or media campaigns or projects

Steering committee may refer to:	• any designated group with authority in relation to the campaign or project • delegates and activists • group of organisers • group of workplace representatives • management committee • members • reference group • sub-committee • workplace organising committee
Action plan will include:	• activities • budgets • communication strategies • resource requirements • risk analysis • strategies • time lines
Resources may include:	• campaign or project staff • contractors or consultants

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RANGE STATEMENT	
	• funds • special tools or equipment • technology

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Workplace Relations

Co-requisite units

Co-requisite units		

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BSBWRT401A Write complex documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan documents	1.1. Determine the ***purposes*** of documents 1.2. Choose ***appropriate formats*** for documents 1.3. Establish ***means of communication*** 1.4. Determine ***requirements of documents*** 1.5. Determine ***categories and logical sequences of data***, ***information and knowledge*** to achieve document objectives 1.6. Develop overview of structure and content of documents
2. Draft text	2.1. Review and organise available data, information and knowledge according to proposed structure and content 2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3. Include graphics as appropriate 2.4. Identify gaps in required data and information, and collect additional material from ***relevant enterprise personnel*** 2.5. Draft text according to document requirements and genre 2.6. Use language appropriate to the audience
3. Prepare final text	3.1. Review draft text to ensure document objectives are achieved and requirements are met 3.2. Check grammar, spelling and style for accuracy and punctuation 3.3. Ensure draft text is approved by ***relevant*** enterprise personnel 3.4. Process text amendments as required
4. Produce document	4.1. Choose basic ***design elements*** for documents appropriate to audience and purpose 4.2. Use word processing software to apply basic design elements to text 4.3. Check documents to ensure all requirements are met

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • production of documents • editing draft text to ensure accuracy and clarity of information • knowledge of enterprise style guide/house style.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documents and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of structure and content of documents • review of draft documents • review of final documents • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU401A Design and develop complex text documents.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purposes of documents may include:	• conveying research findings • documenting policies, procedures and processes • influencing attitudes, opinions, beliefs • meeting legal requirements • meeting other data, information or knowledge needs of an audience • proposing recommendations, options and actions
Appropriate formats for documents may include:	• detailed business letters • emails • instructions and procedures • manuals • publications, leaflets, brochures • reports • speeches and presentations • submissions tender documentation and public notices • website text
Means of communication may include:	• software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates
Requirements of documents may include:	• compliance with genre • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting • file types and sizes for online documents • languages other than English requirements • legal or traditional requirements for the particular document format • organisational policy, procedures and guidelines applying to writing documents, including house style • point numbering systems • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

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RANGE STATEMENT	
	to explain texts • standards for references, footnotes, citations, acknowledgements • time lines, including deadlines • word length • writing styles, including simplicity of English and use of technical language
Categories and logical sequences of data, information and knowledge may include:	• arguments and rebuttals • categories and sequences traditionally used for the particular type of document being prepared • chronological, alphabetical or operating sequences • facts, observations, conclusions and recommendations • illustrative case studies and other examples • linking and summary statements • recommendations and supporting arguments
Relevant enterprise personnel may include:	• colleagues/staff in own workÂ section/ teamÂ members • consultative committees • internal providers of specialist expertise • managers/leaders/coordinators/supervisors • owners • staff in relevant work sections
Design elements may include:	• capitals and underlining • fonts • headings • illustrations, photographs and other illustrative material for design purposes • justification and alignment • lists and tables • logos, branding, organisational identity requirements • margins and paragraph indentation • page shape • page size • templates • use and amount of colour • use and amount of white space

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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CPPDSM3014A Undertake property inspection

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to inspect various types of property for conditions and compliance with approved requirements. It requires the ability to communicate effectively with those involved in the inspection process, and to have a clear understanding of industry and organisational inspection criteria and methods for carrying out and reporting the results of a property inspection.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in inspecting property.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify inspection requirements.	1.1 Purpose and ***type of inspection*** are established from property records according to ***client*** and ***organisational requirements***.
	1.2 ***Inspection processes*** and time lines are negotiated and agreed with ***relevant people*** according to organisational requirements.
	1.3 ***Property documentation*** and ***legislative requirements*** are specified, gathered and reviewed to identify critical aspects requiring inspection.
	1.4 Access arrangements are coordinated with relevant people according to organisational requirements.
2 Inspect property.	2.1 Property is inspected according to industry and organisational requirements, ensuring all relevant aspects of the property are sighted and noted.
	2.2 Inspections are conducted in a reliable manner according to organisational requirements and efficient use of available time and resources.
	2.3 Appropriate ***interpersonal techniques*** are used to access relevant information from ***inspection site*** personnel.
	2.4 Variations in compliance with approved requirements are recognised and noted according to organisational and legislative requirements.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Record and report inspection findings.	3.1 Inspection findings are organised in a format suitable for analysis and dissemination according to client and organisational requirements.
	3.2 Inspection conclusions are supported by ***verifiable evidence*** and are consistent with relevant legislative and organisational requirements.
	3.3 ***Business equipment and technology*** are used to maintain relevant documentation according to applicable OHS, legislative and organisational requirements.
	3.4 Inspection report is distributed to relevant people according to client and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to complete documentation, report findings, interpret written and oral information, and negotiate client requirements and access arrangements
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- observation skills to assess condition of property
- organisational skills to plan and arrange a property inspection and schedule and meet time lines
- technical skills to interpret such things as maps, plans and diagrams.

Required knowledge and understanding:

- basic knowledge of property contracts and administrative requirements
- Building Code of Australia (BCA) requirements
- inspection methods for different property types
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- types of property classes and characteristics.

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of inspecting a property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- conducting and completing a property inspection within agreed timeframes and in compliance with all applicable industry, legal and organisational requirements
- applying effective communication and coordination techniques required to access property and organise inspection
- knowledge of agency practices, ethical standards and legislative requirements associated with property inspections
- complying with established inspection processes, noting variations in approved property requirements, and preparing findings in a report suitable for analysis and dissemination.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy

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capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Type of inspection may be:

- at change of use
- at development stage
- irregular
- periodic

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	• planned • related to a complaint • related to illegal works or usage • statutory.
Client may include:	• agent • building supervisor • government and legal instrument and agency • project manager • property agent • property owner • tenant.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Inspection processes may relate to:	• statutory limitations • complexity of construction • timeframes • type of construction • type of job.
Relevant people may include:	• clients • colleagues • legal representatives • members of industry associations • site personnel • supervisors.
Property documentation may include:	• agreements • building codes • checklists • contracts • licences • permits • plans • previous inspection reports • specifications.

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Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements
	• award and enterprise agreements
	• codes of practice, which may cover areas including market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices.

Interpersonal techniques may relate to:	• active listening • clear presentation of options • constructive feedback • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • two-way interaction • use of language and concepts appropriate to cultural differences • verbal or non-verbal language.
Inspection site may include:	• alterations • dangerous structures • environmental conditions • existing buildings • land or structures • multiple locations • new buildings • ruinous structures.
Specialist advice may be sought from:	• builders • colleagues • government officials • managers and supervisors

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- members of industry associations
- planners
- subcontractors
- technical experts
- valuers.

Verifiable evidence may include:

- inspection checklists, records and notes
- qualitative and quantitative data
- visual assessment of physical and aesthetic aspects of property.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers and scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4010A Lease property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to administer the leasing of all types of property. It includes screening tenant enquiries, conducting inspections, obtaining and reviewing tenancy applications, completing tenancy agreements or lease documentation, placing tenants in property and recording tenancy arrangements.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in administering the leasing of all types of property.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Screen tenant enquiries.	1.1 ***Enquiries from potential tenants*** regarding ***lease*** of property are handled promptly to enable high quality service delivery in line with agency requirements.
	1.2 ***Appropriate rapport*** is established with potential tenants.
	1.3 Enquiries from potential ***tenants are screened*** to determine their preferences, needs, financial limits and capacity to pay and care for the property in line with agency practice and ***legislative requirements***.
	1.4 Factors likely to influence the lease of properties are identified and potential tenant intentions clarified.
	1.5 Discussions with potential tenants are undertaken using ***promotional materials*** detailing agency rental arrangements and ***effective interpersonal communication techniques*** to identify and match stated requirements with known listings.
	1.6 Strategies for assisting potential tenants to decide to view properties are implemented in line with agency practice, ethical standards and legislative requirements.
	1.7 Areas of dispute are analysed and evaluated in line with agency practice and market expectations to enable resolution of dispute.
	1.8 Agency records associated with prospective tenant enquiries are completed in line with agency practice.
2 Undertake property inspection.	2.1 Appointments are made for property inspections in line with agency practice, ethical standards and legislative requirements.
	2.2 Preparations are made for property inspection in line with agency practice.
	2.3 Procedure for property inspections, including key control, orientation of prospective tenant to property and strategies for ensuring security of managed property, is implemented in line with agency practice.
	2.4 ***Effective questioning techniques*** are used to clarify prospective tenant's interest in the property.
	2.5 Agency documentation associated with inspections is completed in line with agency practice and legislative requirements.
3 Obtain and review tenancy applications.	3.1 Tenancy applications are reviewed to ensure that they have been completed in a full and accurate manner,

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ELEMENT	PERFORMANCE CRITERIA
	consistent with legislative requirements and agency practice.
	3.2 Applicants' references are checked and results recorded according to legislative requirements, ethical standards and agency practice.
	3.3 Application processes are reviewed to ensure compliance with ethical standards and legislative requirements.
	3.4 Procedures for gaining landlord approval for tenancy are implemented in line with legislative requirements, ethical standards and agency practice.
	3.5 ***Effective negotiation techniques*** are used to persuade and reach agreement between landlord and tenant on terms of tenancy agreement or lease.
	3.6 Selected and unsuccessful applicants are notified and details are recorded in agency systems.
4 Complete tenancy documentation and place tenant in property.	4.1 ***Tenancy agreement or lease documentation*** is produced and completed in line with agency practice, legislative requirements and landlord instructions.
	4.2 Procedures for ***placing new tenant in property*** are implemented in line with legislative requirements, ethical standards and agency practice.
	4.3 Required government fees and duty are paid in line with legislative requirements.
	4.4 Security deposits are obtained, deposited and recorded as required by agency practice and legislative requirements.
	4.5 Tenancy agreement or lease documentation is served to relevant parties in required timeframes.
5 Record tenancy arrangements.	5.1 Tenancy database is updated to record details of tenancy arrangements in line with agency practice.
	5.2 Trust account transactions are accurately recorded to show moneys taken in and disbursements made in line with agency practice, tenancy agreement or lease documentation, and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for

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REQUIRED SKILLS AND KNOWLEDGE

this unit.

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents, such as agency and statutory forms associated with the lease of different forms of property
- application of risk management strategies associated with leasing different forms of property
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations associated with leasing different forms of property and making decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation and regulations, prepare general information and papers, prepare formal and informal letters, and complete standard and statutory forms
- negotiation skills to reach agreement with landlords and tenants on tenancy agreement or lease conditions
- numeracy skills to calculate and interpret data, such as rents and security deposits
- planning, organising and scheduling skills to place new tenants in rented properties
- research skills to identify and locate documents and information relating to leasing different types of managed properties.

Required knowledge and understanding:

- consumer protection, including:
  - consumer protection principles relevant to the lease of property
  - effect of consumer protection legislation on contracts
  - penalties and remedies available for breaches of consumer protection legislation
  - protection offered to consumers under consumer protection legislation in relation to the lease of property
  - purpose
  - rights and obligations of real estate agents under consumer protection legislation in relation to the lease of property
- contracts
- ethical practices associated with leasing property
- property inspection, including:
  - agency documentation
  - benefits
  - conducting and following up property inspections
  - key control

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REQUIRED SKILLS AND KNOWLEDGE

- planning property inspections
- promotional materials
- security of managed properties
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leasing
  - OHS
  - privacy
- rent
- rights and duties of tenant and landlords
- risks and risk management strategies
- screening tenants, including:
  - capacity to pay and care for property
  - financial limits
  - marketing aids
  - matching suitable properties to tenant needs
  - motives
  - needs
  - preferences
  - residential tenancy databases
  - strategies for assisting potential tenants to view properties
- tasks associated with placing new tenants in rental properties, including:
  - government fees and duties
  - keys
  - rights and obligations
  - security deposits and bonds
  - tenancy documentation
- leases and tenancy agreements, including:
  - condition report and disclosure statements
  - fixed and periodic
  - format of agreements
  - key features of different types of leases and tenancy agreements
  - legal obligations of agent, landlord and tenant

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REQUIRED SKILLS AND KNOWLEDGE

- limitations associated with rejecting an application from a prospective tenant
- rents, security deposits and bond moneys
- statutory and agency documentation
- types of leases and tenancy agreements, such as residential, retail, holiday, industrial and commercial

- tenancy application processes, including:
  - criteria for selecting tenants
  - interviewing tenants
  - gaining landlord approval
  - notifying selected tenants
  - obtaining and reviewing tenancy applications
  - recording tenancy arrangements
  - reviewing references
  - reviewing tenancy applications
  - tenancy application forms
- trust accounts.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of administering the leasing of different types of property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • completing tenancy agreement or lease documentation in line with agency practice, ethical standards and legislative requirements

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- conducting inspections for prospective tenants in line with agency practice, ethical standards and legislative requirements
- knowledge of agency practice, ethical standards and legislative requirements associated with leasing different forms of property
- knowledge of consumer protection principles and the rights and obligations of licensed real estate agents and real estate representatives in regard to the leasing of property
- obtaining and reviewing tenancy applications in line with agency practice, ethical standards and legislative requirements
- placing tenants in property in line with agency practice, ethical standards and legislative requirements
- recording tenancy arrangements in line with agency practice
- screening tenant enquiries in line with agency practice, ethical standards and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

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- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from potential tenants may be received through:

- email
- inspections
- office
- open houses
- referral
- telephone
- website.

Lease may include:

- commercial and industrial
- fixed and periodic
- holiday
- residential
- retail.

Appropriate rapport relates to use of techniques that:

- establish and build confidence and trust in the agency and its representatives
- make the prospective tenant feel valued
- promote and maintain an effective relationship with the prospective tenant.

Screening tenants may include:

- capacity to pay
- financial limits
- matching suitable properties to tenant needs
- motives
- needs
- preferences
- residential tenancy databases.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services

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	• leasing • OHS • privacy.
Promotional materials may include:	• agency email and website details • agent business card • agent and agency profile • brochures • description of property • list properties for lease or rent • pamphlets • testimonials from past tenants.
Effective interpersonal communication techniques may include:	• active listening • providing an opportunity for tenants to clarify their understanding of the lease process • soft questioning and seeking feedback from tenants or landlords to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of tenant message • using appropriate body language.
Effective questioning techniques may include:	• active listening • clear questions • different question types • reflection • using silences.
Effective negotiation techniques may include:	• analytical skills • listening techniques • non-verbal communication skills • personal attributes • presentation techniques • questioning techniques • speaking skills.
Tenancy agreement or lease documentation may include:	• residential tenancy agreement • retail lease • special and other forms of leases.
Placing new tenant in rental property may refer to:	• keys • rights and obligations • security deposits • statutory fees and duties • tenancy documentation.

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Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4028A Identify and analyse risks and opportunities in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify and analyse potential threats and opportunities to ensure safe and effective property operations. It requires the ability to assess property systems and assets to determine the level of risk exposure and identify areas of opportunity.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in identifying and analysing potential threats and opportunities to ensure safe and effective property operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify risks and opportunities.	1.1 ***Information*** on actual and potential ***risks*** and ***opportunities*** is collected and assessed for currency, accuracy and relevance according to ***organisational requirements***.
	1.2 ***Terms of reference*** are determined in consultation with ***relevant people*** and information is updated, modified and maintained according to organisational requirements.
	1.3 ***Structured plan*** for identifying and assessing likelihood of risk and opportunity is developed according to terms of reference and agreed timeframes.
	1.4 ***Limitations*** in identifying and assessing risks and opportunities are recognised and assistance is sought as required.
2 Analyse risks and opportunities.	2.1 Identified risks and opportunities are ***analysed*** for validity and reliability according to organisational requirements.
	2.2 ***Assessment criteria*** for measuring level of potential or existing risk or opportunity, together with an assessment of consequences, are developed according to terms of reference.
	2.3 Gaps in assessment methodology are identified and appropriate actions implemented according to organisational procedures.
	2.4 Valid and relevant data is analysed against assessment criteria to determine level of potential risk or opportunity according to organisational procedures.
3 Document findings.	3.1 ***Risk and opportunity assessment findings*** are documented and distributed to relevant people according to organisational requirements.
	3.2 ***Feedback*** on findings is actively sought to ensure accuracy and relevance of information.
	3.3 Findings are updated as required and incorporated into risk and opportunity assessment plan for future management decision making.
	3.4 Information is securely maintained with due regard to confidentiality, and organisational and ***legislative requirements***.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to source feedback and use interviewing and questioning techniques to obtain information
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- organisational skills to plan time lines and reporting mechanisms, and record and file information
- observation skills to identify existing or potential risks and opportunities
- problem solving skills to apply reasoning and logical analysis to measure risk consequence and to recommend countermeasures or contingency plans
- research skills to collate feedback, analyse and interpret information and to form recommendations
- technical skills to complete risk assessment plans.

Required knowledge and understanding:

- client and organisational confidentiality requirements
- concept of litigation
- insurance policies, codes and operations
- mechanisms to obtain and analyse feedback
- organisational goals and objectives, activities and systems
- principles and techniques for identifying and measuring risks and opportunities
- property operations history and precedents regarding risk to operations and areas of opportunity
- relevant federal and state or territory legislation and local government regulations related to:
    - anti-discrimination
    - consumer protection
    - environmental issues
    - equal employment opportunity (EEO)
    - financial probity
    - franchise and business structures
    - industrial relations
    - OHS
    - property sales, leasing and management
- relevant industry codes of practice and standards

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REQUIRED SKILLS AND KNOWLEDGE

- risk and opportunity assessment techniques and processes.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of identifying and analysing potential threats and opportunities to ensure safe and effective property operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- assessing level of risk or opportunity potential against agreed assessment criteria
- establishing terms of reference and developing effective action plan and structure for analysis and assessment
- knowledge of organisation's practices, ethical standards and legislative requirements associated with identifying and analysing potential threats and opportunities to ensure safe and effective property operations
- obtaining information from a range of sources and consultative processes to ensure accurate understanding of operating environment
- reviewing and preparing findings relating to risks and opportunities in a format suitable for presentation.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book

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- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may relate to:

- agency listing records
- historical data
- insurance
- key personnel
- lines of responsibility
- operating environment of organisation, including financial markets, competitors, core business activities, functions and stakeholders
- owner surveys
- property management reports
- reports and relevant documentation.

Risks may relate to:

- deliberate, natural, accidental or perceived
- industry special risks
- loss of goodwill, reputation or credibility
- loss of profits
- loss, disclosure, destruction or compromise of asset
- machinery malfunction
- OHS
- public liability
- trade practices issues.

Opportunities may relate to:

- adding value
- aggregation of assets
- altering existing property or facility
- change in use, ownership, appearance and perception of property or facility
- changing style of investment
- creating something new
- use of bankers and financiers.

Organisational requirements may be outlined and reflected in:

- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice

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- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Terms of reference may relate to:

- agreed timeframes
- client expectations
- costs
- limitations and exclusions
- operational environment
- roles and responsibilities
- scale of the task or assessment (whether a full-scale operation or limited to a particular section or operation of the company)
- security and other clearances.

Relevant people may include:

- clients
- colleagues
- internal and external auditors
- legal representatives
- members of industry associations
- supervisors.

Structured plan may be constructed by using:

- checklists
- interview question sheets
- spreadsheets, word-processing and other software
- structured planning software
- structured questionnaires
- structured tables.

Limitations may relate to:

- industry requirements
- job role and responsibilities
- legal responsibilities
- own competency level
- own understanding of risk identification processes
- quality processes.

Analysis:

- may be:
  - explorative, descriptive, causative or predictive
  - quantitative and qualitative
- may include:
  - basic statistical analysis
  - critical analysis
  - mathematical calculations
  - problem solving.

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Assessment criteria may be based on:	• Australian and New Zealand risk management standards • organisational or client requirements • qualitative and quantitative factors • semi-quantitative factors.
Risk and opportunity assessment findings may include:	• graphical representations of data • suggestions • summary of assessment outcomes • tables and information from approved data collection tools.
Feedback may be sought from:	• supervisors and colleagues • documentation and reports • quality assurance data • questionnaires • regular meetings.

Legislative requirements may be outlined and reflected in:	• Australian standards
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• home building requirements
	• privacy requirements
	• quality assurance and certification requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

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Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4074A Select and appoint contractors in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate contractor requirements for a variety of projects in the property industry. It requires the ability to administer contracts and coordinate the selection and monitoring of contractor arrangements.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in coordinating contractor requirements for a variety of projects in the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine selection requirements.	1.1 Selection purpose and context are discussed with ***relevant people*** to determine selection requirements.
	1.2 Selection ***information*** is gathered to assist in understanding the ***selection process*** and ***types of contractors*** required.
	1.3 Draft selection documentation is prepared and presented to relevant people to check that information is accurate and clearly addresses contract requirements.
	1.4 Selection processes and time lines are negotiated and agreed with relevant people according to ***organisational requirements***.
2 Arrange selection process.	2.1 Selection process and criteria comply with organisational and ***legislative requirements***.
	2.2 Relevant people involved in the selection process are nominated and organised according to organisational requirements.
	2.3 ***Selection criteria*** are written in a clear, concise manner and comply with relevant legislative and organisational format requirements.
	2.4 Reliable selection processes are used according to organisational requirements, making efficient use of time and resources.
	2.5 ***Business equipment and technology*** are used to gather and organise evidence in a format suitable for analysis and interpretation.
3 Assess and select contractors.	3.1 Assessment and selection process is conducted according to organisational procedures.
	3.2 Information obtained from each contractor is judged against specified selection criteria according to organisational requirements.
	3.3 Appropriate ***interpersonal techniques*** are used to develop a professional relationship that reflects sensitivity to individual differences.
	3.4 Contractor preferences, needs and expectations are clarified and addressed using appropriate ***consultative processes***.
	3.5 Selection decision is based on selection criteria and evaluation of sufficient evidence to enable a judgement to be made on the best candidate.
	3.6 Personal limitations in interpreting selection criteria or

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ELEMENT	PERFORMANCE CRITERIA
	making selection decision are identified and ***appropriate support*** is sought as required.
4 Record and report results.	4.1 Selection decisions are recorded and reported accurately according to legislative and organisational requirements.
	4.2 Clear and constructive ***feedback*** is provided to candidates regarding the outcomes of the selection process and guidance on future options.
	4.3 Relevant documentation is completed and processed according to legislative and organisational procedures.
	4.4 Selection process is reviewed against established criteria in consultation with relevant people to improve and modify future assessment practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to conduct assessment and selection process, interpret written and oral information, and complete documentation
- computing skills to access the internet and web pages, and prepare and complete online forms
- decision making skills to make recommendations on selection of contractor
- interpersonal skills to negotiate selection process, resolve conflict and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information and complete documentation
- organisational skills to plan and arrange selection process, and schedule and meet time lines
- research skills to source selection information and resource requirements.

Required knowledge and understanding:

- building construction practices, principles and processes
- building control legislation, codes and relevant Australian standards
- contract law applied to property contracts
- contractor roles and capabilities
- limitations of work role, responsibility and professional abilities

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REQUIRED SKILLS AND KNOWLEDGE

- OHS issues and requirements
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of coordinating contractor requirements for a variety of projects. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • completing selection of contractors, including reviewing criteria and reporting recommendations • evaluating and selecting contractors using appropriate selection criteria and communication techniques • determining contractor requirements through research and consultation • knowledge of organisation's practices, ethical standards

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and legislative requirements associated with coordinating contractor requirements for a variety of projects
- preparing selection schedule and criteria, and arranging people to be involved in the selection process.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may

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affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant people may include:

- agents
- architects
- builders
- clients
- colleagues
- engineers and technicians
- financial institutions
- government personnel
- investors
- legal representatives
- members of industry associations
- specialist consultants
- supervisors
- surveyors.

Information may relate to:

- budgets and operating costs
- company services
- current and planned property or site developments
- deposited, survey and other plans
- land title documentation
- legal documentation
- management policy and procedures
- project terms and conditions
- property drawings
- relevant project contracts
- selection criteria
- tenancy and other contracts.

Selection process may include:

- advertisement
- complying and non-complying tendering
- direct appointment
- open quotations
- register of consultants.

Types of contractors may

- one or multiple builders

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include:

- one or multiple service providers.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Selection criteria may relate to:

- contractor philosophy
- current workload
- demonstrated capacity to perform
- financial security
- performance record
- quality of subcontractors
- technical capability.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines

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- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Interpersonal techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Appropriate support may be sought from:

- colleagues
- legal representatives
- property specialists, including architects, surveyors, engineers, property managers, real estate agents, lawyers, local government personnel and industry consultants
- supervisors.

Feedback may be sought from:

- clients and legal representatives
- industry specialists
- supervisors and colleagues
- workplace assessment.

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Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5002A Advise on property investment strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide effective advice on investment in property. It requires the ability to source and analyse market information, assess industry trends and provide effective advice and recommendations on property investment.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in providing effective advice on investment in property.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine investment requirements.	1.1 ***Property investment*** requirements are identified in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Client*** needs are assessed and clarified using appropriate research and survey techniques and ***consultative processes***.
	1.3 Relevant ***information*** and ***legislative requirements*** are accessed to ensure investment options comply with requirements.
	1.4 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and ***resources***.
	1.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Analyse investment opportunities.	2.1 Identified property investment opportunities are analysed and measured against property trends and ***market parameters*** to determine future recommendations.
	2.2 Reliable and valid data ***analysis*** methods are applied to identify facts, issues, patterns, interrelationships and trends.
	2.3 Trends are accurately assessed to provide meaningful information on the performance of property investment opportunities.
	2.4 Factors involved in increasing or diminishing investment ***risk*** are identified, analysed and discussed with client.
	2.5 Sound reasoning is applied to ensure consistency of interpretations based on available information.
3 Provide advice and recommendations.	3.1 ***Property investment strategy*** is prepared that provides clear advice and recommendations to meet identified client needs according to organisational requirements.
	3.2 ***Feedback*** on suitability and sufficiency of recommendations is obtained according to organisational requirements.
	3.3 Recommendations are provided that are consistent with research objectives and supported by verifiable evidence.
	3.4 Advice and recommendations are presented in an appropriate format, style and structure using ***business***

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ELEMENT	PERFORMANCE CRITERIA
	equipment and technology.
	3.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to apply basic statistical methods and techniques
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and liaise with property investment stakeholders
- organisational skills to maintain records and databases, organise and prepare property investment submissions and propose models for property investment
- problem solving skills to determine factors that may affect property markets
- research skills to identify relevant sources of information and source, analyse and interpret property and market information
- technology skills to use financial and assessment software and spreadsheets efficiently and access and present market information.

Required knowledge and understanding:

- budgeting methods and techniques
- concepts and strategies for placement of capital in property for investment
- current property and investment market
- economics as it applies to property development
- ethical practices and relevant codes of conduct
- industry benchmarks
- investment risk factors and relationship to return expectations
- local government regulations
- local property market conditions and overall trends in the industry
- range of research methods and analysis techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination

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REQUIRED SKILLS AND KNOWLEDGE

- consumer protection
- environmental issues
- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management
- sources of funding
- specific market sector
- taxation as it applies to property development.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of providing effective advice on investment in property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • analysing property investment information and identifying property trends and risk factors • consulting with investors and interested parties, receiving feedback and incorporating it where appropriate into future work processes • documenting and presenting advice and recommendations on property investment opportunities

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- knowledge of organisation's practices, ethical standards and legislative requirements associated with providing effective advice on investment in property
- sourcing and evaluating property investment information and identifying investment opportunities.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be

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combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property investment may include:

- concepts, plans and strategies
- placement of capital in property for investment, productive use and customer service outcomes.

Relevant people may include:

- accountants
- agents
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- site personnel
- taxation specialists.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Clients may include:

- developers
- financial institutions
- fund managers
- individuals
- internal and external property groups
- investment organisations
- joint ventures
- owner-occupiers

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- partners
- unit trustees.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Information may include:

- bank reports
- general knowledge of industry
- government statistics
- industry reports and indices
- market intelligence from industry operators or other interested parties
- media reports
- published analytical reports.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Resources may include:

- materials
- personnel
- tools and equipment
- training
- transport.

Specialist advice may be sought from:

- analysts
- architects
- bankers and financiers
- business consultants
- government officials

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- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- valuers.

Market parameters may relate to:

- ability to control investment
- administrative talent
- balancing a portfolio
- capacity to improve assets
- capital growth versus short-term gains
- cash flows
- class and type of property
- demographics
- exit strategies
- gearing possibilities
- geographic aspects
- limits to financial resources
- market standing
- return on investment
- return versus risk
- taxation considerations.

Analysis may include:

- computer modelling
- examination of cash flows and other financial projections
- examination of collected data
- quantitative and qualitative analysis
- probability analysis
- time series recognition.

Risk may relate to:

- access restrictions on property
- borrowing risk
- gearing
- economic
- market and property sector risks, including:
  - fluctuations in economic cycle
  - interest rates
  - stock market
- risk factors and return expectations
- specific property risk
- volatility of income and capital.

Property investment

- determining market sectors

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strategy may cover:	• relative commitment of interested parties • type of property.
Feedback may be sought from:	• clients and their legal representatives • management and colleagues • formal and informal performance appraisals • workplace assessment.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers and scanners • software applications, such as databases and word applications.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5004A Assess viability of regeneration options in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assess the viability of regeneration options for property. It requires the ability to define assessment criteria appropriate to the type of asset and recommend preferred viable options based on those criteria.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in assessing the viability of regeneration options for property.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish requirements of asset regeneration.	1.1 ***Asset regeneration*** requirements are reviewed and confirmed with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Consultative processes*** are used to negotiate with relevant people and agree upon project process, objectives and time lines according to organisational requirements.
	1.3 ***Relevant documentation*** and ***legislative requirements*** are sourced and reviewed to identify critical requirements of asset ***regeneration options***.
	1.4 Project plan is developed according to organisational requirements detailing suitable activities that reflect ***client*** needs.
	1.5 Situations requiring ***specialist advice*** are identified and support is sought as required according to organisational requirements.
2 Define assessment criteria.	2.1 Industry and other relevant ***benchmarks*** are accessed and analysed to establish assessment ***criteria*** appropriate to the type and class of asset being assessed.
	2.2 Types of evidence required to ensure valid and reliable decision making are determined and clearly defined.
	2.3 Assessment processes are designed which detail the assessment method that will accurately reflect client needs and organisational requirements.
	2.4 ***Business equipment and technology*** are used to organise and document assessment processes in a format suitable for analysis and interpretation.
	2.5 ***Feedback*** from relevant people regarding assessment criteria is collected, analysed and used to validate assessment process.
3 Access relevant information.	3.1 ***Relevant information*** is gathered and organised in a format suitable for analysis and interpretation according to legislative and organisational requirements.
	3.2 ***Sources of information*** relevant to asset regeneration options are identified and accessed according to organisational requirements.
	3.3 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and resources.
	3.4 Appropriate ***interpersonal techniques*** are used to access additional information from relevant people according

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ELEMENT	PERFORMANCE CRITERIA
	to organisational requirements.
	3.5 Constraints and opportunities regarding regeneration ***methods*** are identified according to organisational requirements.
	3.6 Business equipment and technology are used to access, analyse and organise information according to organisational requirements.
4 Assess viability of options.	4.1 Viability of regeneration options is assessed and decisions are made on preferred option according to organisational requirements.
	4.2 Gathered information is examined to ensure its quality, validity and reliability according to organisational requirements.
	4.3 Assessment decision is based on an objective ranking of options against assessment criteria.
	4.4 Regeneration options are presented in appropriate format, style and structure using suitable business equipment and technology.
	4.5 Recommendations are verifiable and sufficiently detailed to meet client and organisational requirements.
	4.6 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to negotiate client requirements, consult on options and communicate problems and delays
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives, and manage project processes

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REQUIRED SKILLS AND KNOWLEDGE

- problem solving skills to determine factors that may affect property markets and to assess risk
- research skills to source, analyse and interpret asset and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets efficiently, and access market information.

Required knowledge and understanding:

- building control legislation, codes and relevant Australian standards
- financial analysis and modelling
- limitations of work role, responsibility and professional abilities
- market movements
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- regeneration methods
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- relevant local property knowledge
- sources of industry data.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of assessing the viability of regeneration options for property. Targeted written

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(including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- assessing viability of regeneration options against specific criteria and presenting information on preferred option
- developing a project plan through consultation and research
- developing assessment criteria using industry benchmarks and feedback
- knowledge of organisation's practices, ethical standards and legislative requirements associated with assessing the viability of regeneration options for property
- sourcing and accessing relevant information and identifying constraints and opportunities regarding regeneration methods.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and

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the practical requirements of the workplace

- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Asset may include:

- buildings
- business and marketing contracts
- equipment
- furniture
- goodwill
- land
- vehicles.

Regeneration may relate to:

- rebuild
- redecorate
- redevelop
- refinance
- re-fit
- remodel
- renovate
- repackage
- re-tenant.

Relevant people may include:

- architects
- builders
- clients
- legal representatives
- management and colleagues
- members of industry associations
- principals
- service providers
- users.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs

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	• policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Relevant documentation may include:	• agreements • building codes • certificates of occupancy • contracts • leases • licences • permits • plans • specifications.

Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements
	• award and enterprise agreements
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Regeneration options may include:	• change of use • market reposition • refurbishment.
Clients may include:	• asset or property agents • asset or property owners • company management • fund managers

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- fund providers
- government and legal instruments or agencies
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- users.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- business consultants
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts
- valuers.

Benchmarks may include:

- comparative analysis
- discounted cash flow
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- take-up rates
- tenancy mixes.

Criteria may relate to:

- capital growth
- cash flow
- degree of compliance with legislation
- degree of market acceptance
- financial feasibility
- foregone income
- sale realisation potential
- stated client requirements.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet

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- photocopiers
- printers
- scanners
- software applications, including database spreadsheets and word applications.

Feedback may be received through:

- clients and their legal representatives
- management and colleagues.

Relevant information may include information relating to:

- agreements
- building codes
- company services
- construction costs
- current and planned property or site developments
- deposited, survey and other plans
- depreciation schedules
- land title documentation
- leasing rates
- legal documentation
- licences
- management policy and procedures
- marketing services
- occupancy rates
- operating costs
- permits
- rates notices
- sales information
- specifications
- taxation records
- tenancy and other contracts.

Sources of information may include:

- consultants
- information services
- press clippings
- published industry data, including industry indices
- third parties
- trade journals.

Interpersonal techniques may include:

- active listening
- clear presentation of options
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- two-way interaction
- use of culturally appropriate language and concepts

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Methods may include:

- verbal or non-verbal language.
- analysis of degree of market acceptance
- capital growth indicators
- cashflow analysis
- compliance with legislation
- financial feasibility studies
- review of stated client requirements
- sale realisation potential analysis.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5005A Contribute to a detailed property feasibility study

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to contribute to a formal property feasibility study. It requires the ability to identify objectives and techniques to undertake the study, use valid and reliable research techniques to analyse information, and report study findings and conclusions.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in contributing to a formal property feasibility study.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish study requirements.	1.1 Aims and objectives of feasibility study are clearly established according to ***client*** and ***organisational requirements***.
	1.2 Study objectives and time lines are negotiated and agreed in consultation with ***relevant people***.
	1.3 ***Relevant documentation*** and ***legislative requirements*** are gathered and reviewed to identify critical requirements of the study.
	1.4 Situations requiring ***specialist advice*** are identified and support is sought as required according to organisational requirements.
2 Access relevant information.	2.1 Relevant ***information*** is gathered and organised in a format suitable for ***analysis*** and interpretation.
	2.2 Market information is accessed and evaluated in terms of validity, reliability and relevance according to identified analysis requirements.
	2.3 Relevant people are consulted to gather additional information using appropriate ***communication techniques***.
	2.4 ***Environment*** is scanned to identify and assess factors that may impact on study according to organisational requirements.
	2.5 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and resources.
3 Analyse information.	3.1 Quantitative and qualitative analysis is undertaken of ***comparative market data*** using standard financial analysis techniques.
	3.2 Economic trends and market developments are analysed in terms of potential implications and impact on study objectives.
	3.3 ***Risk*** and ***contingencies*** are identified and quantified using established precedents and techniques according to industry standards and organisational procedures.
	3.4 Sound reasoning is applied to ensure consistency of interpretations based on available information.
4 Formulate sensitivity scenarios.	4.1 Alternative project scenarios are developed to meet study requirements and criteria according to organisational requirements.
	4.2 ***Consultative processes*** are used to obtain views of industry experts as required.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Scenarios are developed and checked against prescribed criteria to minimise subjective assessment.
	4.4 Sensitivity analysis is performed on data to identify degree of convergence within identified industry and market ***benchmarks***.
	4.5 Property trends and ***market conditions*** are identified and evaluated against study requirements.
5 Document feasibility study.	5.1 Feasibility study is presented in appropriate format, style and structure using suitable ***business equipment and technology***.
	5.2 Report is prepared and distributed to relevant people within agreed timeframes according to organisational requirements.
	5.3 Conclusions are documented that are verifiable, current and sufficiently detailed to meet identified client and organisational requirements.
	5.4 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to negotiate client requirements and consult with industry experts and others
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives, and manage project processes
- problem solving skills to determine factors that may affect property markets and evaluate risk
- research skills to source, analyse and interpret property and market information
- technical skills to use software for planning and scheduling tasks, use financial and

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REQUIRED SKILLS AND KNOWLEDGE

assessment software and spreadsheets efficiently, and access market information.

Required knowledge and understanding:

- alternative property uses
- building control legislation, codes and relevant Australian standards
- business and industry property networks
- limitations of work role, responsibility and professional abilities
- market conditions
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- project assessment methods
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- sources of industry and market information
- types of property markets
- value management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of contributing to a formal property feasibility study. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide

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additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- analysing market information to identify economic trends and market developments, as well as risk and contingency factors
- consulting with relevant people and sourcing documentation and relevant legislation to establish study aims and objectives
- documenting and presenting feasibility study using appropriate business equipment and technology
- formulating sensitivity scenarios against industry benchmarks
- knowledge of organisation's practices, ethical standards and legislative requirements associated with property feasibility studies
- sourcing market and environmental information to identify factors affecting study.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

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- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- financial institutions
- fund managers
- individuals
- internal and external property groups
- investment organisations.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Relevant people may include:

- accountants
- agents
- clients
- government personnel
- interested parties
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Relevant documentation may relate to:

- building codes
- current and planned property or site developments
- deposited, survey and other plans and maps
- depreciation schedules
- land title and zoning
- leasing rates
- legal status

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- management policy and procedures
- marketing services
- permits
- rates notices
- sales information
- taxation papers
- tenancy and other contracts or leases.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Specialist advice may be sought from:

- architects
- bankers and financiers
- developers
- land economists
- members of industry associations
- planners
- solicitors
- taxation and accounting practitioners
- valuers.

Sources of ***information*** may include:

- consultants
- industry and organisational databases
- information services
- press clippings
- published industry data, including industry indices
- third parties
- trade journals.

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Analysis may include:	• computer modelling • examination of cash flows and other financial projections • examination of collected data • quantitative and qualitative analysis • probability analysis • time series recognition.
Communication techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Environment may relate to:	• competitors • environmental issues, such as water, noise and air • financial markets • leasing and tenanting arrangements or prospects • market share • neighbours • property stakeholders • situational issues • size, location and nature of property • stability of property, industry and market.
Comparative market data may include:	• best practice information • national and international benchmarking • inter-organisation comparison data.
Risk factors that may influence the complexity of the feasibility study may include:	• constraints on use • existing land use and ownership • government zoning and restrictions • project financing • staging of investment or development • structure of leases • type and number of tenants.
Contingencies may relate to:	• budget constraints • building delays • competing work demands of contractor • environmental factors, such as time and weather

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- industrial disputes
- non-availability of resources and materials
- public holidays and shut-down periods
- equipment and technology breakdown
- unforeseen incidents
- workplace hazards, risks and controls.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Benchmarks may include:

- building operational costs
- business strategy parameters
- economic parameters
- financial constraints
- historical operational costs
- industry published building occupation data
- market expectations
- research data
- statutory costs.

Market conditions may relate to:

- availability of alternatives
- business confidence
- economic conditions
- level of competition.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

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Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5010A Determine needs of customer populations in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse customer populations or market segments in the property industry. It requires the ability to gather, analyse and interpret data in order to plan and evaluate customer service relationships and develop methods of improvement.

The unit has been contextualised and is based on unit GCSS07A Determine needs of client populations, from the Customer Service Generic Guideline Competencies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in analysing customer population and market segments.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse needs of customer populations.	1.1 ***Information*** is sourced through both formal and informal channels according to ***organisational requirements***.
	1.2 Information on issues related to business environment affecting ***customers*** is collected and used in assessment.
	1.3 Information is analysed and interpreted to identify and assess ***customer needs***, ***expectations*** and satisfaction levels.
	1.4 Decisions about matching of services and customer needs are based on up-to-date information.
2 Plan and develop customer service.	2.1 Plans are developed to meet customer needs and deliver improved customer service.
	2.2 Specific aspects of products and services and their delivery are modified as needed to meet changing customer service requirements.
	2.3 Competitive comparisons are analysed and evaluated as input into planning process.
	2.4 Customer service provisions are established through detailed and structured market research and ***analysis***.
	2.5 Changes to customer service are within organisational capability, including policies and budgetary framework and procedural and ***legislative requirements***.
3 Evaluate customer service relationship.	3.1 Information that measures level of customer satisfaction with its products and services is obtained.
	3.2 Information on how organisation compares with competition and best practice is analysed and evaluated.
	3.3 Appropriate initiatives are implemented or actioned.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and varying physical and mental abilities

- language skills to allow for adequate communication with relevant personnel
- literacy skills to access and write required procedures and reports
- numeracy skills to interpret statistical information
- technical skills to complete reports.

Required knowledge and understanding:

- industry benchmarks
- methods and techniques to analyse market segments
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- relevant local market conditions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of analysing a population or market segment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and

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regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying organisational customer service goals as well as established principles of customer service in the provision of products and services
- developing systems and procedures to deliver quality customer service in an appropriate timeframe
- gathering and analysing information relating to customer base and comparative market data to evaluate customer service relationship
- knowledge of organisation's practices, ethical standards and legislative requirements associated with analysing a population or market segment
- modifying existing organisational systems and procedures to take account of identified changes in customer population.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning

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experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:
- customer satisfaction surveys
- information from the Australian Bureau of Statistics
- organisational budgets
- raw data.

Organisational requirements may be outlined and reflected in:
- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

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Customers may include:

- customers with routine or special requests
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- regular and new customers.

Customer needs and expectations may relate to:

- income stream projections
- short and long-term goals.

Analysis:

- may be:
  - explorative, descriptive, causative or predictive
  - quantitative and qualitative
- may include:
  - basic statistical analysis
  - critical analysis
  - mathematical calculations
  - problem solving.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5013A Develop a tenancy mix strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse client objectives and formulate a relevant strategy to enable the right market mix of tenants to be targeted. It requires the ability to determine industry trends, document recommendations and select and implement a suitable marketing strategy.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in analysing client objectives and formulating relevant strategies to enable the right market mix of tenants to be targeted.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine tenancy mix requirements.	1.1 ***Client*** preferences, ***needs and expectations*** are identified according to ***organisational requirements***.
	1.2 ***Information*** is gathered and analysed to determine ***market conditions*** according to organisational requirements.
	1.3 Business plans are examined to determine short and long-term goals according to organisational requirements.
	1.4 ***Tenancy mix*** objectives and time lines are negotiated and agreed in consultation with ***relevant people***.
2 Develop tenancy mix strategy.	2.1 ***Segmentation criteria*** are chosen and applied to determine tenancy mix that meets client and ***building capacity requirements***.
	2.2 Tenancy mix is sought that adds value to property and encourages effective competition according to income projections.
	2.3 Draft tenancy mix strategy is prepared and distributed to relevant people to obtain ***feedback*** according to organisational requirements.
	2.4 Tenancy mix strategy is reviewed to ensure compliance with relevant ***regulations*** and ***legislative requirements***.
	2.5 ***Marketing options*** that best meet requirements of tenancy mix strategy are identified and discussed with relevant people according to organisational requirements.
3 Implement tenancy mix strategy.	3.1 Lease and tenancy contracts are documented and summarised according to organisational requirements.
	3.2 Market conditions and industry trends are assessed to determine appropriate benchmarks.
	3.3 Tenancy mix strategy is monitored and variances are recognised and documented according to organisational requirements.
	3.4 Contingency plans are prepared and implemented according to organisational and legislative requirements.
4 Review tenancy mix strategy.	4.1 Tenancy mix strategy is reviewed and evaluated in consultation with client and other relevant people using appropriate ***communication strategies***.
	4.2 Systematic review processes are established and ***evaluation methods*** are identified and used to evaluate strategy processes and outcomes.
	4.3 Evaluation results are prepared in required format, style

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ELEMENT	PERFORMANCE CRITERIA
	and structure and presented to relevant people within agreed timeframes.
	4.4 Recommendations for improvement of strategy are presented to relevant people according to organisational procedures.
	4.5 ***Business equipment and technology*** are used to maintain documentation securely and according to legislative and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret documentation, analyse current market conditions and future trends, and devise tenancy mix strategies
- communication skills to consult with clients and potential tenants
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to obtain feedback
- literacy skills to interpret written and oral information
- planning skills to estimate financial projections and determine short and long-term goals
- presentation skills to prepare and deliver marketing options to clients
- problem solving skills to develop and implement contingency plans and select appropriate marketing options
- technical skills to develop and complete reports.

Required knowledge and understanding:

- a range of tenancy mix strategies
- common lease terms and conditions
- industry benchmarks
- methods and techniques to analyse market segments
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination
- consumer protection
- environmental issues
- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management
- relevant local market conditions
- state or territory and local government planning processes
- types of property leases.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of analysing client objectives and formulating a relevant strategy to enable the right market mix of tenants to be targeted. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • documenting a tenancy mix strategy that outlines the targeted market segment • knowledge of organisation's practices, ethical standards and legislative requirements associated with analysing client objectives and formulating a relevant strategy to

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enable the right market mix of tenants to be targeted
- obtaining feedback on draft tenancy mix strategy and amending accordingly
- profiling tenancy needs of client after examining client business plans
- selecting and implementing suitable marketing strategies.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- bankers
- company boards
- fund managers
- fund providers
- institutions
- internal and external property groups
- owner-occupiers
- private investors.

Client ***needs and expectations*** may relate to:

- income stream projections
- increased profile of assets
- long-term tenancy contracts
- short and long-term goals.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Information that may be used to determine market profiles and conditions may include:

- existing research data
- industry sources
- original research
- response-based research
- surveys.

Market conditions may relate to:

- availability of alternatives
- business confidence
- economic conditions
- level of competition.

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Tenancy mix may cover:	• length of tenancy • location • number of tenants • size of tenancy • type of business and tenancy • type of tenant customers.
Relevant people may include:	• advertising agencies • architects • business consultants • clients • managers • members of industry associations • real estate agents • solicitors • taxation and accounting practitioners.
Segmentation criteria to be used may include:	• attitude • business characteristics • consumer requirements • demographics • desired benefits • lifestyle • product and service usage • social and cultural factors.
Building capacity requirements may include:	• amenities • associated conditions, such as noise, dust and environment • building functions • car parking • compatible uses • maximising net lettable area • parcel size • space pattern.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Regulations affecting tenancy mix strategies may	• federal, and state or territory legislation regarding retail and commercial tenancy • federal, and state or territory zoning requirements

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include:

- corporations law
- retail and commercial leasing Acts and guidelines
- Trade Practices Act 1974.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Marketing options may include:

- business-to business marketing
- direct marketing
- local, regional, interstate and national
- mail-outs
- promotional strategies, such as:
  - advertising
  - canvassing
  - image and presentation
  - pricing
  - public relations
- community education
- target markets by service type
- use of internet and email.

Communication strategies may include:

- active listening
- consultation methods
- culturally inclusive and sensitive engagement techniques

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- questioning to clarify and confirm understanding
- seeking feedback
- using language and concepts appropriate to cultural differences.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5016A Develop strata/community management agreement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish and coordinate a strata/community management agreement. It requires the ability to develop effective strategies to manage the operational, resource and maintenance needs of assets and to review and evaluate those strategies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in establishing and coordinating a strata/community management agreement.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish agreement requirements.	1.1 Management agreement requirements are established in consultation with ***relevant people*** according to ***client***, ***organisational and legislative requirements***.
	1.2 Registered plans are accessed and interpreted to establish user and contractual obligations according to legislative requirements.
	1.3 Relevant legislation is interpreted to establish user, contractual and legislative requirements.
	1.4 Cost share arrangements are identified through systematic ***analysis*** of use of shared assets and facilities.
	1.5 ***Risk*** assessment is conducted on expected management agreement outcomes according to organisational procedures.
	1.6 ***Industry benchmarks*** are analysed and compared with expected outcomes in line with organisational procedures.
2 Prepare agreement.	2.1 Management agreement is prepared in required format, style and structure and presented to relevant people within agreed timeframe.
	2.2 Roles and responsibilities associated with implementation of management agreement are clearly defined and documented.
	2.3 Cost share arrangements are ***negotiated*** and agreed between users according to identified client needs.
	2.4 Suitable insurance coverage is researched and negotiated based on identified management agreement requirements.
	2.5 ***Risk management plan*** to identify, assess and control risks is developed and incorporated into management agreement according to legislative and organisational requirements.
	2.6 Financial, physical and human resource requirements are identified according to management agreement and organisational requirements.
3 Organise resources and support processes.	3.1 Appropriate resources and support processes are negotiated and confirmed with relevant people according to organisational procedures.
	3.2 Continuous suitable insurance cover is maintained based on client and legislative requirements.
	3.3 Organisational rate schedules and conditions are applied to established costings where appropriate according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements.
	3.4 Information related to implementation support requirements is distributed using established ***communication channels***.
	3.5 Operational and maintenance schedule is developed which details a range of activities and time lines that accurately reflect client and organisational requirements.
	3.6 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational procedures.
4 Review and evaluate management agreement.	4.1 Management agreement is reviewed and evaluated in consultation with relevant people using appropriate ***communication techniques***.
	4.2 Systematic review processes and established evaluation ***methods*** are identified and used to assess processes and outcomes.
	4.3 Evaluation results are documented using ***business equipment and technology*** and presented to relevant people for ***feedback*** according to applicable OHS and organisational requirements.
	4.4 Recommendations for improving project processes are implemented where possible according to organisational requirements.
	4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret information, assess risks and estimate costings and budget needs
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to review and evaluate agreements, and to relate to people from

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REQUIRED SKILLS AND KNOWLEDGE

a range of social, cultural and ethnic backgrounds and varying physical and mental abilities

- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements
- planning skills to organise and document management agreement development processes
- technical skills to prepare documentation.

Required knowledge and understanding:

- administration of property usage plans
- building codes and relevant Australian standards
- contract law with regard to property use
- lease rights and responsibilities
- limitations of work role, responsibility and professional abilities
- monitoring and evaluation systems
- OHS issues and requirements
- organisational and professional procedures
- ethical practices and business standards
- project management concepts and principles
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- risk analysis techniques
- risk management associated with property use.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of establishing and coordinating a strata/community management agreement. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- consulting with relevant people, conducting a risk analysis, and interpreting sourced information to establish accurate management agreement requirements
- organising appropriate resources and support processes according to budget parameters
- knowledge of organisation's practices, ethical standards and legislative requirements associated with establishing and coordinating a strata/community management agreement
- preparing a management agreement within required timeframes incorporating strategies that address risk management, insurance coverage and resource requirements
- using evaluation techniques to review project processes and implementing recommendations for improvement.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or

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assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant people may include:

- clients
- consumers
- government personnel
- legal representatives
- management and colleagues
- members of industry associations.

Clients may include:

- agents or third parties for owners
- in-house staff and office contractors
- owner corporations, body corporate and community title groups
- potential and existing owners
- prospective and existing tenants
- strata companies.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- agency policies and guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- sales, marketing and leasing management procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, Foreign Investment Review Board requirements
- Australian standards
- federal and state taxation requirements

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- consumer protection laws and guidelines
- court and tribunal precedents
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- licensing requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- relevant local government policies and regulations
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Analysis may include:

- computer modelling
- examination of cash flows and other financial projections
- examination of collected data
- quantitative and qualitative analysis
- probability analysis
- time series recognition.

Risks may relate to:

- changes to regulations and legislation
- client and staff satisfaction
- competition
- emergencies and disasters
- fire and security
- health and safety
- market influences

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	• physical, financial or human resources • project control and cash flow • suppliers and contractors • time and budget constraints.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancy factors • tenancy mix.
Negotiated refers to negotiation techniques that should include:	• clearly presenting options and consequences • control of tone of voice and body language • demonstrating flexibility and willingness to negotiate • using positive, confident and cooperative language • using language and concepts appropriate to the people involved • using strategic questioning and listening to gather information and direct the focus of people involved • using summaries of positions and agreements to move understanding.
Risk management plan may describe:	• how often risks will be reviewed, the process for review, and who will be involved • how risk status will be reported and to whom • initial snapshot of the major risks and current grading • planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them • process that will be used to identify, analyse and manage risks, both initially and throughout the life of the project • who will be responsible for which aspects of risk management.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Specialist advice may be sought from:	• architects • government officials • management • planners

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- real estate agents
- solicitors
- technical experts
- valuers.

Communication techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications
- work computers.

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
  - existing and previous clients
  - peers, colleagues and managers
- information provided by others involved in a professional capacity, both internal and external to the organisation.

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Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5017A Dispose of property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to dispose of property as part of an investment portfolio. It requires the ability to determine client requirements accurately and use effective communication methods in dealings with legal advisers and sale agents to coordinate and finalise arrangements for the disposal of property.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in disposing of property as part of an investment portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine disposal requirements.	1.1 Disposal requirements are confirmed in consultation with ***client*** according to ***organisational requirements***.
	1.2 Client is informed of relevant ***factors that may impact on disposal of property*** according to organisational requirements.
	1.3 ***Disposal method*** suitable for ***asset type*** is selected according to organisational requirements.
	1.4 ***Business equipment and technology*** are used to access and organise ***relevant information*** according to organisational requirements.
	1.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Arrange disposal.	2.1 Market information is collected and evaluated to determine ***price*** according to organisational and ***legislative requirements***.
	2.2 Appropriate ***interpersonal techniques*** are used to facilitate an accurate and relevant exchange of information with ***relevant people***.
	2.3 Disposal documentation is reviewed to ensure it is accurate and meets intending purchaser, legal and organisational requirements.
	2.4 Agent is appointed to facilitate completion of property disposal according to legislative and organisational requirements.
3 Complete disposal.	3.1 Arrangements for sale are completed and ***appropriate documentation*** is executed according to organisational and legislative requirements.
	3.2 Deposits are secured and appropriate arrangements made to account for deposit on subsequent settlement.
	3.3 ***Feedback*** on disposal arrangements is sought and reviewed to determine cost-effectiveness according to organisational requirements.
	3.4 Sale records are updated to reflect completion of sale and securely stored according to legislative and organisational requirements.

Required Skills and Knowledge

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to provide relevant instructions and advice on property disposal
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- organisational skills to monitor property disposals and obtain and collate feedback on disposal methods
- problem solving skills to negotiate property disposals and to source, analyse and interpret property and market information
- research skills to source information on a range of appropriate disposal methods, and collect and analyse financial performance information on property disposals to determine price
- technical skills to prepare and complete reports and access market information.

Required knowledge and understanding:

- limitations of work role, responsibility and professional abilities
- local property market conditions and overall trends in the industry
- methods and techniques of disposal
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- sources of advice on property disposals
- taxation issues regarding property disposals
- valuation methods and techniques to appraise property.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of disposal of property as part of an investment portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • choosing suitable disposal methods appropriate to a range of at least three asset types • communicating disposal documentation requirements clearly to advisers • determining appropriate price based on an accurate analysis of market information • gathering regular feedback during the disposal cycle • knowledge of organisation's practices, ethical standards and legislative requirements associated with disposing of property as part of an investment portfolio • successfully disposing of a property.
Context of and specific resources for assessment	Resource implications for assessment include: • a registered provider of assessment services • assessment materials and tools • candidate special requirements • competency standards • cost and time considerations • suitable assessment venue and equipment. Where applicable, physical resources should include equipment modified for people with disabilities.

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Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- bankers
- fund managers
- institutions
- internal and external property groups
- private investors
- property owners.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Factors that may impact on disposal of property may relate to:

- environmental aspects
- financial and building constraints
- intrinsic value, such as heritage or cultural value
- location
- market conditions
- nature of asset
- potential market value.

Disposal method may include:

- closed tender
- direct disposal
- expression of interest
- private treaty
- public auction
- public tender
- sale and leaseback.

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Asset types may include:

- land
- land and improvements
- site with planning or development approvals
- site without planning or development approvals.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Relevant information to disposal may include:

- bank reports
- general knowledge of industry
- government statistics
- industry reports and indices
- market intelligence from industry operators
- media reports
- published analytical reports.

Specialist advice may be sought from:

- architects
- bankers and financiers
- land economists
- members of industry associations
- other developers
- planners
- real estate agents
- solicitors
- taxation and accounting practitioners
- valuers.

Price may be determined by factors such as:

- current market price tolerances
- method of sale
- tax implications
- terms of disposal
- timeframes and conditions.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title,

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	zoning, utilities use (water, gas and electricity), and contract or common law
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Interpersonal techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • verbal or non-verbal language.
Relevant people may include:	• internal and external legal advisers • managers • solicitors • taxation and accounting practitioners.
Appropriate documentation may include:	• documents and pro formas for the client • forms and paperwork required by legislation and statutory regulation • internal documents required for the completion of the disposal process.
Feedback may include:	• clients and colleagues • documentation and reports • quality assurance data • questionnaires.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5019A Identify and secure a property opportunity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to create and secure property opportunities. It requires the ability to recognise and investigate a viable property opportunity and develop a strategy to secure a property deal.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in creating and securing property opportunities.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research property opportunity.	1.1 ***Consultative processes*** are used to verify ***client*** investment objectives and obtain advice from specialist property personnel according to ***organisational requirements***.
	1.2 ***Property market information*** is gathered and organised in a format suitable for ***analysis*** and interpretation according to organisational and ***legislative requirements***.
	1.3 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and ***resources***.
	1.4 Property ***opportunities*** are identified and reviewed to allow effective comparability against client needs according to organisational requirements.
	1.5 Potential opportunities are documented and categorised to enable valid comparisons to be made against ***market variables*** and ***industry benchmarks***.
2 Analyse property opportunity.	2.1 Identified opportunities are reviewed and measured against property trends and ***market parameters*** to determine future recommendations.
	2.2 Information is assessed using reliable and valid data analysis methods according to organisational requirements.
	2.3 Factors increasing or diminishing investment risk are assessed and discussed with client.
	2.4 Investment scenarios are developed and checked against prescribed criteria to minimise subjective assessment.
	2.5 Limitations in evaluating market information are identified and ***specialist advice*** is sought as required according to organisational requirements.
3 Recommend and secure property deal.	3.1 Interim control of asset is established through agreed methods according to client and organisational requirements.
	3.2 Recommendations are made that are verifiable, current and sufficiently detailed to meet client, organisational and legislative requirements and which include strategy for exit in line with client requirements.
	3.3 Reliable ***methods for securing control*** are used according to organisational requirements, making efficient use of time and resources.
4 Package property	4.1 Property deal is packaged and documented for

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ELEMENT	PERFORMANCE CRITERIA
deal.	presentation to interested parties for review and feedback according to organisational requirements. 4.2 ***Business equipment and technology*** are used to organise relevant information in a format suitable for analysis and interpretation according to organisational requirements. 4.3 Feedback from ***relevant people*** is analysed and incorporated into the package where appropriate according to organisational requirements. 4.4 ***Package*** is presented to relevant people to enable formal ***commitment*** to proposed property opportunity. 4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to apply statistical methods and techniques
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to liaise with property investment stakeholders
- organisational skills to maintain records and databases, organise and prepare property opportunity submissions, and propose models for property investment
- problem solving skills to determine factors that may affect property markets and evaluate risks
- research skills to analyse and interpret property and market information, and identify relevant sources of information
- technology skills to use financial and assessment software and spreadsheets efficiently and to access and present market information.

Required knowledge and understanding:

- concepts and strategies for placement of capital in property for investment
- current market knowledge

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REQUIRED SKILLS AND KNOWLEDGE

- ethical practices and relevant codes of conduct
- industry benchmarks
- investment risk factors and relationship to return expectations
- land economics
- local property market conditions and overall trends in the industry
- political environment
- range of research methods and analysis techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- town planning
- valuation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of creating and securing property opportunities. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- analysing property market information using data analysis techniques and developing investment scenarios
- documenting and presenting a packaged property deal and gaining a formal commitment to the deal
- knowledge of organisation's practices, ethical standards and legislative requirements associated with identifying and securing property opportunities
- making recommendations on a property opportunity and using appropriate control methods to secure control of the property deal
- sourcing and organising property market information and using it to identify property opportunities.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning

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experience must include a combination of direct, indirect and supplementary evidence

- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Clients may include:

- financial institutions
- fund managers
- individuals
- internal and external property groups
- investment organisations.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Property market information may be sourced from:

- consultants
- industry and organisational databases
- information services
- press clippings
- published industry data, including industry indices
- third parties
- trade journals.

Analysis may include:

- computer modelling
- examination of cash flows and other financial projections
- examination of collected data
- quantitative and qualitative analysis
- probability analysis
- time series recognition.

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Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Resources may include:

- materials
- personnel
- tools and equipment
- training
- transport.

Opportunities:

- may include:
  - adding value
  - aggregating assets
  - altering existing property
  - change in use, ownership, appearance or perception of property
  - changing style of investment
  - creating something new
  - using bankers and financiers
- may be maximised by:
  - flexibility in negotiation
  - protection of integrity of concept
  - enhancing saleability of proposition.

Market variables may relate to:

- ability to control assets
- balancing a portfolio
- capacity to improve assets
- capital growth versus short-term gain

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- cash flows
- demographics
- gearing possibilities
- geographic aspects
- limits to financial resources
- return on investment
- return versus risk
- taxation considerations
- type of property.

Industry benchmarks may include:

- building operational costs
- business strategy parameters
- economic parameters
- financial constraints
- historical operational costs
- industry published building occupation data
- market expectations
- research data
- statutory costs.

Market parameters may include:

- assessment of supply and demand for asset type
- best use of asset
- financial constraints
- maximum asset use
- return on investment
- tenancy possibilities.

Specialist advice may be sought from:

- architects
- bankers and financiers
- business consultants
- developers
- land economists
- members of industry associations
- planners
- real estate agents
- solicitors
- taxation and accounting practitioners
- valuers.

Methods for securing control may include:

- confidentiality agreements
- legal constraints
- letters of intent
- memoranda of understanding
- options over site.

Business equipment and

- computers

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technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Relevant people may include:

- accountants
- agents
- clients
- government personnel
- interested parties
- legal representatives
- management and colleagues
- members of industry associations
- site personnel
- taxation specialists.

Package may include:

- analysis of alternatives
- chosen option
- clear indication of commerciality of deal
- details of site security
- extent of financial involvement
- history of proposition
- letters of intent from interested parties
- statements on credibility of parties.

Commitment may relate to:

- confidentiality agreements
- guarantees
- letters of intent.

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Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5021A Implement asset maintenance strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine asset maintenance requirements and implement and review appropriate strategies to meet the needs of individual clients. It requires the ability to develop and document strategies effectively to improve the ongoing quality of maintenance.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine asset maintenance system requirements.	1.1 ***Asset maintenance*** specifications and other ***relevant documentation*** are obtained and analysed to establish maintenance requirements. 1.2 Risk assessment is conducted on anticipated project outcomes according to ***legislative and organisational requirements***. 1.3 ***Industry benchmarks*** are reviewed to determine maintenance intervals and other requirements. 1.4 OHS and other applicable legislative requirements are interpreted and allowed for within parameters of project requirements.
2 Design asset maintenance strategy.	2.1 ***Maintenance strategy*** is designed that details a range of activities that accurately reflect ***client***, legislative and organisational requirements. 2.2 Reliable ***maintenance methods*** are used according to organisational requirements, making efficient use of time and resources. 2.3 Contract specifications for maintenance services are developed and incorporated into tender documents according to legislative and organisational requirements. 2.4 Client ***safety and security requirements*** are incorporated into maintenance strategy according to legislative and organisational requirements. 2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Estimate resource requirements.	3.1 Viability to provide required maintenance services is assessed against maintenance specifications and organisational operational capacity. 3.2 Financial, physical and human ***resources*** to support maintenance requirements are determined and arranged according to organisational requirements. 3.3 Organisational rate schedules and conditions are applied to established costings where appropriate according to organisational requirements. 3.4 Factors that may affect capacity to meet project requirements are identified through risk analysis and accounted for in resource estimates. 3.5 Availability of resources is negotiated and confirmed with relevant people according to organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.6 Information is reviewed to ensure an accurate and detailed budget is prepared according to organisational requirements.
4 Review and evaluate asset maintenance strategy.	4.1 Maintenance strategy is reviewed and evaluated in consultation with client and ***relevant people*** using appropriate ***communication strategies***.
	4.2 Systematic review processes and established evaluation methods are identified and used to evaluate strategy processes and outcomes.
	4.3 ***Evaluation*** results are prepared in required format, style and structure and presented to relevant people within agreed timeframes.
	4.4 Recommendations for improvement of strategy are presented to relevant people according to organisational procedures.
	4.5 ***Business equipment and technology*** are used to securely maintain documentation according to legislative and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret and evaluate documentation, assess risks and estimate costings and budget needs
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements and to plan maintenance requirements and resource use
- research and evaluation skills to source asset maintenance information and resource requirements and to review and evaluate strategy
- technical skills to schedule tasks and report outcomes.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- basic knowledge of property contracts and administrative requirements
- building codes and relevant Australian standards
- building construction practice
- building control legislation
- common hazards to public and personal safety associated with particular types of maintenance work in buildings
- industry benchmarks for maintenance procedures
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant building service, trades and operation for maintenance operations
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of

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competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- designing a maintenance strategy that includes procedures to select maintenance contractors and ensure the safety and security of clients and others
- determining maintenance system requirements and intervals using industry benchmarks and OHS considerations
- determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients
- knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing a detailed budget, including a risk analysis and estimate of resource requirements
- reviewing and evaluating an asset maintenance strategy and presenting the results.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

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- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assets may be static or dynamic and may include:

- buildings
- business and marketing contracts
- equipment
- furniture
- goodwill
- land
- facilities
- vehicles.

Maintenance may include:

- backups
- changing user codes
- confirmation of operational effectiveness
- identification and replacement of worn parts
- inspection, lubrication, cleaning and adjustments
- routine repairs.

Relevant documentation may include:

- certification, including inspection certificates
- costings, receipts and invoices
- logs of equipment and system problems or faults
- operational checks and maintenance conducted
- parts and components replaced and materials used
- planning permits
- property leases, plans or contracts
- recommendations for repairs
- service and maintenance records
- testing and commissioning results
- warranty conditions and allowances.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law

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- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant privacy laws
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Industry benchmarks may include:

- discounted cash flow
- employment rates
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- tenancy mix.

Maintenance strategy may include:

- cleaning
- electrical
- emergency lighting
- evacuation
- fire lighting
- garden
- housekeeping

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- painting
- pests
- plumbing
- sanitary disposal
- security
- vertical movement
- waste disposal
- weather proofing.

Clients may include:

- building supervisors
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- legal advisers
- private investors
- property agents and property owners
- risk assessors
- tenants.

Maintenance methods may include:

- internal employee services
- lease contractual obligations
- outsourcing of external contracts with arms length organisations.

Safety and security requirements may be satisfied through:

- adherence to OHS policies and procedures for the containment of:
  - emergency situations, including fire, flood, bomb threats, suicide attempts or other actions likely to lead to property or bodily threat
  - potential health and safety hazards, such as physical, mechanical or chemical agents already in the work environment, or brought to the environment, or created as a by-product of work done on the site.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts.

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Resources may relate to:

- materials
- personnel
- tools and equipment
- training
- transport.

Relevant people may include:

- agents
- clients
- engineers and technicians
- government personnel
- installers
- legal representatives
- management and colleagues
- members of industry associations
- property owners
- site personnel
- subcontractors
- technical experts
- tenants
- tradespeople.

Communication strategies may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers

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- printers
- scanners
- software applications, such as databases and word applications
- work computers.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5022A Implement asset management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan for the management of assets. It requires the ability to implement effective strategies to manage the operational, resource and maintenance needs of assets and to review and evaluate those strategies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning for the management of assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish performance needs of assets.	1.1 ***Asset*** performance needs are established in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Risk*** assessment is conducted on asset management outcomes according to organisational and ***legislative requirements***.
	1.3 ***Industry benchmarks*** are analysed to determine expected ***asset performance*** in varying conditions according to organisational requirements.
	1.4 Applicable legislation is interpreted in order to establish user, contractual and legislative requirements for asset performance.
	1.5 Specifications, conditions and manufacturer requirements for asset maintenance and operation are identified for incorporation into plan.
2 Prepare asset management plan.	2.1 Asset management plan is prepared that facilitates achievement of identified aims and objectives.
	2.2 Operational and maintenance ***schedule*** detailing a range of activities and time lines is incorporated into asset management plan.
	2.3 Asset management plan is presented to ***client*** for review according to organisational requirements.
	2.4 Quality assurance goals and strategies related to implementation of the plan are communicated using established ***communication channels***.
	2.5 Monitoring and reporting arrangements for asset management plan are established and documented in line with client requirements.
	2.6 Financial, physical and human resource requirements are identified and arranged according to asset management plan and organisational requirements.
	2.7 Roles and responsibilities for establishing and maintaining ***asset register*** are identified and documented according to client and legislative requirements.
3 Review and evaluate asset management plan.	3.1 ***Maintenance strategies*** and plans are reviewed and evaluated in consultation with client and relevant people using appropriate ***communication techniques***.
	3.2 Systematic review processes and established ***evaluation methods*** are identified and used to assess planning processes and outcomes.
	3.3 Evaluation results are prepared in required format, style

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ELEMENT	PERFORMANCE CRITERIA
	and structure and presented to relevant people within agreed timeframes.
	3.4 Recommendations for improvement of plan are presented to relevant people according to organisational procedures.
	3.5 ***Business equipment and technology*** are used to securely maintain documentation according to legislative and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret documentation, analyse risk, estimate costings and budget needs, and review and evaluate plan
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements, organise resource and support processes, and plan and document strategies to manage assets
- technical skills to develop schedules and document plans.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building control legislation
- building practices in relevant property types
- building services and operation methods and practices
- customer needs and preferences for different property types
- industry performance benchmarks
- limitations of work role, responsibility and professional abilities
- maintenance procedures, including vendor specifications
- monitoring and evaluation systems
- OHS issues and requirements

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REQUIRED SKILLS AND KNOWLEDGE

- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- standards for building equipment operation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of planning for the management of assets. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • determining asset performance needs using industry benchmarks and consideration of risk • documenting resource and support arrangements, incorporating expected costs, and processes for

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development and maintenance of an asset register and operational and maintenance schedules
- evaluating the asset management plan through consultation with interested parties
- knowledge of organisation's practices, ethical standards and legislative requirements associated with planning for the management of assets
- preparing a detailed asset management plan which incorporates strategies for risk management, resource needs, monitoring and reporting arrangements and quality assurance.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time

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- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assets may be static or dynamic and include:

- buildings
- business and marketing contracts
- equipment
- furniture
- goodwill
- land
- property
- vehicles.

Relevant people may include:

- agents
- clients
- designated OHS representatives
- emergency personnel
- engineers and technicians
- government personnel
- installers
- legal representatives
- management and colleagues
- members of industry associations
- property owners
- site personnel
- subcontractors
- technical experts
- tenants.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and

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	standards • quality assurance and procedure manuals.
Risk may relate to:	• industry special risks • loss of profits • machinery malfunction • OHS • public liability • trade practices issues.

Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements
	• award and enterprise agreements
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• environmental and zoning laws affecting access security, access and property use
	• general duty of care to clients
	• home building requirements
	• local regulations and by-laws
	• privacy laws applying to owners, contractors and tenants
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancy factors • tenancy mix.
Asset performance criteria may include:	• age • condition assessment

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- cost
- depreciation
- down time
- emergency operation and backup
- functionality
- life span
- maintenance requirements and cost
- replacement
- security
- service levels.

Schedules may be:

- charts
- computerised
- paper-based
- prepared for daily, weekly, monthly or annual timeframes
- to-do lists
- wall-mounted planning boards
- work diary.

Clients may include:

- building supervisors
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- legal advisers
- private investors
- property agents
- property owners
- risk assessors.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Asset register may include:

- air conditioning
- cleaning
- heating
- security systems
- telecommunications systems
- utilities
- ventilation

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- vertical services
- waste management.

Maintenance strategies may relate to:

- cleaning
- electrical
- emergency lighting
- evacuation
- fire lighting
- garden
- housekeeping
- painting
- pests
- plumbing
- sanitary disposal
- security
- vertical movement
- waste disposal
- weather proofing.

Communication techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners

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- software applications, such as databases and word applications
- work computers.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5025A Maintain public relations in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to promote and maintain positive public relations for the enterprise and property industry. It requires the ability to facilitate effective communication processes, prepare media releases and conduct media interviews.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in promoting and maintaining positive public relations for the enterprise and property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain relationships and networks.	1.1 Relationships and networks with ***media*** and ***relevant people*** are established and maintained in a positive and professional manner.
	1.2 ***Organisational social***, ***ethical and business standards*** are complied with to maintain positive relationships according to ***organisational requirements***.
	1.3 Systems to encourage communication flow and ongoing ***feedback*** are established and maintained to ensure accurate and relevant exchange of information.
	1.4 Appropriate ***interpersonal techniques*** are used to develop professional relationships with media that reflect sensitivity to individual differences and ***client*** requirements.
	1.5 Suitable networks are put in place according to organisational requirements to ensure information on ***unplanned events*** is accurate and timely.
2 Prepare media release.	2.1 Media release is drafted in line with organisational and ***legislative requirements***, using clear, concise and appropriately targeted language.
	2.2 Media release is drafted in a manner that presents a positive image of the property and client and conforms to organisational and legislative requirements.
	2.3 Suitable ***professional service providers*** are engaged where required to support relationships with media.
	2.4 Media release is distributed according to organisational procedures using established ***communication channels***.
	2.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.
3 Conduct media interviews.	3.1 Media interviews are conducted in a professional manner that represents preferred profile of property and client.
	3.2 Information is provided in a manner that is clear, accurate and protects interests of parties involved with property.
	3.3 Suitable aids are used to ensure message is relevant and of interest to selected media.
	3.4 Feedback is used to develop and implement strategies to further maintain and improve relationships with targeted groups.
	3.5 Appropriate interpersonal techniques are used to

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ELEMENT	PERFORMANCE CRITERIA
	negotiate difficult situations to achieve results acceptable to participants that meet organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical and interpretation skills to ensure collection of valid and reliable information, assess property information and determine target audience and type of media
- communication skills to conduct interviews, build and maintain relationships and networks, and encourage and receive ongoing feedback
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to adapt personal style to suit target audience and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to access and interpret a variety of information and to collate and prepare required documentation
- problem solving skills to identify emergency situations and respond to contingency situations.

Required knowledge and understanding:

- industry benchmarks for emergency response
- limitations of work role, responsibility and professional abilities
- media processes and protocols
- relevant Australian standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations

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REQUIRED SKILLS AND KNOWLEDGE

- OHS
- privacy
- property sales, leasing and management
- types of emergencies
- types of media service providers.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of promoting and maintaining positive public relations for the enterprise and property industry. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting media interviews that provide clear and accurate information in a professional manner, and are appropriate and sensitive to the audience • maintaining positive relationships and networks with the media and industry personnel through effective communication and interpersonal techniques • promoting and maintaining positive public relations for the enterprise and property industry • knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing and distributing media releases that present a positive image for the property or client • reviewing work processes to include feedback from colleagues and clients on strategies to further improve

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and maintain relationships and networks.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may

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affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Media may include:

- internet
- print
- radio
- television.

Relevant people may include:

- clients
- community groups
- customers
- industry personnel
- institutions
- internal and external property groups
- legal representatives
- management and colleagues
- members of industry associations
- owner-occupiers
- service providers
- tenants.

Organisational social, ethical and business standards:

- may be stated or implied
- may be written or oral
- refer to those relevant to public relations activities.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Feedback may be obtained

- clients and colleagues

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from:	• media • documentation and reports • quality assurance data • questionnaires • regular meetings.
Interpersonal techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Clients may include:	• company or business enterprises • fund managers • government and legal instruments or agencies • internal and external property groups • private investors • project managers • property agents • property owners • risk assessors.
Unplanned events may include:	• civil disruption • emergencies • fire • personal injury • riot • theft • violence.
Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements • award and enterprise agreements • consumer protection • freedom of information • home building requirements • privacy requirements • public health • relevant federal, and state or territory legislation that affects organisational operation, including:

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- anti-discrimination and diversity
- environmental issues
- EEO
- industrial relations
- OHS
- relevant industry codes of practice
- strata, community and company titles
- tenancy agreements
- trade practices
- trade practices laws and guidelines.

Professional service providers may include:

- designers
- graphic artists
- journalists
- public relations consultants
- writers.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5026A Manage a consultant property project team

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to select and coordinate a consultancy team to complete property projects. It requires the ability to administer project contracts; select, appoint and monitor contractors; and facilitate project processes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in selecting and coordinating a consultancy team to complete property projects.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine project requirements.	1.1 ***Project*** specifications and other ***relevant documentation*** are obtained and analysed to establish project requirements.
	1.2 ***Consultative processes*** are used to negotiate and confirm contract requirements with ***relevant people*** according to ***organisational requirements***.
	1.3 Project plan is developed and ***contingencies*** are planned to ensure contract, ***client*** and organisational requirements are met.
	1.4 Financial, physical and human resource requirements are identified and organised according to project plan and organisational requirements.
	1.5 Draft documentation is reviewed to ensure accuracy and relevance of information and disseminated to relevant people for ***feedback***.
2 Assess and select contractors.	2.1 Project ***information*** is reviewed and assessed to determine ***selection process*** and types of contractors required.
	2.2 ***Selection criteria*** are developed according to project requirements, ensuring adherence to ***principles of value management***.
	2.3 Selection processes are implemented in line with agreed timeframes and organisational policies and procedures.
	2.4 Contractor assessment, selection and appointment processes are conducted according to organisational and ***legislative requirements***.
	2.5 Selection decision is based on evaluation of sufficient evidence against specified selection criteria to enable a judgement to be made on the best candidate.
3 Monitor project.	3.1 Project plan is monitored against contracts and work schedules to ensure completion occurs within designated timeframes.
	3.2 Effective ***communication channels*** are used that facilitate regular and accurate communication flow and feedback.
	3.3 Expenditure and resource usage are monitored to ensure objectives are achieved within project budgetary parameters.
	3.4 Factors affecting achievement of scheduled work are identified and ***variations*** to schedules are negotiated as required.

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ELEMENT	PERFORMANCE CRITERIA
4 Finalise project.	4.1 Notification of completed project is received and checked against contract and work schedules according to organisational and legislative requirements.
	4.2 Inspection is arranged according to organisational requirements to confirm project meets industry standards and contract and client requirements.
	4.3 Faults, errors or omissions are identified and prompt remedial action is arranged according to organisational requirements.
	4.4 ***Business equipment and technology*** are used to maintain relevant documentation securely and according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to negotiate and monitor project processes, negotiate contractor requirements, and conduct assessment and selection process
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to select contractors
- interpersonal skills to resolve conflict and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to coordinate selection process and plan and monitor project processes
- research skills to source project information and resource requirements.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building control legislation
- consultant roles and capabilities
- contract law applied to property and project contracts
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- project planning and scheduling

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REQUIRED SKILLS AND KNOWLEDGE

- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- selection methods and processes.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of selecting and coordinating a consultancy team to complete property projects. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • establishing contractor requirements through research of project specifications and consultation • inspecting a completed project to confirm it meets project plan requirements • knowledge of organisation's practices, ethical standards

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and legislative requirements associated with selecting and coordinating a consultancy team to complete property projects
- monitoring a project against the project plan and using established communication channels
- preparing selection criteria and conducting a contractor selection process.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Project may include activities which:

- give rise to creation of an asset
- involve fitting out new structures
- involve modifying existing structures.

Relevant documentation may include:

- certification, including inspection certificates
- handover documentation
- operational checks and maintenance conducted
- planning permits
- project contracts
- property drawings and plans
- property leases and contracts
- selection criteria
- tenders.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Relevant people may include:

- clients
- consultants
- contractors
- legal representatives
- management and colleagues
- members of industry associations
- technical experts.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards

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- quality assurance and procedure manuals.

Contingencies may include:

- budget constraints
- building delays
- competing work demands of contractors and consultants
- environmental factors, such as time and weather
- industrial disputes
- non-availability of resources and materials
- public holidays and shut-down periods
- equipment and technology breakdown
- unforeseen incidents
- workplace hazards, risks and controls.

Clients may include:

- agents
- building supervisors
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- owner-occupiers
- private investors
- project managers
- property agents
- property owners.

Feedback may be sought from:

- clients and their legal representatives
- industry specialists
- management and colleagues
- workplace assessment.

Information may include:

- budget documentation
- project plan
- property documentation
- selection criteria
- tender documents.

Selection process may include:

- advertisement
- compulsory competitive tender
- direct appointment
- interview
- public tender
- register of consultants
- selective tender.

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Selection criteria may include:

- contractor philosophy
- current workload
- demonstrated capacity to perform
- financial security
- performance record
- quality of subcontractors
- technical capability.

Principles of value management may include:

- adherence to costing constraints
- attention to detail
- coordination of services
- effective selection of contractor and ancillary workforce
- minimisation of variations.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Variations may relate to:

- changes to work schedules
- work outside or producing results outside the terms and conditions of contract.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines

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- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5029A Manage client relationships and networks in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain positive business relationships and active professional networks in the property industry. It requires the ability to share and promote professional experiences within a network and use interpersonal skills to build trust and improve client relationships.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in maintaining business relationships and professional networks.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify relationship and network requirements.	1.1 ***Relationships and networks*** required to achieve ***business goals and objectives*** are systematically identified. 1.2 ***Consultative processes*** are used to identify and verify relationship and network requirements according to ***organisational requirements***. 1.3 ***Business equipment and technology*** are used to organise and maintain information for easy access and retrieval according to organisational and ***legislative requirements***. 1.4 Strategies are developed to obtain ongoing ***feedback*** to maintain and improve client relationships.
2 Establish and maintain client relationships.	2.1 Communication methods are adapted to meet client-preferred communication style. 2.2 Client preferences, needs and expectations are confirmed and clarified using appropriate ***communication*** techniques. 2.3 Clear and constructive client advice is provided, detailing service provision outcomes, current needs and future options. 2.4 Feedback from clients and colleagues is used to assess quality of own performance and identify areas for improvement.
3 Participate and influence business networks.	3.1 Professional networks and relevant business relationships are maintained to provide identifiable benefits for clients and the organisation. 3.2 Interactions with network members reflect sensitivity to social and cultural differences and individual needs. 3.3 Appropriate ***negotiation skills*** are used to promote and encourage participation in a supportive environment for network members. 3.4 ***Future support*** and service requirements for network members are identified and addressed in consultation with relevant people.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to give and receive feedback, maintain effective relationships and manage conflict
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to assess benefits of networking and evaluate own work relationships systematically in order to identify new networking opportunities
- interpersonal skills to participate in industry events and activities, build professional relationships and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- leadership skills to gain trust and confidence of clients and colleagues
- negotiation skills to achieve mutually acceptable outcomes and promote a supportive networking environment
- organisational skills to create a database of relevant networks and prioritise networking opportunities.

Required knowledge and understanding:

- knowledge of related organisations, agencies and networks
- marketing and promotion techniques applicable to the service or organisation
- organisational policies, plans and procedures
- planning bodies and lines of contact
- principles and operations of networks
- principles of effective communication, including listening, questioning and non-verbal communication
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- techniques for building relationships of trust, including with people from different cultures.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of maintaining positive business relationships and active professional networks. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- developing and implementing feedback strategies to obtain information from relevant people on ways to improve relationships and delivery of client services
- identifying networking requirements through consultation with clients and colleagues
- knowledge of organisation's practices, ethical standards and legislative requirements associated with maintaining positive business relationships and active professional networks
- maintaining up-to-date computer databases of relevant contacts and associated information
- promoting and participating in networks and providing support to network members
- selecting appropriate methods and adapting communication styles when communicating with clients.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book

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- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relationships and networks may include:

- committees, including advisory committees
- government agencies
- internal and external clients
- lobby groups
- local inter-agency groups
- other organisations
- professional and occupational associations
- project-specific ad hoc consultative or reference groups
- specific interest or support groups
- suppliers
- work teams.

Business goals and objectives may:

- be stated or implied by the way the organisation conducts its business, including:
  - flexibility, responsiveness and financial performance
  - organisational values and behaviours
  - people management and interpersonal communication
  - work procedures
  - procedures manuals
- relate to business planning, marketing and customer service.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs

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- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Feedback may be sought from:

- clients and colleagues
- formal and informal performance appraisals
- questionnaires
- regular meetings
- workplace assessment.

Communication techniques may include:

- active listening
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding

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- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Negotiation skills may include:

- collaboration
- confidence building
- conflict reduction
- empathising
- solution designing
- stress management.

Future support may relate to:

- association memberships
- conference participation
- distribution of materials
- individual marketing
- maintaining regular contact
- seminar attendance.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5034A Monitor performance of property or facility portfolio

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor the ongoing performance of a property or facility portfolio. It requires the ability to provide advice and recommendations to the client based on an accurate analysis of investment performance.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in monitoring the ongoing performance of a property or facility portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine performance requirements.	1.1 ***Performance*** requirements are identified in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Client needs and expectations*** are accurately assessed and clarified using appropriate research and survey techniques and ***consultative processes***.
	1.3 ***Source documents*** and ***legislative requirements*** are obtained and assessed according to organisational requirements to ensure that information is accurate and reliable.
	1.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational procedures.
2 Monitor performance.	2.1 ***Performance of portfolio*** is regularly monitored to ensure it meets client objectives and relevant organisational and legislative requirements.
	2.2 Assessment processes are designed which detail the assessment method that will accurately reflect client needs and organisational requirements.
	2.3 Trends and ***market conditions*** are identified and evaluated against ***industry benchmarks*** to determine performance of portfolio.
	2.4 Variations in performance expectations are identified and explained to relevant people.
	2.5 Reliable methods for assessing performance are used according to organisational requirements, making efficient use of time and resources.
3 Provide advice and recommendations.	3.1 Clients are provided with clear advice and ***recommendations*** on whether performance of portfolio meets their identified needs and expectations.
	3.2 Advice and recommendations are supported by verifiable evidence and are consistent with monitoring objectives and client requirements.
	3.3 Advice and recommendations are presented in an appropriate format, style and structure using ***business equipment and technology***.
	3.4 ***Feedback*** on suitability and sufficiency of advice and recommendations is obtained from relevant people.
	3.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret property or facility plans, assess property or facility performance, research property or facility application and usage, and benchmark for optimisation
- communication skills to clarify ideas and perspectives, and negotiate client and tenant requirements
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information, complete documentation and report findings
- technical skills to use property or facility software and formulate reports.

Required knowledge and understanding:

- a range of research methods and analysis techniques
- administration of property or facility usage plans
- contract law and property or facility performance
- industry practice and benchmarks
- lease rights and responsibilities
- local property market conditions and overall trends in the industry
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
    - anti-discrimination
    - consumer protection
    - environmental issues
    - equal employment opportunity (EEO)
    - financial probity
    - franchise and business structures
    - industrial relations
    - OHS
    - privacy

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REQUIRED SKILLS AND KNOWLEDGE

- property sales, leasing and management
- risk management associated with property or facility performance.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of monitoring the ongoing performance of a property or facility portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting research of relevant documentation and legislation and accurately determining client performance expectations through consultation • developing an assessment process, and measuring performance of portfolio against set criteria • knowledge of organisation's practices, ethical standards and legislative requirements associated with monitoring the ongoing performance of a property or facility portfolio • monitoring portfolio performance using data analysis methods and identifying variations in performance expectations • providing advice and recommendations to clients based on a comprehensive evaluation of portfolio performance, including feedback using business equipment and technology.
Context of and specific resources for assessment	Resource implications for assessment include: • a registered provider of assessment services

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- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Performance may relate to:

- concepts and plans
- customer service outcomes
- productive use of property and assets
- strategies and placement of capital in property for investment.

Relevant people may include:

- accountants
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- policies and procedures relating to own role and responsibility
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- records and information systems and processes.

Clients may include:

- developers
- financial institutions
- fund managers

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- internal and external property groups
- investment organisations
- joint ventures
- owner-occupiers
- partners
- unit trustees.

Client needs and expectations may relate to:

- immediate capital gains
- long-term capital gains.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Source documents may include:

- business plans
- comparative market data
- depreciation schedules
- financial documents
- government statistics
- marketing plans
- property valuation statements
- qualitative and quantitative data
- reports and inventories
- taxation records.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Specialist advice may be

- architects
- bankers and financiers

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sought from:	• builders • environmental auditors • government officials • investment consultants • members of industry associations • real estate agents • solicitors • technical experts • valuers.
Performance of portfolio may be influenced by:	• capacity to improve assets • capital growth versus short-term gain • cash flows • change to organisational structure • demographics • gearing possibilities • geographic aspects • limits to financial resources • return on investment • return versus risk • taxation considerations • type of property or facility.
Market conditions may relate to:	• availability of alternatives • business confidence • economic conditions • level of competition.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancy factors • tenancy mix.
Recommendations may include:	• new finance arrangements • new tenant or lease arrangements • rebuilding • redeveloping • refitting • refurbishment and fit-outs • renovation • repackaging.

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Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers and scanners • software applications, such as databases and word applications.
Feedback may be obtained from:	• clients and colleagues • legal representatives • documentation and reports • quality assurance data • questionnaires • regular meetings.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5036A Prepare tender documentation in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare tender documentation for property or facility management and maintenance operations. It requires the ability to determine property requirements accurately, develop detailed budgets, and prepare documentation according to established tender criteria and conditions.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in preparing tender documentation for property or facility management and maintenance operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine tender requirements.	1.1 Tender brief and other relevant ***documentation*** are obtained and analysed to establish tender requirements in consultation with ***relevant people***.
	1.2 ***Viability*** to comply with tender requirements is assessed against project specifications and organisational operational capacity.
	1.3 ***Risk assessment*** is conducted on anticipated project outcomes according to ***organisational and legislative requirements***.
	1.4 Personal limitations in assessing tender requirements are identified and assistance is sought as required from relevant people.
	1.5 Relevant legislative requirements are interpreted and allowed for within parameters of tender requirements.
2 Estimate resource requirements.	2.1 Financial, physical and human resource requirements are determined according to tender requirements.
	2.2 Organisational rate schedules and conditions are applied to establish costings where appropriate according to organisational requirements.
	2.3 Factors that may affect capacity to meet tender requirements are identified through risk analysis and accounted for in resource estimates.
	2.4 Information is reviewed to ensure accuracy and a budget is determined to meet assessed tender and resource requirements.
3 Prepare tender documentation.	3.1 ***Business equipment and technology*** are used to gather and compile relevant information in a suitable format according to organisational requirements.
	3.2 Draft tender documentation is prepared that accurately reflects project requirements and complies with specific ***tender criteria and conditions***.
	3.3 Draft tender documentation is distributed to relevant people to check that information is accurate and project requirements are clearly addressed.
	3.4 ***Feedback*** is sought and where appropriate incorporated into tender documentation.
	3.5 Final documentation is lodged within designated time lines and a copy securely maintained according to organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- computing skills to compile and present information, access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy and communication skills to access and interpret specific tender criteria and conditions and prepare required documentation using clear and comprehensible language
- numeracy skills to estimate resource requirements and create a budget
- project planning skills to plan, schedule and track activities
- proofreading and editing skills to revise, amend and finalise tender documentation
- research and evaluation skills to evaluate specifications to establish tender criteria and to undertake qualitative and quantitative research.

Required knowledge and understanding:

- contingency and risk assessment techniques
- contractual arrangements in relation to property management and maintenance
- customer service procedures and practices
- legal and ethical responsibilities, including:
  - maintaining client privacy and confidentiality
  - meeting environmental standards
  - providing accurate information
- local knowledge of the property operations and development market
- organisational pricing policy and procedures
- organisational structure, services and environment
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS

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REQUIRED SKILLS AND KNOWLEDGE

- privacy
- property sales, leasing and management
- tender layout, format and presentation methods
- tendering codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of preparing tender documentation for property or facility management and maintenance operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- actively seeking feedback from clients and colleagues on tender requirements
- following organisational procedures to produce tender documentation
- gathering and collating information
- knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing tender documentation for property or facility management and maintenance operations
- understanding methodologies and activities required to analyse tender requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal

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planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property ***documentation*** may include information relating to:	• agreements • building codes • company services • contracts • depreciation schedules • licences • operating costs • permits • plans • specifications.
Relevant people may include:	• clients • government agencies • industry regulators and associations • legal representatives • management and colleagues • principals.
Viability may include consideration of:	• available resources, equipment and supplies • compliance with regulations • financial considerations • geographical constraints • skills required for the provision of services • time constraints.

Risk assessment may include:	• identifying risks in isolation or as part of a broader risk management strategy, such as:
	  • damage to property and equipment
	  • environmental risks
	  • equipment and system failures
	  • financial and economic loss or failure
	  • OHS
	  • professional incompetence.

Organisational	• access and equity principles and practice guidelines

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requirements may be outlined and reflected in:

- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Business equipment and technology may include:

- computers and email
- data storage devices
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers and scanners
- software applications, such as databases and word applications.

Tender criteria and

- eligibility for submission of tender

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conditions may include:	• interview, meeting or presentation of tender • special requirements • submission date • tender document format.
Feedback may be sought from:	• clients and their legal representatives • supervisors and colleagues • formal and informal performance appraisals • workplace assessment.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6001A Determine viability of regeneration options in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse and determine regeneration options for property and assets. It requires the ability to evaluate regeneration options to make a decision on a preferred viable option and to provide advice and recommendations to clients.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in analysing and determining regeneration options for property and assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish regeneration options.	1.1 ***Asset regeneration*** options are reviewed according to ***client*** requirements.
	1.2 ***Communication strategies*** are used to negotiate options for addressing client needs.
	1.3 ***Analysis*** of client requirements is used to clarify project objectives and methods.
	1.4 ***Relevant information*** and legislation are analysed to provide ***strategic context*** to asset regeneration objectives.
	1.5 Applicable industry, ***organisational and legislative requirements*** are interpreted and complied with.
2 Analyse regeneration options.	2.1 Quantitative and qualitative analysis of regeneration options is undertaken to assess viability and determine preferred option.
	2.2 Economic trends and market developments are analysed in terms of potential implications and impact on regeneration objectives.
	2.3 Impacts, ***risks*** and costs of regeneration options are established and analysed according to project objectives.
	2.4 Sound reasoning is applied to ensure consistency of interpretations based on available and reliable information.
	2.5 Decision on preferred regeneration option is checked against verifiable evidence.
3 Evaluate assessment process.	3.1 Strategies and processes for assessing viability of regeneration options are evaluated using established ***evaluation methods***.
	3.2 Reliable evaluation methods are used making efficient use of time and resources.
	3.3 Measures and criteria provide sufficient information to make judgements about progress towards strategic regeneration objectives.
	3.4 ***Strategies to improve*** assessment processes are documented and implemented.
4 Provide advice and recommendations.	4.1 Client is provided with advice and recommendations on preferred regeneration option within agreed timeframes.
	4.2 Advice and recommendations are presented in appropriate format, style and structure using ***business equipment and technology***.
	4.3 ***Feedback*** on suitability and sufficiency of advice and recommendations is obtained from client and action is

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ELEMENT	PERFORMANCE CRITERIA
	taken to modify advice as required.
	4.4 Comments, analysis and recommendations are made available for the review and reformulation of strategic goals and policies.
	4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to negotiate client requirements and consult with industry experts and others
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives and to source and access information
- problem solving skills to anticipate factors that may affect asset regeneration and to assess risk
- research skills to source, analyse and interpret asset and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets efficiently, and access market information.

Required knowledge and understanding:

- financial analysis and modelling
- implications for business continuity
- industry benchmarks
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- regeneration methods
- relevant federal and state or territory legislation and local government regulations related to:
    - anti-discrimination
    - consumer protection
    - environmental issues
    - equal employment opportunity (EEO)
    - financial probity
    - franchise and business structures
    - industrial relations

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REQUIRED SKILLS AND KNOWLEDGE

- OHS
- privacy
- property sales, leasing and management
- sources of industry and market information
- sources of industry data
- strategic management principles and practices
- strategic planning
- supply and demand economics
- taxation as it applies to asset regeneration.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of analysing and determining regeneration options for property or assets. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • interpreting and applying applicable legal, ethical and organisational requirements • establishing regeneration options and expectations through an assessment of consultation and sourced market information • knowledge of organisation's practices, ethical standards and legislative requirements associated with analysing and determining regeneration options for property or assets • providing advice and recommendations on a preferred regeneration option using client feedback within agreed

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timeframes
- testing the assessment process against assessment measures and criteria and implementing strategies to improve future processes
- using suitable analysis methods and techniques to assess regeneration options and decide on a preferred option.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Asset may include:

- building
- business and marketing contract
- equipment
- furniture
- goodwill
- land
- vehicle.

Regeneration may relate to:

- rebuilding
- redecorating
- redeveloping
- refinancing
- refitting
- remodelling
- renovation
- repackaging
- re-tenant.

Clients may include:

- asset or property agents
- asset or property owners
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- users.

Communication strategies may relate to:

- clear and concise use of technical terminology
- direct line supervision paths
- face-to-face meetings
- lateral supervision paths
- organisational communication protocols and procedures

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- organisational networks
- telephone, facsimile and written communication.

Analysis:

- may be:
  - explorative, descriptive, causative or predictive
  - quantitative and qualitative
- may include:
  - basic statistical analysis
  - critical analysis
  - mathematical calculations
  - problem solving.

Relevant information may include:

- agreements
- assessment criteria
- building codes
- certificates of occupancy
- contracts
- documented recommendations on viability of regeneration options
- leases
- licences
- market research
- permits
- plans
- specifications.

Strategic context may relate to:

- competitive
- cultural
- financial
- legal aspects of organisational functions
- operational
- political
- social.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

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Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Risk factors that may influence regeneration may include:

- constraints on use
- existing asset use and ownership
- government zoning and restrictions
- market influences
- project financing
- staging of investment or development
- structure of leases or agreements
- type and number of tenants and users.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

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Strategies to improve may be assessed for:	• ability to add value • ability to improve client satisfaction • cost-effectiveness • degree of client or management support • ease of implementation • practicality • viability.
Business equipment and technology may include:	• data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers and scanners • software applications, such as databases and word applications • work computers.
Feedback may be received through:	• clients and their legal representatives • management and colleagues.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6002A Conduct a property investment feasibility study

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct an assessment of investment feasibility. It requires the ability to identify objectives and techniques to undertake the study, use valid and reliable research techniques to analyse information, and report study findings and conclusions.

The unit may form part of the licensing requirements for persons engaged in property operations and development in those States and Territories where these activities are regulated.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in conducting assessments of investment feasibility.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish study requirements.	1.1 Aims and objectives of ***investment*** feasibility study are clearly established according to ***client*** and ***organisational requirements***.
	1.2 Study objectives and time lines are negotiated and agreed in consultation with ***relevant people***.
	1.3 ***Relevant documentation*** and ***legislative requirements*** are gathered and reviewed to identify critical requirements of the study.
	1.4 Initial comparisons with similar properties are made to allow effective comparison with ***client expectations*** according to organisational requirements.
	1.5 Situations requiring ***specialist advice*** are identified and support is sought as required according to organisational requirements.
2 Access relevant information.	2.1 Relevant ***information*** is gathered and organised in a format suitable for ***analysis*** and interpretation.
	2.2 Market information is accessed and evaluated in terms of validity, reliability and relevance according to identified analysis requirements.
	2.3 Relevant people are consulted to gather additional information using appropriate ***communication techniques***.
	2.4 Environment is scanned to identify and assess factors that may impact on study according to organisational requirements.
	2.5 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and resources.
3 Analyse information.	3.1 Quantitative and qualitative analysis is undertaken of ***comparative market data*** using standard financial analysis techniques.
	3.2 Economic trends and market developments are identified and evaluated in terms of potential implications and impact on study objectives.
	3.3 ***Factors*** increasing or diminishing investment ***risk*** are identified, analysed and discussed with client.
	3.4 Sound reasoning is applied to ensure consistency of interpretations based on available information.
4 Formulate investment scenarios.	4.1 Alternative investment scenarios are developed to meet study requirements according to organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	4.2 ***Consultative processes*** are used to obtain views of industry experts as required.
	4.3 Scenarios are verified against prescribed criteria and analysed to minimise subjective assessment.
	4.4 Sensitivity analysis is performed on data to identify degree of convergence within identified industry and market ***benchmarks***.
	4.5 Property trends and ***market conditions*** are identified and evaluated against study requirements.
5 Document feasibility study.	5.1 Feasibility study is presented in appropriate format, style and structure using suitable ***business equipment and technology***.
	5.2 Report is prepared and distributed to relevant people within agreed timeframes according to organisational requirements.
	5.3 Conclusions are documented that are verifiable, current and sufficiently detailed to meet identified client and organisational requirements.
	5.4 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to negotiate client requirements and consult with industry experts and other relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives and to manage project processes
- problem solving skills to determine factors that may affect property markets and evaluate risk

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REQUIRED SKILLS AND KNOWLEDGE

- research skills to source, analyse and interpret property and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets, and access market information.

Required knowledge and understanding:

- alternative property uses
- building control legislation, codes and relevant Australian standards
- business and industry property networks
- current property and investment market
- investment risk factors and relationship to return expectations
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- project assessment methods
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- sources of industry and market information
- types of property markets
- value management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of conducting an assessment of

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investment feasibility. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- analysing market information to identify economic trends, market developments and risk factors
- documenting and presenting investment feasibility study using appropriate business equipment and technology
- formulating investment scenarios against industry benchmarks
- knowledge of organisation's practices, ethical standards and legislative requirements associated with conducting an assessment of investment feasibility
- sourcing documentation and information through consultation to establish study aims and objectives, and make initial comparisons of similar properties
- sourcing market and environmental information to identify factors affecting study.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

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Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Investment may relate to:

- concepts and plans
- strategies and placement of capital in property for investment
- productive use of property and assets
- customer service outcomes.

Clients may include:

- financial institutions
- fund managers
- individuals
- internal and external property groups
- investment organisations.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Relevant people may include:

- accountants
- agents
- clients
- government personnel
- interested parties
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Relevant documentation may relate to:

- building codes
- current and planned property or site developments

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- deposited, survey and other plans and maps
- depreciation schedules
- land title and zoning
- leasing rates
- legal status
- management policy and procedures
- marketing services
- performance of comparable properties
- permits
- rates notices
- sales information
- taxation papers
- tenancy and other contracts or leases.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Client expectations may relate to:

- immediate capital gains
- long-term capital gains.

Specialist advice may be sought from:

- architects
- bankers and financiers
- developers
- investment consultants
- land economists
- members of industry associations
- planners
- real estate agents

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	• solicitors • taxation and accounting practitioners • valuers.
Information sources may include:	• consultants • industry and organisational databases • information services • press clippings • published industry data, including industry indices • third parties • trade journals.
Analysis may include:	• computer modeling • examination of cash flows and other financial projections • examination of collected data • quantitative and qualitative analysis • probability analysis • time series recognition.
Communication techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Comparative market data may include:	• best practice information • national and international benchmarking • inter-organisation comparison data.
Factors that may influence complexity of feasibility study may include:	• constraints on use • existing land use and ownership • government zoning and restrictions • project financing • staging of investment or development • structure of leases • type and number of tenants.
Risk may relate to:	• asset allocation and investment spread • borrowing risk • gearing • economics

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- lifestyle choices
- market and property sector risks, including:
  - fluctuations in economic cycle
  - interest rates
  - stock market
- organisational risk
- risk factors and client return expectations
- volatility of income and capital.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Benchmarks may include:

- building operational costs
- business strategy parameters
- economic parameters
- financial constraints
- historical operational costs
- industry published building occupation data
- market expectations
- research data
- statutory costs.

Market conditions may relate to:

- availability of alternatives
- business confidence
- economic conditions
- level of competition.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications.

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Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6003A Contract to invest in property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage the development and performance of a property investment contract. It requires the ability to negotiate contract specifications and undertake a due diligence review against an investment feasibility study.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in managing the development and performance of a property investment contract.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Formulate contract specifications.	1.1 ***Investment*** contract specifications are ***negotiated*** and formulated in consultation with ***relevant people***.
	1.2 ***Communication strategies*** and processes are established and implemented to assist ongoing communication between contract parties.
	1.3 ***Analysis*** is made of ***relevant information*** and legislation to provide ***strategic context*** to investment objectives.
	1.4 Instructions are issued to ***consultants*** to prepare draft contract.
	1.5 Applicable ethical, ***organisational and legislative requirements*** are interpreted and applied.
2 Undertake due diligence review.	2.1 Instructions are issued to relevant consultants to undertake ***due diligence review*** for assessment against feasibility study.
	2.2 Impacts of due diligence review are documented and assessed against feasibility study outcomes.
	2.3 Variations to feasibility study are identified and a decision made to proceed, renegotiate or withdraw as required.
	2.4 Required variations to contract are negotiated and agreed between parties to reflect outcomes of due diligence process.
3 Develop investment contract.	3.1 Contract is prepared in appropriate style and format ensuring compliance with contract specifications and due diligence outcomes.
	3.2 Contract is reviewed to ensure accuracy of information and is disseminated to relevant people for ***feedback***.
	3.3 Contract text is amended to include feedback from client in line with organisational policy and procedures.
	3.4 Situations requiring ***specialist advice*** are identified and addressed.
	3.5 Contract is finalised and settlement effected according to agreed timeframes.
4 Evaluate investment contract.	4.1 Contract is reviewed using established ***evaluation methods*** relative to contract specifications.
	4.2 Reliable evaluation methods are used, making efficient use of time and resources.
	4.3 Verifiable conclusions are detailed with due diligence and according to feasibility outcomes.
	4.4 Comments and recommendations are made available for

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ELEMENT	PERFORMANCE CRITERIA
	review and reformulation of strategic goals and policies.
	4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to negotiate contract arrangements, obtain feedback and consult with clients
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to analyse contract information and specifications, assess feasibility study outcomes and review contracts
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- management skills to plan contract development processes, achieve contract objectives and make decisions about impact of due diligence outcomes on feasibility study
- organisational skills to manage consultative processes and determine appropriate timeframes.

Required knowledge and understanding:

- commercial and contract law
- due diligence processes
- economics as they relate to the property industry
- feasibility studies
- limitations of work role, responsibility and professional abilities
- property appraisal methods and interpretation of findings
- relevant Australian standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues

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REQUIRED SKILLS AND KNOWLEDGE

- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management
- risk management strategies
- strategic management principles and practices
- strategic planning.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of managing the development and performance of a property investment contract. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • interpreting and applying applicable legal, ethical and organisational requirements • evaluating the property investment contract against contract specifications, due diligence and feasibility outcomes and documenting conclusions for future strategic goals and policies • knowledge of organisation's practices, ethical standards and legislative requirements associated with managing the development and performance of a property

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investment contract

- preparing a property investment contract within agreed timeframes and ensuring the interests of the client are protected
- undertaking a due diligence review against feasibility study and negotiating required variations to study or contract
- using effective communication strategies to formulate property investment contract specifications.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based

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activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Investment may include:

- concepts and plans
- strategies and placement of capital in property for investment
- productive use of property and assets
- customer service outcomes.

Negotiated refers to negotiation techniques that should include:

- clearly presenting options and consequences
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- using positive, confident and cooperative language
- using language and concepts appropriate to the people involved
- using strategic questioning and listening to gather information and direct the focus of people involved
- using summarising of positions and agreements to move understanding.

Relevant people may include:

- agents
- clients
- company directors
- consultants, including legal, banking, financial architectural, engineering, surveying, environmental, valuation, planning and insurance

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- governing body
- government personnel
- management and colleagues
- members of industry associations
- property or facilities owners and managers.

Communication strategies may relate to:

- clear and concise use of technical terminology
- direct line supervision paths
- face-to-face meetings
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks
- telephone, facsimile and written communication.

Analysis:

- may be:
  - explorative, descriptive, causative or predictive
  - quantitative and qualitative
- may include:
  - basic statistical analysis
  - critical analysis
  - mathematical calculations
  - problem solving.

Relevant information may include information relating to:

- financial, accounting and taxation records
- insurances
- leases
- legal information relating to the property, including current claims, court actions, trade mark issues, prior charges and current ownership structures
- licences
- maintenance contracts
- ownership, operational and adjoining owners' agreements
- plans, photos and other property documentation
- plant and equipment
- property details
- property investment feasibility study
- remedial and contamination issues
- research into investment market, demographics, competition and development proposals
- technical issues, including:
  - building specifications
  - quantity surveyor's reports
  - statements of defects

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	• building permits • structural, mechanical, electrical, hydraulic and fire services and protection • air conditioning and ventilation • refrigeration • vertical transport • asbestos • valuations.
Strategic context may include:	• competitive • cultural • financial • legal aspects of organisational functions • operational • political • social.
Consultants may be sourced from the following sectors:	• architectural • banking • engineering • environmental • financial • insurance • legal • planning • surveying • valuation.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Legislative requirements may be outlined and reflected in:	• Australian standards • general duty of care to clients • home building requirements • privacy requirements • relevant federal, and state or territory legislation that affects organisational operation, including:

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- anti-discrimination and diversity
- environmental issues
- EEO
- industrial relations
- OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Due diligence means:

- the process by which an investor, lawyer, consistent auditor or other qualified person, verifies the accuracy of data provided by another organisation.

Due diligence review may relate to:

- financial issues, such as taxation and accounting
- legal issues, such as current claims, court actions, trademark issues and prior charges
- legal searches
- planning and development
- property documentation, including agreements, contracts, leases, valuations, authorities, plans and maintenance
- research conducted on such things as demographics and competition
- technical issues
- tenancy analysis
- town planning.

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
  - colleagues and directors
  - existing and previous clients
- information provided by others involved in a professional capacity, both internal and external to the organisation.

Specialist advice may be sought from:

- clients and stakeholders
- company directors
- governing body
- management and colleagues
- relevant consultants, including legal, banking, financial, architectural, engineering, surveying, environmental, valuation, planning and insurance.

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Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM6004A Determine performance of assets and facilities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor the ongoing performance of an asset or facility portfolio. It requires the ability to source and assess performance information, and provide advice and recommendations.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in monitoring the ongoing performance of an asset or facility portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify performance requirements.	1.1 ***Performance requirements*** are identified in consultation with ***relevant people***.
	1.2 ***Client needs and expectations*** are assessed and clarified using appropriate research and survey techniques and ***consultative processes***.
	1.3 ***Source documents*** are obtained and analysed to ensure information is current and reliable.
	1.4 Situations requiring ***specialist advice*** are identified and addressed.
	1.5 Applicable industry, ***organisational and legislative requirements*** are interpreted and complied with.
2 Monitor performance of assets and facilities.	2.1 ***Performance of assets and facilities*** are regularly monitored to ensure client objectives are met.
	2.2 Trends and ***market conditions*** are identified and evaluated against ***industry benchmarks*** to determine performance of assets and facilities.
	2.3 ***Assessment requirements*** are determined and assessment processes established that accurately reflect client needs.
	2.4 Reliable ***evaluation methods*** for measuring performance are used, making efficient use of time and resources.
	2.5 ***Variations*** between performance expectations and actual performance are identified and explained to relevant people according to organisational procedures.
3 Provide advice and recommendations.	3.1 Clients are provided with clear advice and ***recommendations*** on whether performance of facility meets their identified needs and expectations.
	3.2 ***Feedback*** on suitability and sufficiency of advice and recommendations is obtained according to organisational procedures.
	3.3 Advice and recommendations are formed on the basis of verifiable evidence and are consistent with monitoring objectives and client requirements.
	3.4 Advice and recommendations are presented in an appropriate format, style and structure using ***business equipment and technology***.
	3.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to analyse asset or facility performance, identify variances and provide recommendations for optimum performance
- communication skills to clarify ideas and perspectives
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- leadership skills to take a leading role in a variety of situations and pursue new challenges and opportunities
- literacy skills to interpret written and oral information, complete documentation, report findings, access and interpret relevant information, evaluate performance of assets and facilities, and prepare advice and recommendations
- research skills to collect reliable and valid information and source market analysis data to determine performance of specific assets and facilities.

Required knowledge and understanding:

- adaptive re-use strategies and implications for business continuity
- due diligence procedures
- economics and management of facilities and support services using a whole-of-life approach
- financial analysis and forecasting principles
- impact of taxation on portfolio management, including asset depreciation
- industry performance benchmarks, including use and application of value analysis and benchmarking techniques
- industry practice and benchmarks
- investment risk factors and relationship to return expectations
- organisational and professional procedures, ethical practices and business standards
- principles and practices of performance measurement, including evaluation processes and techniques
- range of research methods and analysis techniques
- relevant federal and state or territory legislation and local government regulations related to:
    - anti-discrimination
    - consumer protection
    - environmental issues

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REQUIRED SKILLS AND KNOWLEDGE

- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management
- risk management associated with facility use
- value identification and quality assessment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of monitoring the ongoing performance of an asset or facility portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately determining facilities and asset performance expectations through consultation and research of relevant documentation • knowledge of organisation's practices, ethical standards and legislative requirements associated with monitoring the ongoing performance of an asset or facility portfolio • monitoring asset performance using data analysis evaluation methods and identifying variations in performance expectations • providing advice and recommendations to client using business equipment and technology and incorporating

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constructive feedback.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue and equipment
- workplace documentation.
- candidate special requirements
- cost and time considerations.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may

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affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Performance requirements may relate to:

- concepts and plans
- customer service outcomes
- productive use of property and assets
- strategies and placement of capital in property for investment.

Relevant people may include:

- accountants
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Clients may include:

- bankers
- company management
- facility agents
- facility owners
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- internal and external facility groups
- investors
- owner-occupiers
- tenants.

Client needs and expectations may include:

- immediate capital gains
- long-term capital gains.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Source documents may include:

- company property documents and registers
- comparative market data

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- depreciation schedules
- financial documents
- funding strategies
- life cycle strategic asset management plans
- property valuation statements
- qualitative and quantitative data
- reports and inventories
- strategic facilities management plans
- taxation records.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- business consultants
- government officials
- investment consultants
- members of industry associations
- OHS representatives
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts
- valuers.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- policies and procedures relating to own role and responsibility
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- records and information systems and processes.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment,

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	construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• environmental and zoning laws affecting access and facility use, and access security
	• general duty of care to clients
	• home building requirements
	• local regulations and by-laws affecting subject facility
	• privacy laws applying to owners, contractors and tenants
	• quality assurance and certification requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Performance of assets and facilities may be influenced by:	• capacity to improve assets • capital growth versus short-term gain • cash flows • change to organisational structure • demographics • gearing possibilities • geographic aspects • limits to financial resources • return on investment • return versus risk • taxation considerations • type of facility.
Asset may include:	• building • equipment • land • property.
Facilities may include:	• child care centres • offices • recreation • sport and recreation venues • car parking • community facilities

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- educational facilities
- meeting places
- security facilities.

Market conditions may include:

- availability of alternatives
- business confidence
- economic conditions
- level of competition.

Industry benchmarks may include:

- discounted cash flow
- employment rates
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- tenancy mix.

Assessment requirements may relate to:

- after and pre-tax analysis
- capital growth
- cash flow
- client objectives
- degree of compliance with legislation
- degree of functionality
- degree of market acceptance
- depreciation
- discounted rate of return
- financial feasibility
- foregone income
- horizon for investment
- internal rate of return
- nett present value
- sale potential.

Evaluation methods could be qualitative or quantitative and may include:

- computer modelling
- cost data analysis
- examination of cash flows and other financial projections
- examination of collected data
- expert and peer review
- observation or interviews
- probability analysis
- time series recognition.

Variations may relate to:

- financial performance
- functionality
- physical condition

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	• use.
Recommendations may relate to:	• acquisition • disposal • establishment of a new asset • new finance arrangements • new tenant or lease arrangements • operation and maintenance • rebuilding • redeveloping • refurbishment and fit-out • repackaging.
Feedback may be obtained from:	• clients and colleagues • legal representatives • documentation and reports • quality assurance data • questionnaires • regular meetings.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6005A Develop a property investment strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to formulate and assess a viable property investment strategy. It requires the ability to establish investment requirements, identify market developments and trends, use standard financial analysis methods and techniques to determine investment options, and develop a risk management plan.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in formulating and assessing a viable property investment strategy.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish investment requirements.	1.1 ***Investment parameters***, goals and objectives are determined and confirmed in consultation with ***relevant people***.
	1.2 Effective targets and ***performance measures*** are developed that are consistent with investment expectations.
	1.3 ***Relevant information*** with regard to property and market sector characteristics is interpreted to provide strategic context to investment objectives.
	1.4 Market intelligence is collected from reputable ***sources*** and is readily available and up-to-date.
	1.5 ***Industry benchmarks*** are selected to ensure effective comparability with return on property and meaningful ***analysis*** against available data.
	1.6 Applicable ethical, ***legislative and organisational requirements*** are interpreted and applied.
2 Undertake strategic analysis.	2.1 Quantitative and qualitative analysis is undertaken of ***comparative market data*** to identify facts, issues, patterns, interrelationships and trends.
	2.2 Economic trends and market developments are evaluated in terms of potential implications and impact on investment objectives.
	2.3 Relevant due diligence and feasibility studies are accessed and considered to assist with determining potential investment viability.
	2.4 Investment options are determined and tested for viability and performance against identified investment parameters.
	2.5 Factors increasing or diminishing investment ***risk*** are identified and defined in a risk management plan.
	2.6 Sound reasoning is applied to ensure consistency of interpretations based on available information.
3 Develop investment strategy.	3.1 Strategy is formulated based on a comprehensive analysis of tested information.
	3.2 Strategy is documented in a logical, concise and conclusive manner and presented in an appropriate format using ***business equipment and technology***.
	3.3 Recommendations are made that are verifiable, current and detailed and meet identified investment requirements.
	3.4 Comments, analysis and recommendations are made

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ELEMENT	PERFORMANCE CRITERIA
	available to relevant people for review and reformulation of investment strategy.
	3.5 Adjustments to investment strategy are determined and implemented as a result of feedback, changed trends or events.
	3.6 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to negotiate client requirements and consult with industry experts and others
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives
- problem solving skills to anticipate factors that may affect property investment and to assess risk
- research skills to source, analyse and interpret property and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets efficiently, and access market information.

Required knowledge and understanding:

- building control legislation, codes and relevant Australian standards
- business and industry property networks
- industry benchmarks
- investment risk factors and relationship to return expectations
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- property and investment markets
- relevant federal and state or territory legislation and local government regulations related to:
    - anti-discrimination
    - consumer protection
    - environmental issues
    - equal employment opportunity (EEO)
    - financial probity
    - franchise and business structures
    - industrial relations

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REQUIRED SKILLS AND KNOWLEDGE

- OHS
- privacy
- property sales, leasing and management
- sources of industry and market information
- supply and demand economics
- taxation as it applies to property development.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of assessing and formulating a viable property investment strategy. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • interpreting and applying applicable legal, ethical and organisational requirements • establishing investment requirements and expectations through an assessment of consultation and sourced market information • formulating a property investment strategy, including identified investment options and a defined risk management plan • knowledge of organisation's practices, ethical standards and legislative requirements associated with assessing and formulating a viable property investment strategy • testing the viability and performance of potential investment options against investment parameters • using suitable analysis methods and techniques to

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identify and assess economic trends and market data and developments.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy

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levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Investment may relate to:

- concepts and plans
- strategies and placement of capital in property for investment
- productive use of property and assets
- customer service outcomes.

Parameters may include:

- ability to control investment
- administrative talent
- balancing a portfolio
- capacity to improve assets
- capital growth versus short-term gains
- cash flows
- class and type of property
- demographics
- exit strategies
- gearing possibilities
- geographic aspects
- limits to financial resources
- market standing
- return on investment
- return versus risk
- taxation considerations.

Relevant people may include:

- accountants
- agents
- clients
- government personnel
- interested parties
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Performance measures:

- may include:
  - quantitative and qualitative assessments

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- may be:
  - financial and non-financial
  - statistical and non-statistical.

Relevant information may include:

- bank reports
- building codes
- current and planned property or site developments
- deposited, survey and other plans and maps
- depreciation schedules
- general knowledge of industry
- government statistics
- industry reports and indices
- land title and zoning
- market intelligence from industry operators or other interested parties
- media reports
- performance of comparable properties
- permits
- published analytical reports
- tenancy and other contracts or leases.

Sources may include:

- consultants
- information services
- press clippings
- published industry data, including industry indices
- third parties
- trade journals.

Industry benchmarks may include:

- discounted cash flow
- employment rates
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancies index
- tenancy mix.

Analysis may include:

- computer modelling
- examination of cash flows and other financial projections
- examination of collected data
- quantitative and qualitative analysis
- probability analysis
- time series recognition.

Legislative requirements

- Australian standards

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may be outlined and reflected in:

- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Comparative market data may include:

- best practice information
- national and international benchmarking
- inter-organisation comparison data.

Risk may relate to:

- age of property
- asset allocation and investment spread
- borrowing risk
- gearing
- comparative risk against alternative in investments
- competitive development
- exit strategy and investment scenario analysis
- interest rates
- level of regulation

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- lifestyle choices
- market and property sector risks, including:
  - fluctuations in economic cycle
  - interest rates
  - stock market
- technology in use
- tenancy security
- volatility of income and capital.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications
- work computers.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM6007A Develop life cycle asset management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop a life cycle asset management plan. It requires the ability to determine asset management objectives, carry out strategic analysis and formulate an asset management plan.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in developing a life cycle asset management plan.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine asset management objectives.	1.1 ***Asset management objectives*** are assessed and clarified using appropriate ***research and survey techniques*** and consultative processes. 1.2 Strategic plans and other ***information*** are obtained and asset management issues analysed. 1.3 ***Roles and responsibilities*** associated with development of asset management plan are clearly defined and documented. 1.4 Monitoring and reporting arrangements for ***asset management activities*** are determined. 1.5 Information is reviewed to ensure accuracy and a detailed ***budget*** is prepared. 1.6 Applicable industry, ***organisational and legislative requirements*** are interpreted and complied with.
2 Conduct strategic analysis.	2.1 Information on current and future asset requirements is accessed and evaluated according to organisational policies and procedures. 2.2 Economic trends and market developments are identified and evaluated in terms of potential ***factors that may impact on asset management objective***. 2.3 ***Comparative market data*** is obtained and analysis undertaken using standard financial ***analysis*** techniques. 2.4 Risks and contingencies are identified and quantified according to industry standards, precedents and techniques.
3 Design support processes.	3.1 Key ***performance criteria*** for measuring the achievement of objectives and strategies are developed and incorporated into asset management plan. 3.2 Financial, physical and human ***resources*** to support the asset management plan are determined and organised within budget parameters. 3.3 ***Quality assurance goals and strategies*** are determined in consultation with ***relevant people***. 3.4 Draft asset management plan and other ***relevant documentation*** are processed using ***business equipment and technology***.
4 Review and evaluate asset management plan.	4.1 Asset management plan is reviewed and evaluated in consultation with relevant people using appropriate communication techniques. 4.2 Systematic review processes are established and ***evaluation methods*** used to assess strategic processes

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ELEMENT	PERFORMANCE CRITERIA
	and outcomes.
	4.3 Evaluation results are prepared in required format, style and structure and feedback is incorporated where appropriate.
	4.4 Recommendations for improvement of strategy are presented to relevant people within agreed timeframes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret documentation, review and evaluate strategy, assess risks and estimate costings and budget needs
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate and to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements, assess risk, and plan management requirements and resource use
- research and evaluation skills to source asset management information and resource requirements
- technical skills to formulate and present an asset management plan.

Required knowledge and understanding:

- basic knowledge of property contracts and administrative requirements
- building codes and relevant Australian standards
- building construction practice
- building control legislation
- common hazards to public and personal safety associated with particular types of maintenance work in buildings
- industry benchmarks for maintenance procedures
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards

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REQUIRED SKILLS AND KNOWLEDGE

- relevant building service, trades and operation for maintenance operations
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of developing a life cycle asset management plan. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting a risk analysis and evaluating potential factors that may impact on asset management objectives • establishing asset management objectives through research and consultation • knowledge of organisation's practices, ethical standards and legislative requirements associated with developing

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a life cycle asset management plan
- organising processes to formulate, review and evaluate an asset management strategy
- preparing a detailed budget outlining resource requirements to support asset management activities.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue and equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to

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each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assets may include:

- static or dynamic assets
- buildings
- equipment
- furniture
- goodwill
- land
- property
- vehicles.

Asset management objectives may relate to:

- environmental considerations
- industry benchmarks
- maintenance and repair
- maintenance of asset register
- performance measures.

Research and survey techniques may include:

- analysing asset reporting systems
- discussions with colleagues and clients
- group workshops and brainstorming
- interviews and questionnaires
- reviewing documentation, reports and risk management plans
- organisational or industry-based surveys.

Information may include:

- asset registers
- depreciation schedules
- details of maintenance schedules
- inventory turnover analysis
- output from dedicated fixed asset software
- residual life of assets
- total purchase and disposals for a period.

Roles and responsibilities may be influenced by:

- applicable codes of conduct
- job description and employment arrangements
- organisational policy relevant to work role
- skills, training and competencies
- supervision and accountability requirements, including

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	OHS • team structures.
Asset management activities may include:	• accounting, including cost accounting • asset creation and acquisition • asset maintenance • asset strategies • audit and management reviews • condition and performance monitoring • disposals • information and support systems • operations • renewals.
Budgets may include:	• assets and liabilities • budget delegations • cash flow budgets • projected expenditure by item • projected income by source • reporting mechanisms • security measures • variation and review procedures.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements • award and enterprise agreements • codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law • environmental and zoning laws affecting access security, access and property use • general duty of care to clients • home building requirements

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- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and requirements.

Factors that may impact on asset management objectives could relate to:

- actual or estimated residual life
- commercial or technical obsolescence
- effect of planned maintenance
- effective life
- location in life cycle
- prediction of deterioration or failure
- previous inspection date and process
- when constructed, rehabilitated or replaced.

Comparative market data may include:

- best practice information
- national and international benchmarking
- inter-organisation comparison data.

Analysis may include:

- computer modelling
- examination of cash flows and other financial projections
- examination of collected data
- explorative, descriptive, causative or predictive analysis
- quantitative and qualitative analysis
- probability analysis
- time series recognition.

Performance criteria may relate to:

- age
- condition assessment
- cost
- depreciation
- downtime
- emergency operation and backup
- functionality
- life span
- maintenance requirements and cost

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- replacement
- security
- service levels.

Resources may include:

- materials
- personnel
- tools and equipment
- training
- transport.

Quality assurance goals and strategies may include:

- a formal structure against which progress can be evaluated
- budgets and timetables that enable the commitment of resources at appropriate points in the project
- compliance with Australian standards
- contingency plans to cater for a change of corporate focus or significant project difficulties
- continuous improvement strategies
- mechanisms for involving a wide variety of interested parties or stakeholders in the project
- procedures for monitoring and evaluating project outcomes and client satisfaction
- reducing risk by anticipating, evaluating and developing strategies for the management of possible problems
- reporting procedures and protocols.

Relevant people may include:

- clients
- engineers and technicians
- government personnel
- installers
- legal representatives
- management and colleagues
- property owners
- site personnel
- subcontractors
- technical experts
- tenants.

Relevant documentation may include:

- certification, including inspection certificates
- costings, receipts and invoices
- logs of equipment and system problems or faults
- operational checks and maintenance conducted
- parts and components replaced and materials used
- planning permits
- property leases, plans or contracts
- recommendations for repairs

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	• service and maintenance records • testing and commissioning results • warranty conditions and allowances.
Business equipment and technology may include:	• data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications • work computers.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6010A Manage performance of property investment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage the performance of a property investment. It requires the ability to source and analyse market information, assess industry trends and develop performance criteria to measure and monitor performance of property investments.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in managing the performance of a property investment.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish performance requirements.	1.1 ***Property investment*** requirements are determined and confirmed in consultation with ***clients*** and ***relevant people***.
	1.2 ***Client needs and expectations*** are accurately assessed and clarified using appropriate research and survey techniques and ***consultative processes***.
	1.3 Relevant ***information*** and legislation are assessed to ensure investment options comply with investment requirements.
	1.4 Reliable methods for gathering information are used, making efficient use of time and resources.
	1.5 Applicable ethical, ***legislative and organisational requirements*** are interpreted and applied.
2 Develop performance management strategies.	2.1 Performance management strategy is formulated based on ***analysis*** of investment requirements against ***market conditions***.
	2.2 ***Performance criteria*** are determined and tested to ensure they are logical, clear, concise and capable of implementation.
	2.3 Factors increasing or diminishing investment ***risks*** are identified, analysed and discussed with client.
	2.4 ***Quality assurance goals and strategies*** are established in consultation with relevant people.
	2.5 Performance strategy is documented and communicated to relevant people involved in implementation.
3 Manage implementation of strategies.	3.1 Monitoring and reporting arrangements for implementation of performance management strategy are effectively communicated.
	3.2 ***Targets and milestones*** are identified and linked to performance criteria to ensure achievement of investment requirements.
	3.3 ***Documentation*** and checklists associated with implementation of performance management strategy are prepared and distributed to relevant people.
	3.4 ***Resource*** requirements are identified and organised according to organisational requirements.
4 Evaluate performance of property investment.	4.1 Property investment strengths and weaknesses are analysed and measured against property trends and ***market parameters*** to determine future recommendations.
	4.2 Reliable and valid data analysis methods are applied to

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ELEMENT	PERFORMANCE CRITERIA
	identify facts, issues, patterns, interrelationships and trends.
	4.3 Trends are accurately assessed to provide meaningful information on performance of property investment.
	4.4 Factors increasing or diminishing investment risk are identified, analysed and discussed with client.
	4.5 Sound reasoning is applied to ensure consistency of interpretations based on available information.
	4.6 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to apply statistical methods and techniques
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and liaise with property investment stakeholders
- organisational skills to maintain records and databases, organise and prepare property investment information and build property investment models
- problem solving skills to determine factors that may affect property markets
- research skills to analyse and interpret property and market information and identify relevant sources of information
- technology skills to use financial and assessment software and spreadsheets.

Required knowledge and understanding:

- a range of research methods and analysis techniques
- budgeting methods and techniques
- concepts and strategies for placement of capital in property for investment
- current property and investment market
- economics as it applies to property development
- ethical practices and relevant codes of conduct
- industry benchmarks

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REQUIRED SKILLS AND KNOWLEDGE

- local property market conditions and overall trends in the industry
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- taxation as it applies to property development.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of managing the performance of a property investment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • analysing property investment information and identifying property trends and risk factors • interpreting and applying applicable legal, ethical and organisational requirements • arranging required resources to support the

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implementation of performance measurement strategies
- establishing performance criteria to assess property investment performance through an assessment of sourced market information
- knowledge of organisation's practices, ethical standards and legislative requirements associated with managing the performance of a property investment
- testing the performance of property investments against market parameters
- using suitable analysis methods and techniques to identify and assess economic trends, market data and developments.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be

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current and show that it represents competency demonstrated over a period of time

- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property investment may include:

- concepts and plans
- strategies and placement of capital in property for investment
- productive use of property and assets
- customer service outcomes.

Clients may be:

- developers
- financial institutions
- fund managers
- individuals
- internal departments
- internal and external property groups
- investment organisations
- joint ventures
- owner-occupiers
- partners
- small and large principals
- unit trustees.

Relevant people may include:

- accountants
- agents
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- site personnel
- taxation specialists.

Client needs and expectations may relate to:

- immediate capital gains
- long-term capital gains.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

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Information may include:

- bank reports
- general knowledge of industry
- government statistics
- industry reports and indices
- market intelligence from industry operators or other interested parties
- media reports
- published analytical reports.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Analysis may include:

- computer modelling
- examination of cash flows and other financial projections
- examination of collected data
- quantitative and qualitative analysis

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- probability analysis
- time series recognition.

Market conditions may be influenced by:

- availability of alternatives
- business confidence
- economic conditions
- level of competition.

Performance criteria:

- may include:
  - quantitative and qualitative assessments
- may be:
  - financial and non-financial
  - statistical and non-statistical.

Risks may relate to:

- age of property
- asset allocation and investment spread
- borrowing risk
- gearing
- alternative investments
- competitive development
- exit strategy and investment scenario analysis
- interest rates
- level of regulation
- lifestyle choices
- market and property sector risks, including:
  - fluctuations in economic cycle
  - interest rates
  - stock market
- technology in use
- tenancy security
- volatility of income and capital.

Quality assurance goals and strategies may include:

- a formal structure against which progress can be evaluated
- budgets and timetables that enable the commitment of resources at appropriate points in the project
- compliance with Australian standards
- contingency plans to cater for a change of corporate focus or significant difficulties
- continuous improvement strategies
- mechanisms for involving a wide variety of interested parties or stakeholders in the project
- procedures for monitoring and evaluating project outcomes and client satisfaction
- reducing risk by anticipating, evaluating and developing strategies for the management of possible problems

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- reporting procedures and protocols.

Targets and milestones may include:

- agreed reporting requirements
- asset life cycle reporting
- completion of key tasks
- measurement and achievement of set outcomes.

Documentation may include information relating to:

- budgets and operating costs
- legal documentation
- management policy and procedures
- property leases, plans or contracts
- service and maintenance records
- sub-plans, including environment, human resource management and marketing.

Resources may include:

- materials, tools and equipment
- personnel
- training
- transport.

Market parameters may relate to:

- ability to control investment
- administrative talent
- balancing a portfolio
- capacity to improve assets
- capital growth versus short-term gains
- cash flows
- class and type of property
- demographics
- exit strategies
- gearing possibilities
- geographic aspects
- limits to the financial resources
- market standing
- return on investment
- return versus risk
- taxation considerations.

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Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6012A Plan property portfolio management

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan the management of a property portfolio. It requires the ability to provide advice and recommendations to the client based on an accurate analysis of investment performance.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning the management of a property portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish performance requirements.	1.1 Property ***portfolio performance*** requirements are determined and confirmed in consultation with ***client*** and ***relevant people***.
	1.2 ***Client needs and expectations*** are accurately assessed and clarified using appropriate research and survey techniques.
	1.3 ***Risk*** assessment is conducted on portfolio management requirements.
	1.4 ***Industry benchmarks*** are analysed to determine expected performance of portfolio in varying ***market conditions***.
	1.5 Relevant market data is accurately interpreted to determine trends that may affect ***performance of portfolio***.
	1.6 Applicable ethical, ***legislative and organisational requirements*** are interpreted and applied.
2 Analyse performance constraints.	2.1 ***Asset life cycle*** is confirmed and usage parameters are determined in consultation with client.
	2.2 ***Class*** and use of property portfolio are analysed and investment management strategies are established.
	2.3 ***Asset information*** is analysed and specific maintenance and ***strategic issues*** are assessed and documented.
	2.4 Financial performance and retention information are analysed and special funding and budget requirements are documented.
3 Design portfolio management system.	3.1 Portfolio management plan is designed within a strategic management framework and disseminated to relevant people.
	3.2 Portfolio management strategies are reviewed according to organisational requirements for best-practice compliance and risk management.
	3.3 Variations in performance expectations are identified and explained to relevant people.
4 Implement and review the system.	4.1 Portfolio is systematically ***evaluated*** and variations to the management system are identified and appropriate changes made.
	4.2 Measures and criteria are chosen that provide sufficient information to make judgements about progress towards client objectives.
	4.3 Strategies to improve portfolio management system are documented and implemented.

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Regular ***reports*** on property portfolio management activities are provided to relevant people.
	4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret financial data, assess property performance, and research property or facility application and usage and benchmark for optimisation
- communication skills to negotiate leases, purchases and rent reviews
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information, including property portfolio plans
- organisational skills to implement and review the portfolio management system and develop and complete strategies within established timeframes
- research skills to analyse and interpret property investment documentation and identify relevant sources of information
- technical skills to develop reports.

Required knowledge and understanding:

- a range of research methods and analysis techniques
- administration of property or facility usage plans
- contract law and property performance
- cost-in-use issues such as occupancy costs, service charges and maintenance costs
- industry practice and benchmarks
- lease rights and responsibilities
- life cycle costing
- local property market conditions and overall trends in the industry
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations

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REQUIRED SKILLS AND KNOWLEDGE

related to:

- anti-discrimination
- consumer protection
- environmental issues
- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management

- risk management associated with property portfolio management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of planning the management of a property portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • assessing risk and identifying portfolio performance constraints through analysis of asset life cycle, class and use • conducting analysis of portfolio performance requirements against sourced market information and industry benchmarks • designing and documenting strategic plans for the

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review of the portfolio management system
- determining client performance expectations through consultation and conducting research of relevant documentation and legislation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with planning and managing a property portfolio
- preparing plans and reports on portfolio management and suggesting improvements through systematic review of portfolio management against set criteria.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time

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- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Portfolio performance may relate to:

- concepts and plans
- customer service outcomes
- productive use of property and assets
- strategies and placement of capital in property for investment.

Clients may include:

- developers
- financial institutions
- fund managers
- internal and external property groups
- investment organisations
- joint ventures
- owner-occupiers
- partners
- unit trustees.

Relevant people may include:

- accountants
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- supervisors
- taxation specialists.

Client needs and expectations may relate to:

- immediate capital gains
- long-term capital gains.

Risk may relate to:

- access restrictions on property
- borrowing risk
- gearing
- market and property sector risks, including:
  - fluctuations in economic cycle
  - interest rates

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- stock market
- risk factors and return expectations
- specific property risk
- volatility of income and capital.

Industry benchmarks may include:

- discounted cash flow
- employment rates
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- tenancy mix.

Market conditions may be influenced by:

- availability of alternatives
- business confidence
- economic conditions
- level of competition.

Performance of portfolio may be influenced by:

- capacity to improve assets
- capital growth versus short-term gain
- cash flows
- change to organisational structure
- demographics
- gearing possibilities
- geographic aspects
- limits to financial resources
- return on investment
- return versus risk
- taxation considerations
- type of property or facility.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning,

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	utilities use (water, gas and electricity), and contract or common law • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • policies and procedures relating to own role and responsibility • quality and continuous improvement processes and standards • quality assurance and procedure manuals • records and information systems and processes.
Asset life cycle is:	• acquisition • disposal • operation and maintenance • planning for and establishing a new asset.
Class of assets in portfolio may include:	• infrastructure • land • land and improvements • plant and equipment.
Asset information may be contained within:	• business plans • comparative market data • depreciation schedules • financial documents • government statistics • marketing plans • property valuation statements • qualitative and quantitative data • reports and inventories • taxation records.
Strategic issues may relate to:	• changes in return on investment expectations • political considerations • portfolio balance

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	• the environment.
Evaluated refers to evaluation methods that could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.
Reports may be:	• accounting • advisory • financial.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CSCOFM304A Protect the safety and welfare of young offenders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to ensure the protection of young people who are in detention as a result of court orders and who need special supervision.

This unit replaces and is equivalent to *CSCOFM006A Protect the safety and welfare of young offenders*. That unit was a customisation of CHCPROT11A from the Community Services Training Package.

Application of the Unit

Application of the unit

This unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace.

Customisation will be required to accommodate the different work sites and defined work role contexts in which this unit will be applied.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	Not applicable

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1 Assess the needs of young people in custody.	1.1 Check and confirm all factors relevant to ***assessing the needs***, ***risks*** and circumstances of young people against a range of different sources. 1.2 Identify and note immediate concerns and risk factors and report promptly. 1.3 Prioritise concerns, risk factors and resources and notify specialist support and referral. 1.4 Document issues about the welfare of the young person clearly, comprehensively and in the format required by the organisation. 1.5 Refer concerns for consultation with family members and involve them in assessment of need where suitable and constructive.
2 Organise the care and protection of young people at risk.	2.1 Ensure that the ***personal needs of young offenders*** are provided for according to resources, ***procedures*** and priorities. 2.2 Ensure that special needs and additional support are included in the design of support. 2.3 Ensure that special needs are referred to specialist support according to referral protocols and procedures. 2.4 Use special protective strategies based on the interests and needs of young offenders and the level of assessed risk. 2.5 Identify a range of programs for individual young offenders and provide information and support to access recommended programs. 2.6 Provide information about responsibilities, statutory mandates and consequences of options for the safety and protection of young offenders to key people and agencies. 2.7 Comply with processes for monitoring and evaluating participation in programs and support provided by specialist services. 2.8 Assess the implications for use of a ***range of options*** and incorporate in planning and negotiating with young offenders and their supporters.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- applying appropriate communication techniques to workplace situations
- assessing risks, special needs and developmental levels for young offenders
- checking and confirming with reliable sources inside and outside the organisation the accuracy and relevance of information
- analysing information for assessment of risks, special needs and significant changes
- taking responsibility for duty of care outcomes based on the degree of risk and the special needs of young offenders, including personal contact
- preserving the rights and responsibilities of young offenders and their safety and welfare
- making conclusions that are clearly based on available information
- clearly establishing expectations and boundaries in workplace relationships
- willingness to adapt to changes and new circumstances with flexibility
- openness to ideas of others
- using communication strategies to resolve problems and conflict
- providing supervision and care, based on assessed risk and justifiable degree of care and concern
- responding to emergencies.

Required knowledge:

- categories of risk identified in the organisation's risk management plans and relevant to the offender
- procedures and requirements for reporting risks and incidents involving young offenders
- legislation relevant to work role and responsibilities and service guidelines, such as:
- reporting sexual and other abuse
- responding to emergencies
- reporting incidents
- supervision and surveillance of offenders at risk
- protective supervision of offenders at risk of harm
- access to information and restriction of access
- appropriate relationships with offenders

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REQUIRED SKILLS AND KNOWLEDGE

- appropriate relationships with colleagues
- rights and responsibilities of offenders
- referral to specialist and support agencies
- suicide prevention strategy
- special needs of offenders
- organisation's code of conduct, code of ethics and duty of care
- range of specialist support services and programs available to young offenders
- processes for getting advice and assistance when there are problems
- cultural practices that will have an impact on decisions made about what allowances are made and permission given
- impact of popular beliefs on values, attitudes and behaviour
- current issues facing young people
- context of criminal behaviour in young people
- social, political, historical and economic context of the response of the justice system to criminal behaviour in young people.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	The knowledge requirements of this unit may be assessed off the job, for example, in a structured learning process, and performance outcomes, which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit.

Context of and specific resources for assessment

This unit should be assessed in the work environment and using evidence drawn from the routine application of work performance.

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual when working with young offenders
- copies of legislation, policies, procedures and guidelines relating to working with young offenders within the organisation
- case studies and workplace scenarios to capture the range of situations that may be encountered when working with young offenders
- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues.

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EVIDENCE GUIDE

Guidance information for assessment	Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assessing the needs may be achieved by:

- case management
- referral to specialist teams and agencies
- special observation
- counselling
- reviewing history of breaches and disciplinary action
- involvement of family and social support
- medical referral
- peer support programs
- cultural programs
- program intervention.

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RANGE STATEMENT

Risks may refer to:

- death, including suicide
- self-harm
- physical injury
- assaulting and harming others
- illness
- physical, emotional and sexual abuse
- harassment and bullying
- accidents
- criminal actions
- risk taking
- social isolation
- depression
- family and personal trauma
- social and cultural alienation.

Personal needs of young offenders may be addressed by:

- preparing documentation for court processes
- obtaining a decision from a court process
- using communication techniques, such as:
- active listening
- reflective, summarising questions and statements
- gaining agreement on actions
- appropriate language and questioning techniques
- action planning
- setting boundaries for roles and actions
- demonstrating empathy and rapport building
- conflict management
- managing grief and change processes
- negotiating agreement.

Procedures may refer to:

- organisational policies, procedures and guidelines
- federal, and state or territory legislation
- program procedures and guidelines
- court orders and conditions of sentencing.

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RANGE STATEMENT

Range of options may include:

- case management
- programmed intervention
- classification and review
- need and risk assessment
- reporting and referring systems
- protective care
- routine and incident reports
- review of sentence plan
- investigations
- dynamic security
- security system.

Unit Sector(s)

Unit sector Offender management

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

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CSCSAS201A Maintain security

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to implement effectively and confidently the security policies of the organisation. It covers the competency to assess and respond to general security risks.

This unit replaces *CSCSAS001A Maintain safety and security*.

Application of the Unit

Application of the unit

This unit is a core unit for all certificate qualifications and applies to all people working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. Candidates will not hold statutory responsibility and will be supervised in their work duties.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	Not applicable

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1 Follow security procedures.	1.1 Identify and follow all ***security and emergency procedures relevant to own work role***. 1.2 Calculate level of ***security risk*** according to organisational guidelines and instructions. 1.3 Implement relevant security procedures according to organisational policies, code of practice and legislation. 1.4 Alert work group members and relevant personnel using ***appropriate equipment and terminology for emergency warnings***. 1.5 Report potential breaches of security to appropriate authority. 1.6 Participate in the ***routine review of security procedures and responses according to own level of responsibility***.
2 Maintain security of information.	2.1 Maintain ***up-to-date and accurate records*** in a form accessible to authorised personnel. 2.2 Relay relevant information to authorised personnel on the movement and circumstances of offenders. 2.3 Respond to requests for information promptly and according to agreed procedures, ensuring information is accurate, relevant and complete. 2.4 Manage security files according to agreed procedures and effective work practices.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- complying with security procedures
- using equipment for the purpose and in the manner intended and authorised
- operating and checking routine activities and equipment for security factors
- identifying faults in security procedures and problems in equipment and practices
- giving advice to others about security
- responding to incidents and emergencies
- using information systems.

Required knowledge:

- all aspects of organisation's policies, objectives, principles, philosophy, strategic plans and procedures relevant to security
- Environmental or sustainability legislation, regulations and codes of practice applicable to industry
- requirements for incident records and reports
- requirements for emergency evacuation
- use of equipment and safety procedures
- faults and potential problems and the requirements for reporting them
- risks and emergencies and the requirements for identifying and responding to them
- strategies for reducing and managing risk factors
- duty of care responsibilities and requirements.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Overview of assessment

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- the application of security procedures followed in a range of contexts (two or more) over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- access to a workplace environment or one that closely resembles normal work practice and replicates the range of security conditions likely to be encountered by an individual working alone and as part of a team
- access to a range of communication equipment relevant to the workplace
- access to emergency resources
- copies of legislation, policies, procedures and guidelines relating to security in the organisation
- access to appropriate learning and assessment support when required.

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EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- simulations conducted in training programs
- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

This unit should be assessed in conjunction with all other units with components of safety and security.

The unit contains knowledge that may be assessed off the job, for example in a structured learning process, and performance outcomes that should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Security and emergency procedures must include:

- all aspects of organisation's policies and procedures relevant to security relating to own work role
- security guidelines
- supervision, management and accountability for movements and activities of staff, offenders and members of the public
- use and maintenance of general security equipment relevant to work roles and responsibilities
- relevant legislation and statutory requirements governing work role in the justice system.

Security risks include any emergency identified by an organisational risk analysis, which may include:

- bomb
- building invasion/armed invasion
- civil disorder
- death - accidental, natural, homicide or suicide
- deliberate self-harm
- escapes
- failure of utilities
- fire
- flood
- hazardous substances incidents
- hostage situations
- medical emergencies
- preservation of crime scene
- physical violence or assault
- severe weather or storm damage
- threats or intimidation
- unauthorised entry.

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RANGE STATEMENT

Appropriate equipment and terminology for emergency warnings may include:	• duress alarms • audible or visual alarms • audible or vibrating pagers • communications technology, including radios • coded or uncoded public address announcements • screen or monitor alerts.
Routine review of security procedures and responses may include:	• briefings • debriefings • critical incident stress debriefing • emergency exercises or simulations • table or desktop exercises • local emergency procedure training sessions.
Up-to-date and accurate records may be written, electronic or paper-based and may include:	• computer databases • daily logs • occurrences or movement logs • journal records • incident reports • standard organisational forms • maintenance schedules.

Unit Sector(s)

Unit sector	Safety and security

Competency field

Competency field	Not applicable

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Co-requisite units

Co-requisite units Not applicable

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CSCSAS206A Respond to medical emergencies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to maintain the immediate safety and welfare of individuals in a medical emergency. The unit covers emergency response and first aid and would apply to all staff in correctional services.

This unit replaces and is equivalent to *CSCSAS007A Respond to medical emergencies*.

Application of the Unit

Application of the unit

This unit applies to all people working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. Candidates will not hold statutory responsibility and will be supervised in their work duties.

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including state or territory requirements for currency.

Application may be contextualised as required to reflect workplace requirements relating to specific risks and hazards and associated injuries.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Not applicable

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1 Provide an immediate response to urgent conditions.	1.1 Identify alarm codes and responses for medical emergencies. 1.2 Control any ***hazards*** and consider the safety of self, the casualty and others in all action taken. 1.3 Assess the casualty's condition in line with ***established first aid principles***. 1.4 Call for medical support according to the nature and urgency of the casualty's condition. 1.5 Provide first aid management and monitor the casualty's ***vital signs*** according to established first aid principles. 1.6 Record and report incidents and own response according to organisational requirements. 1.7 Participate in incident debriefing and counselling according to organisational policies.
2 Supervise an incident site.	2.1 Assess the degree of risk and apply ***emergency procedures*** if required, considering the safety of self and others in all actions taken. 2.2 Maintain a calm and confident manner in all communication and actions. 2.3 Comply precisely with your organisation's occupational health and safety (OHS) and infection control guidelines. 2.4 Call for specialist help if required and according to the urgency of the situation. 2.5 Report all aspects of the incident and response accurately and according to the required process.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- assessing hazards and risks to safety and welfare
- applying infection control precautions and other OHS guidelines
- applying established first aid principles
- calling an ambulance and providing relevant details
- assessing and monitoring condition of casualty
- communicating effectively and assertively in a medical emergency
- recording and documenting reports on medical emergencies.

Required knowledge:

- organisation's policies and procedures relating to responding to medical emergencies
- responsibilities of first responding officer
- basic principles of and concepts underlying the practice of first aid
- priorities of management in first aid when dealing with life-threatening conditions
- OHS requirements in the provision of first aid
- infection control principles and procedures
- first aiders' skills and limitations
- organisation's reporting procedures and format
- duty of care responsibilities and humane treatment.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Overview of assessment

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace or in a suitable simulation that draws upon the context or range of applications appropriate to the workplace and the defined work role and responsibilities.

Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations or practice drills.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to respond to medical emergencies in a range of (two or more) contexts or occasions, over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when responding to medical emergencies, including coping with difficulties, irregularities and breakdowns in routine
- copies of legislation, policies, procedures and guidelines relating to medical responses to emergency situations
- access to appropriate learning and assessment support when required.

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EVIDENCE GUIDE

Method of assessment

Evidence must include observation and information generated in the workplace as well as observation of performance in routine work functions or, where this is not possible, in a simulated exercise to confirm the transferability of the competencies.

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues
- scenarios
- simulations or role plays.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Hazards may include:

- physical hazards
- biological hazards
- chemical hazards
- kinetic hazards
- workplace hazards
- environmental hazards
- proximity of other people.

Established first aid principles include:

- preserve life
- prevent illness, injury and condition(s) becoming worse
- promote recovery
- protect the unconscious casualty from further harm.

Vital signs include:

- breathing
- circulation
- consciousness.

Emergency procedures may include:

- activating alarms
- separation and isolation
- intervention of health and medical staff
- evacuation
- crowd control
- call for ambulance or other transport services
- counselling.

Unit Sector(s)

Unit sector Safety and security

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Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

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CUFWRT301A Write content for a range of media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write content for a range of media. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	The person applying the skills and knowledge outlined in this unit could be expected to write both original and re-purposed non-narrative content for a range of media. The content could include such things as information for websites; community, news and promotional announcements for radio stations; organisation newsletters and audio or visual presentations. In larger organisations or in the development of e-learning resources, the person would usually be re-purposing material written by other writers or content experts. This work is usually undertaken with some supervision and guidance. The writing of narrative content is covered in: • CUFWRT302A Write simple stories. More complex skills associated with writing can be found in: • CUFWRT401A Edit texts • CUFWRT403A Write narration and current affairs material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Prepare to write content	1. Identify ***production requirements*** for ***content*** with ***relevant personnel*** and according to organisational procedures 2. Identify ***purpose*** of content and other ***factors*** that have implications for the way content will be written 3. Identify ***text-based content*** that may be incorporated and referenced, and organise copyright clearances as required 4. Use a range of additional ***sources*** to find information where there are perceived gaps in text-based content 5. Identify needs and perspectives of target users and audience with reference to a range of ***user data*** 6. Generate a range of ideas relevant to purpose of the content to be written 7. In consultation with relevant personnel, evaluate and select most appropriate content ideas and ***writing styles***
Draft content	8. Classify, structure and sequence content so that it is easy to read or navigate 9. Draft content using ***writing and communication principles*** 10. Draft content using ***writing techniques*** appropriate to purpose of the content 11. Provide captions or descriptions for ***media assets*** as required 12. Apply ***presentation techniques*** to enhance readability 13. Refine and redraft content until it meets creative requirements 14. Proofread content and conduct ***readability tests*** if appropriate 15. Submit final draft to relevant personnel for consideration and review
Finalise content	16. Incorporate feedback from relevant personnel into final content 17. Submit content by agreed deadline according to organisational procedures 18. Note areas for improvement in own area of responsibility and take action accordingly

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and literacy skills sufficient to:
  - interpret and clarify written or verbal instructions
  - write content in a style appropriate to target users and audience
  - communicate information to specific audiences
  - structure text-based content effectively for target audiences and delivery format
  - work collaboratively in a team environment - both independently on assignment and under direction
  - respond positively to constructive feedback
- conceptual skills sufficient to generate a range of text-based content ideas in response to a brief
- technical skills sufficient to:
  - proficiently use word processing tools
  - check and proofread written content using manual and automated systems
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - source information and reference material in a timely fashion
  - meet deadlines
  - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members
  - issues and challenges that arise when writing content
- understanding the way readers scan and read written material
- writing and communication principles for the relevant medium
- writing and presentation techniques for the relevant medium
- sound knowledge of grammar and punctuation
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of the principles of writing and communication to content written for a range of purposes • content written in a way that engages the target audience • sound knowledge of grammar and punctuation • collaborative approach to work • ability to work under pressure and meet deadlines.

Context of and specific resources for assessment	Assessment must ensure:
	• practical demonstration of skills by writing a range of content within timeframes typical in an industry context
	• access to:
	  • word processing software
	  • variety of information sources
	• access to appropriate learning and assessment support when required
	• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of content written by the candidate in response to a range of briefs • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • CUFPPM301A Plan and prepare programs • CUFRES201A Collect and organise content for broadcast or publication • CUFWRT302A Write simple stories.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Production requirements may include:	• availability of staff • budget • confidentiality • contractual • copyright • deadlines • duration of items for on-air presentation • editing process • intellectual property • location • number of content items • schedule • specified number of words • station procedures.

Content may include:	• community service announcements
	• copy for interactive media products
	• copy for newsletters or other print media
	• intros, outros and back announcements
	• items for wikis
	• news and current affairs items for community broadcasting
	• on-air presentation material
	• sponsorship announcements
	• surveys:
	  • online
	  • print
	  • telephone polling.

Relevant personnel may include:	• asset creators • authors • broadcasters • clients • content experts

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RANGE STATEMENT	
	• directors • editors • graphic designers • information architects • other writers • producers • program managers • programmers • volunteers' coordinators • other technical/specialist staff.

Purposes may include:	• audio and visual presentations
	• educational
	• informational
	• marketing
	• networking:
	  • social
	  • corporate
	• promotional.

Factors may include:	• delivery platform for interactive media content, including:
	  • internet
	  • CD
	  • DVD
	  • games console
	  • kiosk
	  • mobile telephone
	  • personal digital assistant (PDA)
	• target audience characteristics
	• type of program or product:
	  • lifestyle
	  • chat and interview
	  • talkback
	  • news
	  • current affairs
	  • music
	  • interactive game
	  • website.

Text-based content may include:	• actual events • articles

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RANGE STATEMENT	
	• documents • dramatic material • education and training texts • interviews • manuals • news sources • press releases • publications.

Sources may include:	• actual events
	• colleagues
	• commercial enterprises
	• federal, state and local government departments
	• fiction
	• imagination
	• industry associations and organisations
	• industry practitioners and technical experts
	• internet
	• life experience
	• media outlets
	• organisational policies and procedures
	• personal observations and experience
	• publications:
	  • reference books
	  • newsletters and magazines
	  • specialist technical journals
	  • bulletins, press releases and letters
	  • manufacturer handbooks, manuals and promotional material.

User data may include:	• audience research compiled by external bodies, such as the Australian Bureau of Statistics • focus groups • personas • profiles • site feedback • site metrics • surveys.
Writing styles may include:	• conversational • dialogue • dramatic

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RANGE STATEMENT	
	• formal • humorous • journalistic • plain English • whimsical.
Writing principles may include:	• clear and meaningful • concise • consistent style • correct grammar, punctuation and spelling • factually accurate • logical order.
Communication principles may include:	• communicates the message • conveys meaning • encourages feedback and interaction • meets audience requirements • promotes two-way conversation.
Writing techniques may include:	• applying the inverted pyramid • avoiding clichÃ©s, jargon and slang • choosing appropriate words • crafting paragraphs • crafting sentences • creating relevant hyperlinks by using accessible wording to link internal and external content • cutting verbiage • employing active voice • using plain English • using the 5 Ws: who, what, when, where and why • writing visually for an auditory medium.
Media assets may include:	• 2D animations • 3D animations • audio • graphics • photos • video.
Presentation techniques may include:	• abstracts • blurbs • bullet and numbered lists • captions

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RANGE STATEMENT	
	• formatting • headings and subheadings • hyperlinks • typography.
Readability tests include:	• Flesch-Kinnaid index • Gunning Fog index • W3C Accessibility standards as they apply to text-based content for interactive media.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		

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FNSACCT403B Prepare operational budgets

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to produce operational budgets.
This unit covers the competency to produce operational budgets.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare operational budgets. The unit encompasses preparing budgets and documenting budgets. The unit can be applied across all sectors of the financial services industry. The unit has application to those job functions that have responsibility for preparing budgets, these may include accountant and divisional managers.
This unit requires the application of skills and knowledge required to prepare operational budgets. The unit encompasses preparing budgets and documenting budgets. The unit can be applied across all sectors of the financial services industry. The unit has application to those job functions that have responsibility for preparing budgets, these may include accountant and divisional managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare budget	1.1 Cash, **expenditure and revenue items** are clearly defined and relevant to identified objectives of the budget
	1.2 **Budget objectives** are clear and consistent with organisational aims and projects and with forecasts
	1.3 Discussions and negotiations with **stakeholders** are conducted in a manner that promotes goodwill and ongoing cooperation
	1.4 **Milestones and performance indicators** are identified and included in budgets
	1.5 Annual budgets are broken down into seasonal periods in accordance with operating trends
2 Document budget	2.1 **Data** is **presented in a format** that is easily understood and appropriate to budget reporting
	2.2 **Reports** are completed within timelines and distributed for specified periods and projects

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of budgetary control

forecasting techniques

principles of double entry bookkeeping

principles of statistical analysis and measures of variance

organisational procedures and policies

Skills requirements include:

interpersonal skills and communications (eg liaising, listening, consulting)

information technology use for the set up and analysis of spreadsheets

estimating, forecasting and analysis skills

reading, interpreting financial statements and reports

writing skills for reports and recommendations

numeracy for financial calculations and analysis

recording, gathering and classifying financial information

adjusting budgets in response to changing operational requirements

managing own time and organisational priorities

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational policies and procedures

knowledge of established milestones and performance indicators

ability to prepare budgets

ability to document budgets

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

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Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Assessment of this unit of competence requires access to suitable resources to demonstrate competence. Assessment instruments, including personal planner and assessment record book. Access to registered provider of assessment services.

Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Expenditure and revenue items may include:	sales revenue producing expenditures other expenditures client and supplier payments (eg sales and commissions) fees and charges capital expenditure Goods and Services Tax (GST) and other taxes Pay As You Go (PAYG)
Budget objectives may include:	annual planning rolling forecasts (next period, monthly, next year) cost reduction
Stakeholders may include:	clients financial institutions suppliers directors chief executive officers
Milestones and performance indicators may include:	reports (quarterly, half yearly, annual) compliance with scheduled payment dates profits and losses
Datamay include:	cash flow projections fixed costs variable business costs sales records and projections
Presentation methods and formats may include:	tables

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	graphics
	estimates and projections
	calculations
	explanatory notes
Reports may include:	sales budgets
	purchase budgets
	statement of financial performance
	statement of financial position
	cash budgets

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT403A.
This unit replaces FNSACCT403A.

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FNSACCT505B Establish and maintain accounting information systems

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to establish and maintain accounting information systems.
This unit covers the competency to establish and maintain accounting information systems.

Application of the Unit

This unit requires the application of skills and knowledge required to establish and maintain accounting information systems. The unit encompasses identifying record and system requirements, evaluation of alternative systems, acceptance testing systems, preparing system documentation, implementing reporting systems and records, monitoring reporting systems and reviewing reporting procedures.
The unit can be applied across the financial services sector and applies to those positions that are responsible for the selection of accounting information systems.
This unit requires the application of skills and knowledge required to establish and maintain accounting information systems. The unit encompasses identifying record and system requirements, evaluation of alternative systems, acceptance testing systems, preparing system documentation, implementing reporting systems and records, monitoring reporting systems and reviewing reporting procedures.
The unit can be applied across the financial services sector and applies to those positions that are responsible for the selection of accounting information systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify record and system requirements	1.1 Comprehensive specifications are prepared based on requirements of potential users
	1.2 Conflicting requirements are identified and solutions are negotiated prior to and during development process
	1.3 Objectives are defined and specifications documented to establish the expected inputs, outputs and means of delivery
	1.4 **System and record** requirements are prioritised according to importance and urgency of user needs
	1.5 Security requirements to maintain system integrity are identified and incorporated into the system design
	1.6 Features of existing system (if any) and **records** are reviewed to establish their suitability and usability

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		1.7	Recording processes are established according to accepted practice and in accordance with **legislation and codes of practice**
2	Evaluate alternative systems	2.1	Features of various systems are compared and measured against user requirements to enable identification of alternative systems and solutions
		2.2	Cost-benefit analysis on alternative systems and solutions is carried out and subsequent recommendations are documented
3	Acceptance test system	3.1	**System is tested** in an operational environment to ensure compliance with user requirements, system specifications and with relevant legislation or industry codes of practice
		3.2	Formal confirmation from all users is obtained on acceptability of new system/system changes against all criteria and **system specifications**
4	Prepare system documentation	4.1	System documentation is prepared thoroughly and accurately using clear and simple language and in a clear format to enable system implementation and training
		4.2	Users are consulted to ensure clarity, accuracy, thoroughness and usability of system documentation
		4.3	System documentation is made easily accessible and is constantly reviewed and updated to ensure currency and accuracy
5	Implement reporting systems and records	5.1	Implementation is carried out in accordance with specified guidelines and timelines
		5.2	Contingency plans are established to deal with potential delays or problems
		5.3	Effective training schedules and programs are established to support implementation
		5.4	All data is transferred from existing to new/modified system and records without error or loss
		5.5	Systems and records are updated regularly to identify ongoing benefits and threats to the

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			organisation
		5.6	Files are maintained within **organisational and statutory requirements** and **discrepancies** identified and remedied
		5.7	Integrity of systems and records complies with organisational and statutory requirements
		5.8	**Transactions** are monitored to identify **taxation and other liabilities**
6	Monitor reporting systems	6.1	Transactions are analysed and accounted for completely and are correctly related to accounting period
		6.2	Processes for recording and classifying transactions are communicated and promoted to support internal verification of records
		6.3	Sources of input data and documentation are standardised in structured formats to minimise errors
		6.4	Back-ups are maintained in accessible location to safeguard data in accordance with organisational and audit requirements
7	Review reporting procedures	7.1	Sources of input data and documentation records are systematically checked for accuracy and reliability
		7.2	Reporting requirements are established and analysed regularly to identify variations and compliance with established processes for recording and classifying transactions
		7.3	Written reports, explanatory notes and financial results are maintained to support source documentation

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

common routines for recording and storing data

principles of internal control (including statutory reporting)

methods of data protection including back ups and security

principles and practices of budgetary control (eg double entry bookkeeping and accrual accounting)

financial legislation (eg taxable transactions, reporting requirements)

ethical considerations for the handling of financial reconstruction (eg conflict of interests, confidentiality, disclosure requirements)

Skills requirements include:

research skills for tracing use of financial data

writing skills for report preparation of procedures

planning skills for evaluating routines for handling data

working with others to establish, maintain and review accounting information systems

interpersonal skills for problem solving

information technology use for the set up and analysis of spreadsheets

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational and statutory requirements

knowledge of organisational policies and procedures

knowledge of taxation and other liabilities

knowledge of relevant legislation and industry codes of practice

ability to identify record and systems requirements

ability to evaluate alternative systems

ability to acceptance test systems

ability to prepare systems documentation

ability to implement reporting systems and records

ability to monitor reporting systems

ability to review reporting procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit,

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evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Systems and records may include:	software packages
	user manuals
	proformas and other documents
	management information systems
Records may include:	asset management accounts
	loan accounts
	expense accounts
	cash and trading accounts
	credit balances
	electronic formats (eg forms, spreadsheets)
	master files
	client histories

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System testing may include:	running current system in parallel with new/modified system for defined periods of time ensuring operational capability matches system specifications and user requirements
Company policy and guidelines may include:	accounts and records auditing practices and procedures client service clerical and administrative systems information technology corporate governance
Legislation and industry codes of practice may include:	Australian Accounting Standards Australian Auditing Standards Taxation Law Privacy Act Corporations Law Contracts Law Trade Practices Law Trust Law Consumer Affairs Law relevant industry codes of practice Australian Institute of Company Directors policies corporate governance
System specifications and features may include:	cost compliance and reporting requirements technical, functional and operational features integration with existing/other systems, data and records company policies and guidelines applicable to large, medium or small organisations
Organisational and statutory requirements may include:	reporting requirements (eg financial reporting cycles)

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	financial analysis assessments (eg growth prospects against prior and current periods)
	electronic forms
	overdue accounts and debt recovery procedures
	exception reports
Discrepancies may include:	expenditure report mismatches
	incorrect payments
	absence of audit trails
	inappropriate authorisations
	variances from budget and phasings
	unreconciled cash flows and operating statements
	incorrect report formats
Transactions may include:	purchases
	payments
	journal entries
	receipting
	financial adjustments (eg write-offs, revaluations)
Taxation and other liabilities may include:	State Government charges (eg Payroll Taxes)
	Goods and Services Tax (GST)
	Corporate Tax
	Capital Gains Tax (CGT)
	Fringe Benefits Tax (FBT)
	superannuation requirements
	wine equalisation tax

Unit Sector(s)

Not applicable.

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Relationship to other units

This unit replaces FNSACCT505A.
This unit replaces FNSACCT505A.

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FNSACCT506B Implement and maintain internal control procedures

Modification History

Not applicable.

Unit Descriptor

This unit covers the implementation and maintenance of internal control procedures for corporate governance.
This unit covers the implementation and maintenance of internal control procedures for corporate governance.

Application of the Unit

This unit requires the application of skills and knowledge required to implement and maintain internal control procedures for corporate governance. The unit encompasses reviewing corporate governance requirements, implementing operating procedures and monitoring policy.
The unit has application across all sectors of the financial services sector.
This unit requires the application of skills and knowledge required to implement and maintain internal control procedures for corporate governance. The unit encompasses reviewing corporate governance requirements, implementing operating procedures and monitoring policy.
The unit has application across all sectors of the financial services sector.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Review corporate governance requirements	1.1 **Corporate governance requirements** are identified and analysed to determine application to operations
	1.2 Clarifications on application of corporate governance requirements are accessed from **authoritative and recognised sources**
	1.3 **Internal control procedures** are reviewed and developed reflecting the application of corporate governance requirements to internal operations
2 Implement operating procedures	2.1 **Financial delegations and accountabilities** are maintained and reviewed to ensure consistency and compliance with internal control procedures
	2.2 **Required reports** are produced, reviewed and distributed within agreed timelines
	2.3 Timetables for the implementation of corporate governance requirements are developed in consultation with **stakeholders**
	2.4 Internal control procedures are detailed and documented in standardised formats to promote consistency of use

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3 Monitor policy	3.1 Applications of corporate governance requirements are developed from published sources or recognised practices
	3.2 **Performance indicators** are developed and reported on to evaluate compliance with internal control procedures
	3.3 Variations in adoption of corporate governance requirements in operations are identified and evaluated to determine causes
	3.4 Modifications to procedures are developed and implemented to facilitate compliance with internal control

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

financial legislation (eg taxable transactions, reporting requirements)

methods of work practices and routines

principles of internal control and auditing

organisational guidelines and procedures

ethical considerations for management and handling of files and records (eg confidentiality)

Skills requirements include:

writing skills for preparation of reports and documenting procedures

setting up and maintaining records and files

research skills for assessing application of corporate governance requirements

consulting staff on internal control procedures

administrative procedures for timetabling and scheduling

interpretation of legislation

information technology skills for set up and use of spreadsheets

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of corporate governance requirements

knowledge of organisational financial delegations and accountabilities

ability to review corporate governance requirements

ability to implement operating procedures

ability to monitor policy

knowledge of relevant financial legislation

knowledge of organisational policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and

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procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Corporate governance requirements may include:	reporting periods taxation payment timings delegated authorities legislation (eg corporation's and tax law) common law
Authoritative and recognised sources may include:	Australian Securities and Investments Commission (ASIC) Australian Tax Office (ATO) professional associations financial information systems personnel information systems asset registers laws and regulations pronouncements ethical considerations

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Internal control procedures may include:	identification, measurement and recording of income, assets, expenditure, liabilities and equity safeguarding and insurance of assets decision making authorities accuracy in valuations adequate disclosure in financial reporting risk management strategies electronic commerce security
Financial delegations and accountabilities may include:	loan and lending approvals expenditure and investment approvals sign off authorities employment delegations corporate governance requirements
Required reports may include:	balance sheets operating statements cash flow statements capital statements internal management reports transaction and auditable trails
Stakeholders may include:	employees clients managers and company officers (eg company directors and board of management) financial institutions suppliers
Performance indicators may include:	reporting deadlines (monthly, quarterly, half yearly, annual) accuracy in costings profits and losses auditable trails use of formats recurrence of errors

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solvency

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT506A.
This unit replaces FNSACCT506A.

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FNSICACC303B Prepare, match and process receipts

Modification History

Not applicable.

Unit Descriptor

This unit describes the functions involved in preparing, matching and processing a range of financial receipts.
This unit describes the functions involved in preparing, matching and processing a range of financial receipts.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare, match and process receipts. The unit encompasses receiving, identifying and recording receipts, matching receipts to documentation, entering data into organisational operating/accounting systems and filing necessary documentation.
It may apply to a range of financial industry contexts such as banking, credit unions, insurance sectors etc. The unit has application to those individuals whose job function requires them to process, match and process receipts.
This unit requires the application of skills and knowledge required to prepare, match and process receipts. The unit encompasses receiving, identifying and recording receipts, matching receipts to documentation, entering data into organisational operating/accounting systems and filing necessary documentation.
It may apply to a range of financial industry contexts such as banking, credit unions, insurance sectors etc. The unit has application to those individuals whose job function requires them to process, match and process receipts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Receive, identify and record receipt	1.1 Established procedures are followed
	1.2 All **receipts** are checked for accuracy against remittance document
	1.3 All receipts are accurately recorded in accordance with company procedures
	1.4 Remittance types are accurately identified to ensure correct allocation
	1.5 Batching is completed in accordance with company systems and operating procedures
	1.6 Relevant departments are advised of total daily receipts according to company operating procedures

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2	Match receipts to documentation	2.1	Receipts are checked and matched to documentation accurately and promptly in accordance with company procedures
		2.2	Security of documentation is maintained to protect interests of all parties to transaction
		2.3	Unmatched receipts are noted for follow-up and/or referral in accordance with company, **industry and legislative requirements**
3	Enter data to systems	3.1	All receipts are accurately allocated to appropriate chart of account areas
		3.2	Data is entered to **systems** without error and within time requirements, as specified in relevant company policy and procedures
		3.3	All receipts are accurately matched to system debit
		3.4	**Data and allocation discrepancies** are identified promptly to enable early follow-up
		3.5	Advice on source and solution to discrepancies is sought, where necessary, to solve outstanding problems
		3.6	Related systems are updated
		3.7	Reconciliations are completed and discrepancies between general ledger and sub systems are resolved
4	File documentation	4.1	Documentation is filed promptly in accordance with **company policy and procedures**
		4.2	Location of filed documentation is traceable

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

company policy and procedures

knowledge or awareness of relevant acts and regulations

legal systems and procedures

industry codes of practice

computer systems

procedure writing

Skills requirements include:

computerised spreadsheet and database

data analysis and interpretation

evaluative and general analytical skills

negotiation and interpersonal skills

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of company organisational policies and procedures for preparing, matching and processing receipts

knowledge of industry and legislative requirements for processing receipts

ability to receive, identify and record receipts

ability to match receipts to relevant documentation

ability to enter data into organisational systems

ability to file documentation

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning

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on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Receipts may include:	cheques cash bankers orders postal money order cash journal entry direct debits credit cards (direct, mail and telephone) direct drawing payroll deduction
Receipt system may include:	investment loans cash receipts debiting assets commissions receipting system may take account of optimising legislative requirements including Financial Institutions Duty (FID)
Industry and legislative requirements may cover:	Australian Accounting Standards relevant Insurance Act Consumer Credit legislation Privacy Act Taxation Act Cash Transaction Act industry codes of practice Australian Securities and Investments Commission (ASIC) code Trade Practices Act Stamp Duties Act occupational health and safety (OH&S) acts

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	and guidelines
Systems may be:	manual computer based
Data and allocation discrepancies may include:	key stroke error incorrect account allocation
Company policy and procedures may include:	operations manuals internal control guidelines computer systems documentation

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICACC303A.
This unit replaces FNSICACC303A.

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FNSICACC304B Prepare and bank receipts

Modification History

Not applicable.

Unit Descriptor

This unit describes the functions involved in preparing and banking financial receipts.
This unit describes the functions involved in preparing and banking financial receipts.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare and bank financial receipts. The unit encompasses batching monetary items, preparing deposit facilities and lodging flows.
The unit may apply to any sector within the financial services sector where preparing and banking receipts is required. The unit has application to any job function within the financial services sectors that involves preparing and banking receipts. For example, bank tellers, credit union tellers, cashiers at foreign exchange outlet.
This unit requires the application of skills and knowledge required to prepare and bank financial receipts. The unit encompasses batching monetary items, preparing deposit facilities and lodging flows.
The unit may apply to any sector within the financial services sector where preparing and banking receipts is required. The unit has application to any job function within the financial services sectors that involves preparing and banking receipts. For example, bank tellers, credit union tellers, cashiers at foreign exchange outlet.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Batch monetary items	1.1 Items are batched completely and accurately
	1.2 **Batch** items are matched to initial receipt records precisely
2 Prepare deposit facility	2.1 **Deposit facility** selected is appropriate to the **banking method** used
	2.2 Batch is balanced with deposit facility without error
3 Lodge flows	3.1 **Security** and safety precautions are taken appropriate to the method of banking in accordance with **company policy and industry and legislative requirements**
	3.2 **Proof of lodgement** is obtained and filed in accordance with **company procedures**

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

company policy and procedures

knowledge or awareness of relevant acts and regulations

legal systems and procedures

industry codes of practice

computer systems

procedure writing

Skills requirements include:

computerised spreadsheet and database

data analysis and interpretation

evaluative and general analytical skills

negotiation and interpersonal skills

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of relevant industry and legislative requirements

knowledge of relevant company policies and procedures

knowledge of relevant security measures for preparing and banking receipts

ability to batch monetary items

ability to prepare deposit facilities

ability to lodge flows

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence must be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning

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on underpinning knowledge and skills and other methods as required.

Context of assessment: Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment: Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Batches are:	grouped receipts treated as a separate transaction entity
Deposits facilities may include:	bank deposit slip direct debit transaction report
Banking methods may include:	personal through third party security company pick-up
Security measures may include:	banking of all negotiable instruments on day received all batches posted on day of receipt cash management processes
Company policy and procedures may include:	operations manual internal control guidelines computer system documentation
Industry and legislative requirements may cover:	Australian Accounting Standards relevant insurance act Consumer Credit legislation Privacy Act Taxation Act industry code of practice Australian Securities and Investments Commission (ASIC) Code Trade Practices Act Stamp Duties Act
Proof of lodgement may include:	bank stamped deposit facility verified transaction listing

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Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICACC304A.
This unit replaces FNSICACC304A.

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FNSICACC305B Process payment documentation

Modification History

Not applicable.

Unit Descriptor

This unit describes the functions involved in processing financial payment documents.
This unit describes the functions involved in processing financial payment documents.

Application of the Unit

This unit requires the application of skills and knowledge required to process payment documentation. The unit has application across a variety of financial industry sectors ranging from the insurance sector, retail banking sector and credit and friendly societies.
The unit may apply to any related job positions where the job function has responsibility for processing payment documentation.
This unit requires the application of skills and knowledge required to process payment documentation. The unit has application across a variety of financial industry sectors ranging from the insurance sector, retail banking sector and credit and friendly societies.
The unit may apply to any related job positions where the job function has responsibility for processing payment documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Enter data to system	1.1 Data is entered into systems without error and within time requirements as specified in relevant **company policy and procedures**
	1.2 Data is allocated to correct systems and accounts
	1.3 **Related systems** are updated
	1.4 Data entry is undertaken in accordance with relevant health and safety requirements
	1.5 **System controls** are maintained to ensure the integrity and security of client/payee database
2 Create payment facility	2.1 Payment facility is processed accurately in accordance with company policy and procedures
	2.2 **Documentation** is maintained in a secure manner to protect the privacy and interests of all parties
3 Verify payments against documentation	3.1 Authorisation for payment is confirmed
	3.2 Information on payment facility matches approved documentation
	3.3 Discrepancies are identified and followed up promptly

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4	Effect payment	4.1	Payments are made within agreed credit arrangements in accordance with company policy and procedures and **industry and legislative requirements**
		4.2	Payment instruments are signed in accordance with relevant authority levels
		4.3	Related systems are updated promptly to ensure that the integrity of accounting systems are maintained
		4.4	Primary documentation associated with payment is cancelled, or noted, to ensure multiple payments are not made
5	File documentation	5.1	Documentation is filed promptly in accordance with company policy and procedures
		5.2	Location of filed documentation is traceable

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

company policy and procedures

knowledge or awareness of relevant acts and regulations

legal systems and procedures

industry codes of practice

computer systems

procedure writing

Skills requirements include:

computerised spreadsheet and database

data analysis and interpretation

evaluative and general analytical

negotiation and interpersonal

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of industry and legislative requirements for processing payment documentation

knowledge of organisational policies and procedures for processing payment documentation

ability to enter data in organisational systems

ability to create payment facilities

ability to verify payments against documentation

ability make payments

ability to file necessary documentation

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and

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procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Company policy and procedures may include:	operations manuals internal control guidelines computer system documentation
Related systems may include:	assets system commissions and fees receivables reinsurance holding/suspense accounts tax related claims

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Systems controls:	protect against the corruption of payee name, address and/or bank account details
Payment documentation/facilities may include:	invoices confirmation of receipt stop payments payment requests delivery dockets cheque cancellations batch records periodic approvals authorisation slips signature verifications
Industry and legislative requirements may cover:	Australian Accounting Standards relevant Insurance Act industry codes of practice Consumer Credit legislation Privacy Act Taxation Act Australian Securities and Investments Commission (ASIC) Code Trade Practices Act Stamp Duties Act occupational health and safety (OH&S) acts and guidelines

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICACC305A.
This unit replaces FNSICACC305A.

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FNSICACC306B Process journal entries

Modification History

Not applicable.

Unit Descriptor

This unit describes the functions involved in processing financial journal entries.
This unit describes the functions involved in processing financial journal entries.

Application of the Unit

This unit requires the application of skills and knowledge required to process journal entries according to organisational, industry and legislative requirements.
The unit can be applied to all sectors of the financial services sector where the entering of journal entries is required. The unit has application to any job function where accounting or bookkeeping is an aspect of the job function.
This unit requires the application of skills and knowledge required to process journal entries according to organisational, industry and legislative requirements.
The unit can be applied to all sectors of the financial services sector where the entering of journal entries is required. The unit has application to any job function where accounting or bookkeeping is an aspect of the job function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Check and verify supporting documentation	1.1 **Supporting documentation** is examined to establish accuracy and completeness
	1.2 Supporting documentation is examined to ensure authorisation by appropriate level
2 Prepare journal	2.1 Journal is **accurate, complete** and prepared within company timelines
3 Authorise journal	3.1 Journal is authorised in accordance with **company policy and procedure**
4 Enter data into system	4.1 Data is entered into system accurately and in accordance with company **input standards**
	4.2 Transaction is correctly allocated to system and account
	4.3 Related systems are updated to maintain integrity of relationships between financial systems
	4.4 Data entry is undertaken in accordance with relevant health and safety requirements
5 Check journal processing report	5.1 Where appropriate, processing report is examined for accuracy and reconciled in accordance with relevant company policy and procedures, accounting principles and practices
	5.2 Entries requiring alteration are identified and adjusting entries processed accurately in accordance with company policy and procedures

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6	File documentation	6.1	Documentation is filed promptly and in accordance with company policy and procedures, industry and legislative requirements
		6.2	Filed documentation is easily accessible and traceable

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

company policy and procedures

knowledge or awareness of relevant acts and regulations

legal systems and procedures

industry codes of practice

computer systems

procedure writing

Skills requirements include:

computerised spreadsheet and database

data analysis and interpretation

evaluative and general analytical skills

negotiation and interpersonal skills

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational policies and procedures for processing journal entries

knowledge of industry and legislative requirements for processing journal entries

ability to check and verify supporting documentation

ability to prepare journals

ability to authorise journals

ability to enter data into organisational accounting systems

ability to check journal processing reports

ability to file documentation

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence must be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will

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usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

Range Statement

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Supporting documentation may include information that supports the transaction such as:	suspense reports reconciliations
Accurate and complete may mean:	meaningful notation effective date specified correct allocation balanced transaction
Company policy and procedures may include:	operations manuals internal control guidelines computer system documentation
Input standards may include:	speed requirements
Industry and legislative requirements may cover:	Australian Accounting Standards relevant Insurance Act Consumer Credit legislation Privacy Act Taxation Act industry codes of practice Australian Securities and Investments Commission (ASIC) Code Trade Practices Act Stamp Duties Act occupational health and safety (OH&S) acts and guidelines

Unit Sector(s)

Not applicable.

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Relationship to other units

This unit replaces FNSICACC306A.
This unit replaces FNSICACC306A.

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FNSICGEN305B Maintain daily financial/business records

Modification History

Not applicable.

Unit Descriptor

This unit covers the preparation and processing of routine financial documents.
This unit covers the preparation and processing of routine financial documents.

Application of the Unit

This unit requires the application of skills and knowledge to process routine documents such as application or claim forms, invoices, banking documents, and petty cash vouchers. It may be applied in any sector of the financial services industry.
This unit requires the application of skills and knowledge to process routine documents such as application or claim forms, invoices, banking documents, and petty cash vouchers. It may be applied in any sector of the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Process financial forms and applications	1.1 **Information** from **documents** is identified, checked and recorded
	1.2 Documents are processed and recorded or transmitted to **appropriate personnel**
	1.3 All work undertaken is in accordance with **organisational procedures**, **legislation and regulations**
2 Prepare and process banking documents and petty cash documents	2.1 Deposits and withdrawals are accurately entered and balanced according to organisational procedures, where applicable
	2.2 Cheques and card vouchers are checked for **validity** before processing, where applicable
	2.3 **Banking documentation** is reconciled with organisation's financial records, where applicable
	2.4 Documentation is completed in accordance with **banking guidelines**
3 Process petty cash transactions	3.1 Petty cash claims and vouchers are checked, processed and recorded and petty cash book is balanced according to organisation's procedures
	3.2 Any irregularities are referred to nominated person

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4	Prepare and process invoices for payment to creditors and for debtors	4.1	Invoices are prepared in accordance with organisational procedures
		4.2	Invoices are checked against source documents for accuracy
		4.3	Any errors or inaccuracies are corrected
		4.4	Invoices and related documents are filed for auditing purposes

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

the organisation's policies and procedures applying to financial documents

relevant legislation and codes, relating to the operation of a business and to the tasks undertaken

legislation relating to privacy and confidentiality

procedures for handling cheques, vouchers and cash

banking procedures and guidelines

methods of calculating and presenting financial data

the organisation's software and technology used to record and transmit financial information

Skills requirements include:

calculation skills

ability to check accuracy of information (words and numbers)

attention to detail

ability to read and interpret financial data

communication skills

ability to relate to people from a range of social, cultural and ethnic backgrounds

ability to work to set timelines

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

accurate and timely preparation and processing of financial documents in accordance with the organisation's policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	This unit may be assessed in the workplace or in a simulated environment.
Resources required for assessment:	Assessment of this unit of competence

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requires access to company policies and practices and the technology/systems used by the company to provide services to customers.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Information may include:	names addresses amounts of money/figure dates account numbers/card numbers/cheque numbers
Documents may include:	application forms claim forms petty cash vouchers invoices purchase orders receipts credit notes statements deposit books delivery dockets remittance advice

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Appropriate personnel may include:	supervisor manager account department accounts clerk petty cash officer
Organisational procedures may include:	legal and organisation policy and guidelines procedures for entering and balancing deposits procedures for checking validity of cheques and card vouchers security procedures cash handling procedures Australian Accounting and Auditing Standards
Legislation and regulations may include:	award and enterprise agreement occupational health and safety (OH&S) legislation privacy equal employment opportunity (EEO) legislation Anti-discrimination legislation
Validity may include:	signature dates amounts
Banking documentation may include:	withdrawal forms deposit slips/books cheques
Banking guidelines may include:	cash bundled accurate forms banking summary provided banking electronically

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Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICGEN305A.
This unit replaces FNSICGEN305A.

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FNSICORG302B Prepare reports for management

Modification History

Not applicable.

Unit Descriptor

This unit describes the functions involved in preparing a range of reports for management.
This unit describes the functions involved in preparing a range of reports for management.

Application of the Unit

This unit requires the application of skills and knowledge required to produce reports to meet objectives of management requirements.
The unit encompasses developing reports to specifications, clarifying report objectives, assessing report data, analysing data, preparing the report and distributing the report to the relevant parties.
This unit has application across the entire financial services sector and can be utilised by any individual that is required to produce reports for management.
This unit requires the application of skills and knowledge required to produce reports to meet objectives of management requirements.
The unit encompasses developing reports to specifications, clarifying report objectives, assessing report data, analysing data, preparing the report and distributing the report to the relevant parties.
This unit has application across the entire financial services sector and can be utilised by any individual that is required to produce reports for management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements define the essential outcomes of a unit of competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop report to specifications	1.1 Clarify report objectives
	1.2 Plan the content and format of report
	1.3 Produce outline of report against specifications
2 Access report data	2.1 Available data is examined for suitability for inclusion in report
	2.2 Systems are examined to establish data limitations
	2.3 Suitable data **modelling tools** to extract information are identified
3 Analyse data	3.1 Report data is analysed to ensure it meets company objectives and **requirements**
	3.2 Data is produced in report format

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4	Prepare reports	4.1	Reports are prepared in **response** to management objectives and in the required format
		4.2	Report material is evaluated according to management objectives and revised as necessary
		4.3	Report is forwarded to management for assessment and is revised as required
5	Distribute reports	5.1	Completed reports are distributed according to **company requirements and timelines**

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

company policy and procedures

knowledge or awareness of relevant acts and regulations

legal systems and procedures

industry codes of practice

computer systems

Skills requirements include:

computerised spreadsheet and database

data analysis and interpretation

analytical skills

interpersonal and communication

report writing

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational reporting format standards

ability to develop reports to specifications

ability to access report data

ability to analyse data

ability to prepare reports

ability to distribute reports to relevant parties

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and

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	other methods as required.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

Range Statement

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Modelling tools may include:	interaction of financial data as it flows from the source to the required output a process for testing assumptions against a variety of scenarios
Response may involve:	taking action in respect of management requests/ recommendations
Company requirements and timelines may include:	policy documentation verbal instructions written instructions internal control guidelines computer system documentation

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICORG302A.
This unit replaces FNSICORG302A.

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HLTAHW507B Work effectively in social and emotional well being

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required as an introduction for an Aboriginal or Torres Strait Islander health worker to provide social and emotional well being support

It addresses the rights and responsibilities of the position, the system in which this work is undertaken and the professional boundaries and cultural issues relating to this type of work

Application of the Unit

Application

Application of the skills and knowledge described in this unit will vary greatly according to the community in which that individual will work

Regional differences between communities mean that health workers from different areas may have different roles with different skill and knowledge needs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the *context of social and emotional well being*	1.1 Acknowledge differences between roles of social and emotional well being workers and Aboriginal Primary Health Care workers as appropriate 1.2 Identify difficulties that the worker may encounter in carrying out their role in the community and take into consideration in the work 1.3 Take into account the changing role of females and males within Aboriginal and Torres Strait Islander communities in service delivery 1.4 Work within the role and limitations of the worker's job definition and community expectations of their role

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ELEMENT	PERFORMANCE CRITERIA
2. Work within the legal and ethical boundaries of the social and emotional well being worker	2.1 Complete documentation in accordance with legal and ethical requirements 2.2 Maintain confidentiality in accordance with organisational policies and protocols 2.3 Include traditional healers in the health team as appropriate 2.4 Liaise with other organisations as appropriate 2.5 Consider the rights of the individual in all work undertaken within the social and emotional well being area 2.6 Carry out duties within the Mental Health Act (or equivalent) as required for social and emotional well being work
3. Work is undertaken with the clients involved with the justice system	3.1 Advocate for and support clients involved with the justice system as appropriate and in accordance with organisational policies and protocols 3.2 Identify and observe the role and limitations of social and emotional well being work within the justice system 3.3 Access the processes of the justice system that will impact on clients on behalf of clients as appropriate
4. Maintain accountability and responsibilities	4.1 Access and work in accordance with organisation policies and procedures in regard to workers 4.2 Undertake all work within the organisation's reporting and accountability frameworks 4.3 Follow organisation occupational health and safety guidelines 4.4 Access information to clarify the employer's responsibilities to the worker 4.5 Observe organisation requirements for participation in processes as appropriate (eg. in regard to performance appraisal systems)

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ELEMENT	PERFORMANCE CRITERIA
5. Observe professional boundaries when working	5.1 Define, understand and communicate professional boundaries to clients in a culturally appropriate manner 5.2 Maintain confidentiality when working with clients and other agencies 5.3 Observe organisational boundaries when working with clients and other agencies 5.4 Clarify organisation expectations with particular regard to the professional and personal boundaries in social and emotional well being work in relation to counselling other staff, or advising management on staff counselling
6. Complete relevant documentation	6.1 Collect information (ie. data) as required to the complete workplace documentation 6.2 Complete documentation appropriate to the social and emotional well being work role in line with organisation requirements and reporting arrangements (such as reports to funding bodies)
7. Demonstrate commitment to the *philosophy* of social and emotional well being	7.1 Demonstrate in all work undertaken, understanding and consideration of the *underpinning values and philosophy* of social and emotional well being in the context of Aboriginal and/or Torres Strait Islander health work 7.2 Demonstrate in all work undertaken, commitment to the empowerment of Aboriginal and/or Torres Strait Islander people and access and equity principles 7.3 Give clients, family and community opportunity to participate in service planning and support activities 7.4 Plan and implement social and emotional well being work taking into account personal values, history, experiences and family/kinship

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ELEMENT	PERFORMANCE CRITERIA
8. Work with people from *culturally and linguistically diverse* backgrounds	8.1 Demonstrate in all work undertaken consideration and understanding of cultural and linguistic differences 8.2 Adapt all work to meet the specific cultural and linguistic needs of clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Traditional healing
- Cultural law and its consequences
- Rights as employees - industrial awards, duty of care, occupational health and safety, worker's compensation
- Support systems available for employees - e.g. counselling, unions, professional associations
- The role, rights and responsibilities relating to social and emotional well being work:
  - legal responsibilities to clients, organisation and self
  - reporting responsibilities
  - accountability to organisation and community
  - confidentiality requirements for social and emotional well being work
  - ethical responsibilities
  - professional boundaries
- Justice system and its processes
- Mental Health Act and relevant regulations
- Conflict resolution and mediation
- Stress management techniques
- The changing roles of Aboriginal men and women in communities
- Broad knowledge of:
  - government structures
  - political structures
  - adult guardianship
  - rights of clients

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake social and emotional well being work with a range of clients within the legal and ethical boundaries of the social and emotional well being worker and with a commitment to the philosophy of social and emotional well being
- Maintain the professional boundaries of the work role and address accountability and responsibilities appropriately
- Address the needs of clients from culturally and linguistically diverse backgrounds
- Balance expectations of the organisation, the community and clients in undertaking social and emotional well being work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Use high level effective communication skills
- Apply skills in
  - liaising and networking
  - problem solving skills
  - conflict resolution
  - assertiveness
  - stress management
  - advocacy
- Work within a team

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

It is critical that in assessing this unit, consideration is given to the sensitive nature of some aspects of the unit, particularly as they apply to Aboriginal and/or Torres Strait Islander history and culture

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EVIDENCE GUIDE

Method of assessment:

Assessment methods should be sensitive to emotional reactions of individuals being assessed, and it is highly recommended that access be made available as required to support, such as counselling in social and emotional well being

Assessment should include a combination of:

- Small group discussions and participation
- Role play/simulation
- Workbooks
- Case studies
- Self assessment journals

Context of assessment:

Competence should be demonstrated working individually, under supervision or as part of a primary health care team working with Aboriginal and/or Torres Strait Islander clients

Assessment should replicate workplace conditions as far as possible

Related units:

This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Cultural respect	This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity and governance Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
Community control	Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process
Supervision	Supervision must be conducted in accordance with prevailing state/territory and organisation legislative and regulatory requirements References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals A person at this level should ***only*** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

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RANGE STATEMENT

Legislative requirements

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by 'usual practice circumstances'

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

The context of social and emotional well being may include:

- Statutory framework with which the work takes place
- Facts/myths about mental health
- History of the local Aboriginal and/or Torres Strait Islander people
- Remoteness and access to other services
- Traditional/cultural context
- Historical context of the work, such as changing attitudes to mental health, alcohol and drug use, changing approaches to working with clients
- Changing social context of the work, such as consumer-centred approach, changing government and societal views on mental health, alcohol and drugs, de-institutionalisation
- Political context (eg. government policies and initiatives affecting mental health, community controlled health, community funding)
- Economic context (eg. the current economic status of the client and how it impacts on their mental health, alcohol and drug issues and other addictions)

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RANGE STATEMENT

Services may include:

- Counselling
- Advocacy
- Practical support
- Assessment, treatment and management of clients
- Referral processes
- 'Back to Country' principles

Different models of work may include:

- Community development and education
- Mental health (social and emotional well being) promotion
- Case management/shared case management
- Working with families
- Psychological, alcohol and drug rehabilitation models
- Peer support/self help
- Crisis intervention
- Early intervention models
- Prevention models
- Clinical mental health services
- Residential services
- Respite care
- Home based support/community support
- Traditional healing

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RANGE STATEMENT

Stakeholders and representatives include:

- Clients
- Carers
- Family, friends, peers, community
- Clinical mental health services
- Drug and alcohol teams
- Drug and alcohol rehabilitation facilities
- Local community elders
- Government agencies (eg. Family and Children's Services)

and *may* include:

- Community organisations
- Client support networks
- Government representatives, agencies and service providers
- Accommodation services
- Financial support services
- Employment services
- Vocational support services
- Youth groups
- Sexual assault services/refuges

Underpinning values and philosophies of the sector include:

- Empowerment for Aboriginal and Torres Strait Islander people
- A holistic client centred approach to service delivery
- Promotion of social and emotional well being
- Early intervention strategies
- Prevention strategies
- Delivery of culturally appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Encouragement of personal growth and development towards recovery and wellness

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RANGE STATEMENT

Commitment to principles of access and equity refers to:	• Creation of a client centred culture in service delivery and support • A non discriminatory approach to all people using the services • Ensuring that all work allows caters for differences
Cultural and linguistic differences include:	• Different cultural and social contexts • Local cultural protocols and traditions • English as a second or third language, use of Kriol • Social variables that impact on mental illness

Unit Sector(s)

Not Applicable

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HLTAHW508B Develop a healing framework for social and emotional well being work

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit describes the skills and knowledge required for SEWB Workers to begin their own healing journey to assist them to better understand and empathise with clients

Application of the Unit

Application	Aboriginal and/or Torres Strait Islander SEWB workers who undertake their own healing are equipped with skills and knowledge that provide a basis for better understanding the healing process and an increased awareness of their own issues and limitations

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in a *facilitated group healing process*	1.1 Develop and agree to rules for participation in a healing group as part of a group, ensuring safety, confidentiality and cultural security during and after the process 1.2 Practise verbal and non-verbal communication skills within the group 1.3 Practise self reflection and record key issues 1.4 Disclose self selected *past emotional influences* with the group involved in the healing process and relate to the present situation and potential future issues 1.5 Examine trans-generational trauma with the group using appropriate techniques

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ELEMENT	PERFORMANCE CRITERIA
2. Observe local cultural traditions and practice	2.1 Acknowledge traditional ownership of the land and seek permission to allow the healing process to take place on the land 2.2 Recognise the presence of traditional land owners in the healing process, including their role in the spiritual aspects of the healing process 2.3 Clarify local kinship structures, roles and obligations through discussion with elders 2.4 Acknowledge the importance of the support processes of extended families in preparation for healing and in undergoing a healing process 2.5 Discuss cultural grieving processes 2.6 Support self-expression and healing through art, dancing, storytelling, singing and/or painting

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Communication
- Story telling therapies
- Male&female perspectives
- Trans-generational trauma
- Story maps
- Alternative therapies - art, music
- Professional boundaries
- Referral processes
- Joint counselling techniques
- Local language, culture&practices
- Self healing journey processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate verbal and non-verbal communication to understand and support self and others within the context of a healing process
- Apply self reflection practices and disclosure to facilitate a healing process for self and others
- Acknowledge and clarify the contribution of traditional roles, structures and processes to the healing process
- Use appropriate techniques to support the healing process through self-expression

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

This includes the ability to apply skills in:

- Communication
- Sharing
- Keeping a journal
- Referral
- Self healing/self reflection

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Resource implications:

- To deliver and assess in this unit it is essential that the trainer/assessor have special skills in group therapy and facilitation, with particular experience and expertise in working with and empathy for Aboriginal and/or Torres Strait Islander people in community settings
- It is essential for the delivery of this unit that back up counselling arrangements for unexpected or unusual traumas are arranged and made available

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EVIDENCE GUIDE

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

It is critical that in assessing this unit, consideration is given to the sensitive nature of some aspects of the unit, particularly as they apply to Aboriginal and/or Torres Strait Islander history and culture

Method of assessment:

Assessment methods should be sensitive to emotional reactions of individuals being assessed, and it is highly recommended that access be made available as required to support, such as counselling in social and emotional well being

Context of assessment:

- A bush/residential setting is preferred for delivery of this competency to ensure that the participants are able to complete, or work with their colleagues to support their completion of, a healing journey away from external influences such as work or home (though with sufficient proximity to their home to enable them to deal with emergencies that may arise)
- The setting will also enable the participants to appreciate and acknowledge the cultural practices and healing of the traditional landowners and traditional healers in the appropriate context

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EVIDENCE GUIDE

Related units:	This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Cultural Respect	This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity and governance Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
Community Control	Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process

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RANGE STATEMENT

Supervision	Supervision must be conducted in accordance with prevailing State/Territory and organisation legislative and regulatory requirements References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals A person at this level should ***only*** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines
Legislative Requirements	Federal, State or Territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by 'usual practice circumstances' Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

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RANGE STATEMENT

A facilitated group healing process includes:

- Sharing self selected past emotional influences
- Reflection
- Emotional support
- Confidentiality
- Examination of trans-generational trauma
- Self healing process
- Different therapies and techniques, such as story telling, art therapy, local traditional therapies, family genograms, narrative therapy
- Male and female perspectives
- Local traditional healers and/or community elders

Past emotional influences may include (*but not be limited to*)

- Death/loss of a family member, friend or community member
- Loss of a friend
- Loss of country
- Removal of a relative (stolen generations)
- Removal of self from family
- Birth of a child
- End of a marriage/relationship (self or family)
- Suicide or self harm of family member, friend, community member
- Sexual assault, abuse of self, family member, community member, friend
- Domestic/family violence
- Loss of a job
- Cultural issues

Process of acquisition of this competency unit must include:

- Support from counsellors (preferably Aboriginal and/or Torres Strait Islander) with appropriate experience in working with Aboriginal and/or Torres Strait Islander people to provide support where personal issues arise that require additional support or counselling

Additional support may be required from:

- Local community elders
- Traditional healers
- Specialist counselling services

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Unit Sector(s)

Not Applicable

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HLTAHW509B Respond to loss, grief and trauma

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit describes the skills and knowledge required to provide a healing response to expressions of grief, loss and trauma

Application of the Unit

Application	Aboriginal and/or Torres Strait Islander SEWB workers may apply these skills and knowledge as part of primary health care services Successful completion of this unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit	This unit must be assessed after successful achievement of pre-requisite: • HLTAHW507B Work effectively in social and emotional well being

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify effects of *loss*, grief and *trauma*	1.1 Clarify impact of specific *loss*, *grief and/or trauma* at the individual, family and community level 1.2 Take into account historical impact of loss, grief and trauma on Aboriginal and/or Torres Strait Islander people 1.3 Recognise culturally appropriate expressions of loss and grief 1.4 Identify and respect specific approaches and responses of individuals, families and communities to loss, grief and/or trauma

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ELEMENT	PERFORMANCE CRITERIA
2. Provide a *healing response* to loss, grief and/or trauma	2.1 Determine appropriate *healing response* to loss, grief and/or trauma in relation to the needs of each situation and the individuals involved 2.2 Provide appropriate support and available resources to assist individuals and families to deal with their loss, grief and/or trauma 2.3 Provide timely referral as appropriate to support ongoing healing in line with the needs of the situation and individuals involved 2.4 Maintain duty of care, confidentiality and cultural protocols
3. Maintain individual and community safety and cultural security in response to trauma	3.1 Recognise effects of stress on individuals and communities in relation to experiences of loss, grief and trauma, including transgenerational trauma and grief 3.2 Identify culturally appropriate strategies for responding to stress at the community, family and individual levels 3.3 Monitor own stress level in relation to working in the area of loss, grief and trauma, including transgenerational trauma and grief and use appropriate stress management strategies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Concepts of loss and grief
- Nature and effects of psychological trauma
- Effects of spiritual trauma
- Effects of transgenerational trauma and grief
- Effects of colonisation and institutional racism on Aboriginal people
- Cultural protocols and taboos
- Organisational codes of conduct and ethical codes
- Referrals to specialist services
- Indicators of health issues e.g. substance misuse, mental illness
- Statutory responsibilities including duty of care requirements
- Narrative therapy approaches
- Negative effects of stress/stress indicators
- Symptoms of post traumatic stress
- Awareness of own values and attitudes around loss, grief and trauma
- Organisational policies and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop culturally appropriate responses to situations of loss, grief and trauma
- Address safety issues effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

This includes the ability to apply skills in:

- Counselling
- Cultural
- Culturally appropriate approaches to therapy
- Communication
- Networking
- Negotiation
- Assessment
- Dealing with cross-cultural issues
- Stress management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

Context of assessment:

A bush/residential setting is preferred for delivery of this competency to ensure that the participants are able to complete, or work with their colleagues to support their completion of, a healing journey away from external influences such as work or home (though with sufficient proximity to their home to enable them to deal with emergencies that may arise)

The setting will also enable the participants to appreciate and acknowledge the cultural practices and healing of the traditional landowners and traditional healers in the appropriate context

Related units:

This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Cultural respect	This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity and governance Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
Community control	Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process
Supervision	Supervision must be conducted in accordance with prevailing state/territory and organisation legislative and regulatory requirements References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals A person at this level should ***only*** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

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RANGE STATEMENT

Legislative requirements

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by 'usual practice circumstances'

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

Losses may include:

- Loss of family/community member
- Loss through disability/illness
- Loss through miscarriage/abortion
- Loss of culture/language/community/land
- Loss of livelihood/house/possessions
- Loss through incarceration
- Losses incurred through the effects of institutional racism

Trauma may include:

- Physical
- Psychological
- Spiritual
- Emotional (transgenerational)

Communities may include:

- Traditional
- Rural, remote or metropolitan
- Individuals or groups within a community
- People with specified needs

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RANGE STATEMENT

Healing responses may include:

- Individual, family, couple counselling
- Group work
- Involvement of elders
- Community action
- Oral, written, audio-visual resources
- Narrative approach

Resources may include:

- Those of the organisation
- Those acquired from other agencies
- System/support/administration/policy
- Material/financial/facilities/equipment
- Developmental/information/training
- Information technology

Unit Sector(s)

Not Applicable

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HLTAP301B Recognise healthy body systems in a health care context

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the basic knowledge of anatomy and physiology required to recognise body systems and their components and to identify and refer alterations associated with the functioning of the human body in the context of health care work

Application of the Unit

Application

The application of knowledge and skills described in this competency unit may relate to functions such as client questioning and documentation of information, such as medical history, using a structured technique or pro forma for gathering and recording information

Functions at this level require a broad overview of healthy functioning of the human body and practical aspects of disease management

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of the basic structure of the healthy human body	1.1 Use accepted health terminology to describe the normal structure, function and location of the *major body systems* 1.2 Apply a basic understanding of the fundamental principles of maintaining a healthy body 1.3 Work with knowledge of the major components of each body system and their location in relation to other structures
2. Apply basic knowledge of factors that support healthy functioning of the body	2.1 Work with a basic understanding of how to maintain the whole body in an overall state of health 2.2 Work with a basic understanding of the relationships between body systems required to *support healthy functioning*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic structure and functions of the body systems and associated components, including
  - cardiovascular system
  - respiratory system
  - musculo-skeletal system
  - endocrine system
  - nervous system
  - digestive system
  - urinary system
  - reproductive system
  - integumentary system
  - lymphatic system
  - the special senses - smell, taste, vision, equilibrium and hearing
  - cells, tissues and organs
- Basic maintenance for a healthy body

Essential skills:

The candidate must demonstrate the ability to do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Use and articulate accurately common health terminology related to human anatomy and physiology
- Apply essential knowledge as outlined to own work role

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- Evidence must demonstrate the individual's ability to apply their knowledge within the requirements of an identified modality of health care or support services to a specific age group
- Consistency of application of knowledge should be demonstrated over the required range of workplace applications relevant to an identified work role

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible.
- Where, for reasons of safety, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
  - anatomical models, charts and/or diagrams
  - relevant technology - internet and CD-ROM
  - workplace or simulated work environment

Method of assessment:

- Assessment must include questioning (verbal and written) to address Essential Knowledge as outlined in this unit

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Major body systems include:

- Cardiovascular system
- Respiratory system
- Musculo-skeletal system
- Endocrine system
- Nervous system
- Digestive system
- Urinary system
- Reproductive system
- Integumentary system
- Lymphatic system
- The special senses - smell, taste, vision, equilibrium and hearing

Processes, conditions and resources required by the body to support healthy functioning may include but are not limited to:

- Body regulation including
  - maintenance of body temperature
  - body fluids (including e.g. absorption of water from digestive system, loss of water through skin, distribution of water by cardiovascular system)
  - elimination of wastes from the body
  - maintenance of blood pressure
- Protection from infection
- Physical activity - active and passive

Unit Sector(s)

Not Applicable

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HLTAP401B Confirm physical health status

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes a detailed level of knowledge of anatomy and physiology required to confirm physical health status

Application of the Unit

Application	The application of knowledge and skills described in this competency unit may relate to functions such as providing information to clients or assisting in the provision of health care services Work at this level may require guidance and/or supervision, especially where provision of direct client services are involved Some disciplines may require a state/territory regulatory determination regarding delegation and supervision

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information about physical health status	1.1 Work with a detailed understanding of the structure and functioning of *body systems* 1.2 Take into account the range of factors that may have impacted on an identified physical condition 1.3 Obtain information through *observation and/or questioning* to identify any actual or potential *problems* regarding health status
2. Check physical health status	2.1 Use detailed knowledge of the structure and functioning of body systems to check health status prior to delivering health intervention or service in line with plan of care 2.2 Clarify the significance of physical health status in relation to a particular intervention in line with job role and organisation requirements 2.3 Consult appropriate person to clarify implications and significance of physical health status in the case of uncertainty or limits on *own capability or authority*

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ELEMENT	PERFORMANCE CRITERIA
3. Identify variations from normal physical health status	3.1 Identify a range of signs and symptoms of variations from normal health status using standard methods and protocols 3.2 Identify potential *factors responsible for significant variations from normal health status* 3.3 Identify potential risk factors associated with variations from normal health status 3.4 Recognise and refer potentially serious issues in line with *organisation requirements*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Common and medical anatomical terminology
- Concepts underpinning human anatomy and physiology, including:
  - levels of structural organisation of body systems
  - human life processes
  - homeostasis and the relationship between homeostatic imbalance and disease
- Structure, physiology of normal functioning of body systems, including:
  - cells, tissues and organs
  - cardiovascular system
  - respiratory system
  - musculo-skeletal system
  - endocrine system
  - digestive system
  - urinary system
  - reproductive system
  - integumentary system
  - lymphatic system
  - nervous system, including sensory systems - eye and ear
  - the special senses - smell, taste, vision, equilibrium and hearing
  - immune system
- Processes of metabolism, nutrition, body temperature regulation, biological maturation, inheritance and aging
- Causes of disease:
  - pathogens
  - inherited genetic conditions

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REQUIRED SKILLS AND KNOWLEDGE

- trauma, toxins and other environmental hazards
- nutritional factors
- degenerative changes in vital organ systems
- the loss of normal control mechanisms such as the uncontrolled growth of cancer cells

- Defence systems and immunity responses in relation to the whole body and the individual body systems.
- Common disorders, problems and complaints associated with each body system and its components, especially where relevant to specific health care services to be provided.
- Potential impacts of a range of factors, both internal (such as physical, mental, emotional factors) and external (e.g. in relation to specific health interventions) in relation to identified body systems and their components.

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Accurately use and articulate medical and/or paramedical terminology related to human anatomy and physiology and associated health issues in the context of providing specific health care services.
- Explain in clear language relevant aspects of the structure and functioning of the body systems with particular reference to specific health care services to be provided.
- Describe the major components of each body system and their location in relation to other structures.
- Explain the principles of functional anatomy in relation to each body system using concepts and principles specific to the nature of particular health care to be provided.
- Explain the key factors necessary to healthy functioning of each body system and inter-relationships between body systems needed to maintain overall health.
- Explain common problems associated with each body system and its components using terms relevant to specific health care to be provided.
- Recognise variations from normal functioning and determine an appropriate response in terms of:
  - referral to an appropriate medical, nursing or allied health professional
  - provision of appropriate health care services.
- Refer to or seek assistance from an appropriate medical or paramedical authority in relation to variations from normal functioning.
- Articulate scope of practice and boundaries for each individual team member

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- Candidates must demonstrate their ability to apply Essential Knowledge identified for this competency unit before undertaking workplace application
- This competency unit should be assessed in conjunction with competency unit(s) related to specific health care services (e.g. complementary therapies, enrolled nursing, dental or out-of-hospital care)
- Evidence must demonstrate the individual's ability to apply their knowledge within the requirements of an identified aspect of delivering health care or health care support services
- Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible.
- Where, for reasons of safety, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible.
- Simulation assessment should be carried out prior to workplace assessment.
- Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
  - Relevant organisation policies and procedures
  - Anatomical models, charts and/or diagrams as required to support explanations
  - Relevant equipment
  - Workplace and simulated work environment.

Method of assessment may include:

- Observation in the work place with questioning to address appropriate application of knowledge
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning - verbal and/or written
- Role-play / simulation

Related units:

- This unit must be assessed in conjunction with competency units related to assessment of clients for a particular area of health care delivery (e.g. units in assessing clients for care involving complementary therapies, enrolled nursing, dental or ambulance response)

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Major body systems include:

- Cardiovascular system
- Respiratory system
- Musculo-skeletal system
- Endocrine system
- Nervous system, including sensory system - eye and ear
- Digestive system
- Urinary system
- Reproductive system
- Integumentary system
- Lymphatic system
- The special senses - smell, taste, vision, equilibrium and hearing
- Immune system

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RANGE STATEMENT

Common problems to be identified may include:

- Cardio vascular problems , such as
  - congestive cardiac failure
  - angina pectoris
  - cardiac arrest
  - thrombosis
- Dental problems, such as:
  - gingivitis
  - halitosis
- Digestive system problems, such as:
  - gastro-intestinal bleeding
  - gastroenteritis
- Ear health conditions, such as:
  - otitis media
  - impairment
- Endocrine system problems, such as:
  - diabetes mellitus
- Eye problems, such as:
  - myopia
  - impairment
  - cataracts
- Gastro-intestinal and abdominal conditions, such as:
  - gallstones
  - gastroenteritis
  - diverticulitis

continued ...

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RANGE STATEMENT

Common problems to be identified may include: (*contd*)

- Genitourinary conditions, such as:
  - UTI
  - incontinence
  - dysuria
  - prostatic cancer
- Integumentary system problems, such as:
  - burns
  - open wounds
  - wound infection
- Musculo-skeletal system problems, such as:
  - soft tissue injury
  - fractures
- Nervous system problems, such as:
  - cerebrovascular accident
  - seizure
  - dementia
- Reproductive system problems, such as:
  - obstetric emergencies
- Respiratory system problems, such as:
  - bronchospasm (asthma and anaphylaxis)
  - upper respiratory tract infection
- Skin condition, infections and wounds, such as:
  - impetigo
  - dermatitis

Factors with potential to impact physical health may include but are not limited to:

- External factors, such as:
  - diet and nutritional factors
  - use of alcohol, tobacco and other substances
  - environmental factors impacting health
  - level and type of physical activity
- Internal factors, such as:
  - inter-relationship between body systems
  - emotional responses
  - patterns of thinking
  - disease process
  - pathogens

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RANGE STATEMENT

Organisation requirements may include but are not limited to:	• Clinical practice guidelines • Protocols • Organisation policies and/or procedures
Own capability or authority may include but is not limited to:	• Authority to practice • Organisation policies
Observation and/or questioning may depend upon:	• Status of client (may be under anaesthetic or even deceased, depending on particular area of practice)
Health history may include:	• History of any presenting problem (character, severity and duration of symptoms) • History of any actual or potential problems associated with activities of daily living • Client concerns and beliefs regarding their problems • Past health history, including use of alcohol, tobacco and other substances • Medications being taken • Allergies • Family circumstances, including identifying environmental health factors that may contribute to client's health issues • Basic dietary information, including diet history to determine food and drink intake
Factors responsible for abnormal readings may include:	• Differences in temperature measurements due to a range of internal and external body factors • Effect of exertion and anxiety on pulse rate and blood pressure • Faulty equipment or improper use of equipment • Failure to correctly calibrate equipment • Impact of environmental factors on equipment

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RANGE STATEMENT

Information provided to client may include:

- Summary of health assessment findings
- Information about potential impact of a range of internal and external factors on health.
- Information on likely causes and management of uncomplicated health conditions.
- Information on strategies to maintain good health and manage chronic health problems.
- Information on specific health issues and available health care services/treatments.

Unit Sector(s)

Not Applicable

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HLTAP501B Analyse health information

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the application of in-depth level of knowledge of anatomy and physiology required to analyse available health information in relation to specific services to be provided

Application of the Unit

Application	The application of knowledge and skills described in this competency unit relate to functioning independently to plan and provide services Some disciplines will require a state/territory regulatory determination regarding delegation and supervision This unit ensures individuals can apply in-depth knowledge of human anatomy and physiology in the delivery of specific services

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit	This unit must be assessed after successful achievement of pre-requisite: • HLTAP401B Confirm physical health status

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse health information	1.1 Analyse client health information in relation to planning services and in line with organisation requirements 1.2 Recognise normal readings on the findings of available tests, observations and physical assessments that assist in determining health status 1.3 Use detailed knowledge to identify common pathophysiologies (or changing pathologies) through observation and analysis of associated available information 1.4 Identify the likely impact of specific interventions

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ELEMENT	PERFORMANCE CRITERIA
2. Plan action(s) to address identified health status	2.1 Apply detailed *understanding of anatomy, physiology and pathophysiology* of disease to take a problem solving approach to plan services to reflect identified health status and address needs. 2.2 Consider and note implications of any contra-indications in relation to health assessment findings. 2.3 Document action plan in accordance with organisation policies and procedures.
3. Implement services	3.1 Make informed decisions to implement the action plan based on in-depth knowledge of anatomy and physiology in relation to specific services provided. 3.2 Provide services in accordance with the action plan, organisation policies and procedures and occupational health and safety requirements. 3.3 Maintain current, complete, accurate and relevant records for each client contact. 3.4 Monitor impact of services in line with job role and organisation policies and procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- In-depth understanding of the structure, physiology and normal functioning of all body systems
- Understanding of the structure and function of cells, including:
  - cell/tissue requirements for survival
  - basic understanding of cellular respiration
- Transport systems:
  - active (primary) and passive (diffusion - simple, facilitated)
  - osmosis
  - forces (hydrostatic and osmotic)
- Recognition of the signs and symptoms of common clinical conditions and the (provisional) diagnosis of same
- Understanding of pharmacological processes and drug actions, indications and contraindications (appropriate to this level)
- understanding of the impact of:
  - trauma (penetrating, blunt)
  - common environmental emergencies (diving, altitude, temperature etc)
  - overdose and poisoning
  - surgical insult
- Basic chemistry (molecules and compounds; chemical reaction, energy; acids and bases) and as related to metabolism, respiration, pH.
- Pathophysiology of diseases associated with each body system and the impact of disease on each body system and their related structures., especially in relation to potential impact of specific health procedures provided.
- Effects of biological maturation and aging processes on body systems and their components and in relation to specific health procedures provided.
- Defence system and immunity processes in relation to the whole body and the individual

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REQUIRED SKILLS AND KNOWLEDGE

body systems and in relation to specific health procedures provided.

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Describe in detail and articulate using appropriate and accurate terminology, the major components of each body system, their location, inter-relationships and associated pathophysiology, especially in relation to specific health care services
- Explain processes and structures of human anatomy and physiology in relation to potential health issues associated with provision of specific health care services
- Explain the structure and functioning of the body systems, relationships between these systems and the potential impact of specific health care services to be provided
- Identify variations from normal functioning and potential interactions between body systems and other internal and external factors
- Plan and deliver health care services appropriate to client's health status in line with principles and concepts underpinning specific approaches, philosophies and regimes of health care
- Refer to an appropriate practitioner for advice, guidance or confirmation in relation to health issues outside normal practice or own experience

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- Candidates must demonstrate their ability to apply Essential Knowledge identified for this competency unit before undertaking independent workplace application
- This competency unit should be assessed in conjunction with relevant competency unit(s) in delivery of specific services (e.g. complementary therapies, nursing or dental care)
- Evidence must demonstrate the individual's ability to apply their knowledge within the requirements of an identified aspect of delivering health care or health care support services to a specific age group
- Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Where, for reasons of safety, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
	• Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
	  • relevant organisation policies and procedures
	  • anatomical models, charts and/or diagrams as required to support explanations
	  • relevant equipment
	  • workplace and simulated work environment

Method of assessment may include:	• Observation in the work place with questioning to address appropriate application of knowledge • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning - verbal and written • Role-play / simulation
Related units:	• This unit should be assessed in conjunction with competency unit(s) related to planning/delivery of specific health care services (e.g. complementary therapies, nursing or dental care)

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Understanding of anatomy, physiology and pathophysiology includes knowledge of the major body systems::

- Cardiovascular system
- Respiratory system
- Musculo-skeletal system
- Endocrine system
- Nervous system
- Digestive system
- Urinary system
- Reproductive system
- Integumentary system
- Lymphatic system
- The special senses - smell, taste, vision, equilibrium and hearing
- Immune system

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RANGE STATEMENT

Common problems to be identified may include, but are not limited to:

- Common respiratory problems, such as:
  - asthma
  - upper respiratory tract infection
- Genitourinary conditions, such as:
  - incontinence
  - dysuria
  - prostatic cancer
- Gastro-intestinal and abdominal conditions, such as:
  - gallstones
  - gastroenteritis
  - diverticulitis
  - appendicitis
- Ear health conditions, such as:
  - otitis media
  - impairment
- Skin condition, infections and wounds, such as:
  - impetigo
  - dermatitis
  - pressure sores
- Dental problems, such as:
  - gingivitis
  - halitosis
  - abscesses
- Eye problems, such as:
  - myopia
  - impairment
  - cataracts
- Cardio vascular problems , such as
  - congestive cardiac failure
  - thrombosis
- Nervous problems, such as:
  - cerebrovascular accident
  - dementia

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RANGE STATEMENT

Factors with potential to impact health may include but are not limited to:

- External factors, such as:
  - diet and nutritional factors
  - use of alcohol, tobacco and other substances
  - environmental factors impacting health
  - level and type of physical activity
  - surgical insult and anaesthesia
- Internal factors, such as:
  - inter-relationship between body systems
  - emotional responses
  - patterns of thinking
  - disease process
  - pathogens

A health history may include:

- History of any presenting problem (character, severity and duration of symptoms)
- Client concerns and beliefs regarding their problems
- Past health history, including use of alcohol, tobacco and other substances
- Previous surgery
- Medications being taken
- Allergies
- Family circumstances, including identifying environmental health factors that may contribute to client's health issues
- Basic dietary information, including diet history to determine nutrition and fluid intake

Factors responsible for abnormal readings may include:

- Differences in temperature measurements due to a range of internal and external body factors
- Effect of exertion and anxiety on pulse rate and blood pressure
- Faulty equipment or improper use of equipment
- Failure to correctly calibrate equipment
- Impact of environmental factors on equipment
- Surgical insult and anaesthesia

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RANGE STATEMENT

Information provided to client may include:	• Information about potential impact of a range of internal and external factors on health • Information on likely causes and management of uncomplicated health conditions. • Information on strategies to maintain good health and manage chronic health problems • Information on specific health issues and available health care services/treatments

Unit Sector(s)

Not Applicable

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HLTCOM509B Provide services for people with a life challenging illness

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to provide therapeutic support services for clients and carers who are facing life-challenging conditions

Application of the Unit

Application	This unit applies to work in a range of health settings where health services are provided with direct client contact involved Application of this unit should be contextualised to reflect any specific workplace requirements, issues and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate awareness of life challenging conditions	1.1 Discuss the nature and impacts of a *range of life threatening conditions*
	1.2 Review current approaches to treatment/care
	1.3 Discuss mainstream and complementary health approaches to management of life challenging illnesses
	1.4 Discuss the stages of death and dying and the grief cycle
	1.5 Discuss the principles and aims of a *palliative approach*
	1.6 Identify *psychosocial factors* which may effect quality of life
	1.7 Identify *physical factors* arising from the disease and treatment process which may effect quality of life
	1.8 Identify *cultural factors* which may effect quality of life
	1.9 Identify *practical and financial factors* which may effect quality of life

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate knowledge of *support resources* for client and careers	2.1 Recognise the importance of support persons and resources 2.2 Outline the scope of and utilisation of available resources 2.3 Promote client access to individualised information
3. Develop a care/treatment plan	3.1 Gather and record data for inclusion in care plan 3.2 Conduct physical examination if relevant/appropriate 3.3 Use knowledge of relevant complementary and alternative health care modality to identify an appropriate care/treatment plan 3.4 Take into account factors which may interfere with the effectiveness of the care/treatment for each 3.5 Take into account possible care/treatment reactions and contra-indications
4. Review factors effecting client wellbeing	4.1 Recognise the impact of diagnosis of a life challenging illness 4.2 Explain the stages of the healing process 4.3 Explain the fundamentals of supportive care 4.4 Awareness of possible limitations of the client resources 4.5 Support clients capacity to choose *treatment/care options* that effect wellbeing

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ELEMENT	PERFORMANCE CRITERIA
5. Communicate need for acute intervention	5.1 Understand the importance of timely intervention 5.2 Identify changes in client condition 5.3 Identify need for intervention 5.4 Communicate changes in client condition to carers where appropriate/relevant 5.5 Communicate need for additional or other intervention 5.6 Refer to other health professionals where appropriate
6. Empower the client to discover and utilise their inner resources	6.1 Respect client treatment choices 6.2 Employ conscious language 6.3 Demonstrate the use of silence, inner and outer 3.4 Create therapeutic healing space 6.5 Awareness of the transformational potential of the healing process

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ELEMENT	PERFORMANCE CRITERIA
7. Evaluate services/treatment	7.1 Build and maintain a relationship of trust with the client, with active promotion of and strict adherence to confidentiality 7.2 Undertake monitoring of client health in line with plan of care 7.3 Question client/carer to ascertain their level of comfort and compliance with the treatment 7.4 Ascertain degree of improvement or changes in the client's condition and compare with expectations in the plan of care 7.5 Provide client with clear information about their level of improvement in relation to their plan of care 7.6 Assess and review of treatment as required 7.7 Document progress according to requirements 7.8 Evaluate impact of ongoing treatment in relation to client's physical, mental and emotional condition and behaviour 7.9 Encourage clients to maintain their health by active involvement in their treatment and plan of care 7.10 Consult with other treatment practitioners as necessary and appropriate
8. Demonstrate a commitment to self care	8.1 Own *emotional responses* to death and dying are identified, reflected upon, issues raised and discussed with supervisor and/or other appropriate person 8.2 Potential impact of personal responses on self and others is acknowledged and actioned as appropriate 8.3 Demonstrate *strategies for self care* including debriefing 8.4 Identify the need for additional assistance and emotional support 8.5 Identify practitioner/ client boundary issues 8.6 Identify conflict between professional demands and personal and family commitments 8.7 Demonstrate ability to process *ethical* and moral dilemmas

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- A broad range of life challenging conditions and their implications
- Broad knowledge of other complementary and alternative health care treatments able to be used in the treatment of life challenging illness
- Broad knowledge of possible mainstream treatments being used to treat life challenging illnesses
- Detailed knowledge of therapies/treatment and/or care strategies used by the complementary and alternative health care modality being delivered
- Emergency care and first aid procedures
- Health care professionals/services locally, nationally, and internationally and of their relationship to other professions and organisations
- Health terminology
- Legal requirements for practice
- Occupational health and safety procedures
- Possible contraindications and interactions with other treatments
- Principles of confidentiality
- Relevant codes of practice
- The death and dying and grief cycle
- The special characteristics and strengths of supportive care.
- Understanding of psychophysical and psychosocial implications of trauma and life challenging illnesses
- Understanding of the nature of living and dying

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Appropriately record details of client treatment according to clinic guidelines
- Communicate effectively with clients and colleagues
- Communicate in an appropriate manner considering age, ethnicity, gender, medical condition and social situation
- Consult colleagues for special expertise
- Correctly identify client information needs
- Demonstrate appreciation of the relative merits of the options available in regard to cost, benefit and availability of resources
- Demonstrate communication and negotiation skills
- Determine appropriate action to take on the basis of client's condition and identified needs
- Determine the meaning and significance of information given by the client
- Explain relevant services
- Give palliative treatment/care honestly and with compassion and respect for the individual and carers
- Give specific care according to the age and gender and specific care needs of the client
- Identify appropriate avenues for referral support
- Identify treatment/care options and establish treatment/care regimes
- Maintain professional boundaries throughout the progression of the condition
- Negotiate strategies to overcome any obstacles to cure
- Practise self care
- Prepare treatment plans
- Provide client with required information
- Provide treatment/care
- Read and interpret medical reports and other data relevant to the case
- Recognise conditions that may pose a serious risk to the client and to know when to seek immediate help or advice from other professional sources
- Refer to other health professionals if relevant
- Reflect upon own practice
- Support clients, carers in trauma, grief and loss
- Use interpersonal and questioning skills
- Use problem solving processes
- Work in a way that demonstrates an understanding of underpinning values of supportive care

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender
- Assessment of sole practitioners must consider their unique workplace context, including:
  - interaction with others in the broader professional community as part of the sole practitioner's workplace
  - scope of practice as detailed in the qualification and component competency units
  - holistic/integrated assessment including:
  - working within the practice framework
  - performing a health assessment
  - assessing the client
  - planning treatment
  - providing treatment

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- An appropriately stocked and equipped clinic or simulated clinic environment
- Relevant resource and information material
- Relevant paper -based/ video assessment material
- Qualified assessors

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

- This unit should be assessed in conjunction with competency unit(s) related to planning/delivery of the specific complementary and alternative health care service being undertaken

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Range of life threatening conditions:

- Cancer
- Illnesses where it is expected that death will be a direct consequence of the specified illness. This definition is inclusive of both a malignant and non-malignant illness. Life limiting illnesses might be expected to shorten an individual's life expectancy (Draft Standards for Providing Quality Palliative Care to all Australians. PCA November 2004).

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RANGE STATEMENT

Palliative approach services include:

- Assisting in the psychological, cultural and spiritual aspects of care for the client
- Identify the clients, family and carer as the unit of care
- Maintaining the client's dignity
- Maximising self-care and self-determination for the client
- Participating in a team approach to address the needs of clients, families and carers ensuring a palliative approach
- Practice reflects an understanding of the impact of a palliative approach in an organisation
- Practice that reflects an understanding of the aims of a palliative approach
- Providing support for clients, family, worker and carer using a palliative approach
- Recognising symptoms of pain, discomfort and other symptoms and the clients need for pain relief
- Recognising the signs that death may be imminent
- Seeking advice from appropriate person e.g. supervisor, team leader or palliative care team
- Understanding the needs of clients approaching end-of-life

Support resources may include

- Family and community resources
- Financial resources
- Inner resources
- Time resources

Strategies for self care may include:

- Accessing additional for emotional support
- Health care treatment
- Professional supervision
- Respite from the demands of displaying warmth and empathy towards others
- Self monitoring and reflection
- Support for negotiating moral dilemmas
- Support for personal and spiritual growth

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RANGE STATEMENT

Worker emotional responses may include:

- A range of emotions that may be demonstrated or displayed as a response to the process of loss and grief, for example:
  - crying and feelings of sadness
  - fear, anger, silence and may appear singularly or together and prolong the workers own grief
  - poor concentration

Client need may include

- Acute medical intervention
- Comfort
- Cultural and spiritual supports
- Emotional supports
- Pastoral care
- Personal care and hygiene
- Personal supports and relationships.
- Sexuality and Intimacy supports
- Social activities.

Treatment and support options may include

- Family, friends, community, workplace
- Financial
- Intellectual,
- Time resource

Psychosocial factors affecting quality of life may include

- Anxiety, depression, PTSD, risk of suicide
- Body image, self-concept and sexuality
- Denial of condition
- Family, social and workplace support
- Fear and stress experienced by family members, barriers to clients
- Gender issues
- Self concept and body image
- Sexuality issues
- Social impairment

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RANGE STATEMENT

Physical factors arising from disease and treatment process affecting quality of life may include:	• Bowel problems • Cognitive problems • Devitalisation • Disfigurement • Fatigue • Incontinence • Lymphedema • Malnutrition • Nausea and vomiting • Odour • Oral symptoms • Pain • Pregnancy, lactation and fertility issues • Respiratory problems • Sleep problems • Stage of life issues
Cultural factors effecting quality of life may include	• Communication • Cultural sensitivities about diagnosis and treatment • Knowledge of interpreter services • Language barriers
Practical and financial factors affecting quality of life may include	• Access to treatment and resources • Costs associated with diagnosis and treatment, supportive therapies, prostheses, and aids • Costs associated with travel and accommodation • Discrimination with regard to insurance, business dealings, access to loans • Geographical location isolation • Loss of income
Strategies for self care may include	• Access intervention if needed • Attention to nutrition, adequate sleep and exercise • Context for personal and spiritual growth • Professional supervision • Reflective practice

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RANGE STATEMENT

Ethical issues may include:

- Conflict between the client's and/or family's wishes and/or practitioner feelings
- Conflict that may occur in relation to personal values and decisions made by or for the client
- Decisions regarding medical treatment

Unit Sector(s)

Not Applicable

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HLTCOM510B Provide services to clients with chronic diseases or conditions

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required of complementary and alternative health care practitioners who provide services to people with an chronic health problem that support their health needs

Application of the Unit

Application	The application of knowledge and skills described in this unit relate to independent practice

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify a range of chronic diseases and conditions	1.1 Discuss the type and nature of a range of *chronic diseases or conditions* 1.2 Review current approaches to treatment/care 1.3 Discuss mainstream and complementary health approaches to management of a range of chronic diseases or conditions
2. Identify the impact of chronic diseases or conditions on the client and their family	2.1 Identify the chronic diseases or conditions and its effect on the body 2.2 Discuss the different physical and/or psychological impacts of the chronic diseases or conditions can have on the client, their family and their lifestyle 2.3 Refer or discuss the chronic diseases or conditions with other health care professionals as appropriate

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ELEMENT	PERFORMANCE CRITERIA
3. Develop a care/treatment plan	3.1 Gather and record data for inclusion in care plan 3.2 Conduct physical examination if relevant/appropriate 3.3 Use knowledge of relevant complementary and alternative health care modality to identify an appropriate care/treatment plan 3.4 Take into account factors which may interfere with the effectiveness of the care/treatment for each 3.5 Take into account possible care/treatment reactions and *contraindications*
4. Provide service/treatment according to care/treatment plan	4.1 Fully explain care/treatment to the client and respond to all enquiries 4.2 Ensure consent for treatment 4.3 Deliver service/treatment according to the care/treatment plan 4.4 Ensure clients are treated with dignity and respect 4.5 Respect cultural and religious differences 4.6 Recognise and promptly respond to reactions to treatment (adverse or otherwise) if necessary 4.7 Review the treatment plan and negotiate continuing care with the client 4.8 Fully document assessments and recommendations

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate services/treatment	5.1 Build and maintain a relationship of trust with the client, with active promotion of and strict adherence to confidentiality
	5.2 Undertake monitoring of client health in line with plan of care
	5.3 Question client/carer to ascertain their level of comfort and *compliance* with the treatment
	5.4 Ascertain degree of improvement or changes in the client's condition and compare with expectations in the plan of care
	5.5 Provide client with clear information about their level of improvement in relation to their plan of care
	5.6 Assess and review of treatment as required
	5.7 Document progress according to requirements
	5.8 Evaluate impact of ongoing treatment in relation to client's physical, mental and emotional condition and behaviour
	5.9 Encourage clients to maintain their health by active involvement in their treatment and plan of care
	5.10 Consult with other treatment practitioners as necessary and appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- A broad range of chronic diseases and conditions and their implications

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REQUIRED SKILLS AND KNOWLEDGE

- Broad knowledge of other complementary and alternative health care treatments able to be used in the treatment of chronic diseases/conditions
- Broad knowledge of possible mainstream treatments being used to treat chronic diseases
- Detailed knowledge of therapies/treatment and/or care strategies used by the complementary and alternative health care modality being delivered
- Emergency care and first aid procedures
- Health terminology
- Legal requirements for practice
- Occupational health and safety procedures
- Possible contraindications and interactions with other treatments
- Principles of confidentiality
- Relevant codes of practice

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate effectively with clients and colleagues
- Demonstrate communication and negotiation skills
- Identify treatment/care options and establish treatment/care regimes
- Negotiate strategies to overcome any obstacles to cure
- Prepare treatment plans
- Provide treatment/care
- Read and interpret medical reports and other data relevant to the case
- Refer to other health professionals if relevant
- Reflect upon own practice
- Use interpersonal and questioning skills
- Use problem solving processes

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender
- Assessment of sole practitioners must consider their unique workplace context, including:
  - interaction with others in the broader professional community as part of the sole practitioner's workplace
  - scope of practice as detailed in the qualification and component competency units
  - holistic/integrated assessment including:
  - working within the practice framework
  - performing a health assessment
  - assessing the client
  - planning treatment
  - providing treatment

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EVIDENCE GUIDE

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units: This unit should be assessed in conjunction with competency unit(s) related to planning/delivery of the specific complementary and alternative health care service being undertaken

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Chronic diseases and conditions include but are not limited to::

- Arthritis
- Asthma
- Autoimmune diseases
- Cancer
- Chronic kidney disease
- Chronic obstructive pulmonary disease
- Chronic renal disease
- Coronary heart disease
- Depression
- Diabetes
- Oral diseases
- Osteoporosis
- Stroke

Contraindications may include but is not limited to:

- Ability or willingness to comply with treatment/care
- Acute health episodes
- Life-threatening situations
- Personal or life circumstances

Client compliance refers to:

- Ability to follow instructions or suggestions
- Visual impairment
- Willingness to follow instructions or suggestions

Unit Sector(s)

Not Applicable

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HLTCPR201B Perform CPR

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to perform Cardiopulmonary Resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines

Application of the Unit

Application	The skills and knowledge described here relate specifically to performing Cardiopulmonary Resuscitation (CPR) and do ***NOT*** address other aspects of resuscitation, life support or first aid

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to signs of an unconscious casualty	1.1 Identify *hazards* to health and safety of self and others
	1.2 Minimise immediate risk to health and safety of self, casualty and others by isolating any hazard(s)
	1.3 Approach the casualty in a calm, culturally aware, sensitive and respectful manner
	1.4 Assess vital signs of casualty
	1.5 Recognise the need for CPR
2. Perform CPR	2.1 Perform CPR in line with ARC Guidelines
	2.2 Seek assistance from others and/or ambulance support as appropriate

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate details of the incident	3.1 Request ambulance support or appropriate medical assistance and/or ambulance support using available means of communication 3.2 Accurately convey details of casualty's condition and CPR procedures performed to emergency services/relieving personnel 3.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness 3.4 Provide reports, where applicable, in a timely manner, presenting all relevant facts relating to performing CPR according to established procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of stress management techniques and available support
- Basic anatomy and physiology relating to performing CPR
- Chain of survival
- Duty of care requirements
- How to access ambulance/medical assistance and/or emergency response support
- Infection control principles and procedures, including use of standard precautions
- Need to be culturally aware, sensitive and respectful
- Own skills and limitations
- Privacy and confidentiality requirements
- Procedures for performing CPR
- Relevant workplace hazards

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REQUIRED SKILLS AND KNOWLEDGE

- State and territory regulatory requirements, ARC Guidelines and accepted industry practice relating to currency of skill and knowledge
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Assess vital signs of casualty
- Call an ambulance
- Call for medical assistance
- Demonstrate correct procedures for performing CPR using a manikin, including standard precautions
- Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment
- Report details of incident and CPR as provided
- Use infection control procedures, including standard precautions

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence must be demonstrated working individually
- Currency of CPR knowledge and skills is to be demonstrated in line with State/Territory, ARC and industry guidelines

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EVIDENCE GUIDE

Context and resources required for assessment:

- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Condition of the casualty may include:

- Signs of collapse
- Absence of signs of life:
  - unconscious
  - unresponsive
  - not moving
  - not breathing normally

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RANGE STATEMENT

Demonstrated CPR *procedure must*:	• Include adult / child and infant casualties
	• Conform to ARC guidelines, including:
	  • recognition that 'any resuscitation is better than none'
	  • demonstrate:
	  • appropriate rate, location and depth of compression
	  • correct ratio of compression to ventilation
	  • checking for signs of life
	  • appropriate duration and cessation of CPR
	• Demonstrated CPR procedure may also include use of an AED if available

Access to equipment / *resources includes*:	• Barrier device • Manikin • Resuscitation mask • AED (if available)
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

Unit Sector(s)

Not Applicable

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HLTCSD203C Prepare and maintain beds

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to apply bed making and cleaning practices to a range of 'beds' to ensure that clients can safely occupy a clean bed

Application of the Unit

Application	Bed making practices may apply to occupied or unoccupied beds Where beds in an acute setting are occupied, bed making will be usually performed in an assisting role or under the supervision of an appropriate health professional according to organisation policy

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare area for *bed* making	1.1 Use personal protective equipment according to organisation policy
	1.2 Adjust the height of the bed when necessary
	1.3 Clear the bed and surrounding areas of medical and other equipment before stripping the bed, where necessary
	1.4 Check bed linen for displaced personal items, aids and *equipment*, and place aids and equipment in appropriate area/container

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ELEMENT	PERFORMANCE CRITERIA
2. Make bed	2.1 Maintain the client's dignity and privacy 2.2 Strip bed linen, where necessary 2.3 Remove clinical waste and soiled linen and place in appropriate container 2.4 Clean the bed according to established procedures, where necessary 2.5 Place clean bed linen on bed in accordance with organisation procedures 2.6 Re-position existing bed linen 2.7 Ask the client whether they are comfortable, or if they have any specific bed needs 2.8 Handle reusable clean bed linen in accordance to with organisation procedures 2.9 Clean mattresses and pillows regularly and on discharge, in accordance with organisation procedures
3. Leave bed ready for occupancy or continued occupancy	3.1 Adjust bed height for occupancy and apply brakes according to bed type 3.2 Keep bed and equipment/aids accessible and leave the bed ready for occupancy 3.3 Report damaged and/or faulty beds, equipment, mattresses, pillows and linen to appropriate personnel 3.4 Clean (or dispose of appropriately) and return to storage area all cleaning implements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

This includes knowledge of:

- Bed cleaning procedures
- Bed linen items
- Hygiene policies and procedures
- Infection control policy and procedures
- OHS policies and procedures
- Procedures for safe handling of soiled linen

Essential skills:

It is critical that the candidate demonstrate the ability to

- Prepare, make and leave a bed ready for occupancy in accordance with organisation procedures
- Follow instructions from nursing staff

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Undertake the organisation's cleaning procedures for bed types
- Undertake safe manual handling techniques
- Undertake correct disposal of clinical waste, including taking into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Undertake the correct bed making procedures i.e. hospital corners
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by organisation and may include the ability to:
  - understand symbols used in OHS signs
  - read workplace safety pamphlets or procedure manuals
  - read labels
- Use literacy support available in the workplace:
  - support may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
  - literacy may be required in English or a community language
- Use problem solving skills required including the ability to use available resources and prioritise workload
- Use oral communication skills required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions

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REQUIRED SKILLS AND KNOWLEDGE

- providing clear information
- listening to and understanding workplace instructions
- clarifying workplace instructions when necessary
- competence in English or a community language, depending on client group and organisation requirements

- Use numeracy skills that may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Context of and specific resources for assessment:	• Bed linen may include sheets, blankets, quilts, pillowcases, doonas, under-blankets, mattress protectors and personal bed linen

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EVIDENCE GUIDE

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Recognition - authenticated transcripts of relevant education/training/work or life experiences
- Third Party - authenticated reports of providing client support
- Case studies and scenarios as a basis for discussion of issues and strategies in client support

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This unit can be assessed independently; however holistic assessment practice with other clients and health services units of competency is encouraged

Where beds are made/maintained and the occupant is still in the bed this unit should be assessed in conjunction with:

- HLTCSD305C Assist with client movement

Co-assessment may be also considered with:

- HLTHSE204C Follow safe manual handling practices

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Beds may include:

- Balkan beam
- Cot
- Domestic beds
- Electro-mechanical bed
- Flotation mattress
- Isolettes
- Maternity delivery bed
- Paediatric bed
- Renal chair
- Trolley

Equipment may include but is not limited to:

- Bed end note holder
- Bedside table
- Chair lifts
- Commodes
- "Monkey grips"
- Personal aids such as hearing aids, glass eyes, false teeth, breast prosthesis, false limbs
- Pressure care devices e.g. Roho mattress, egg carton mattress, foam mattress
- Slings
- Splints
- Walking frames/sticks

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RANGE STATEMENT

Clearing a client area may involve:	• Returning items to their correct locations

Unit Sector(s)

Not Applicable

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HLTCSD208C Transport clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required for the safe, timely and efficient transport of clients from one location to another at a particular site, or to other sites

Application of the Unit

Application	Work will be performed within a prescribed range of functions involving a defined range of skills and known routines and procedures

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for transport	1.1 Confirm transport with relevant personnel
	1.2 Explain procedure to client or relevant personnel and answer any questions as required
	1.3 Prepare for the safe and timely transportation of the client
	1.4 Select equipment and check to ensure that it is clean, complete and correctly functioning for transportation according to *transportation requirements*
	1.5 Check any *other equipment* to ensure that it is attached correctly and safely to *transportation equipment*
2. Transport client	2.1 Transport client to designated location in accordance with *transportation requirements* and organisation policy
	2.2 Manoeuvre equipment to ensure client comfort and safety and minimise risk to self

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ELEMENT	PERFORMANCE CRITERIA
3. Deliver client	3.1 Deliver client to designated location and inform relevant personnel of client's arrival as required
	3.2 Inform relevant personnel of *client's needs* as required
	3.3 Return equipment as required
	3.4 Carry out reporting requirements as appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client confidentiality and privacy requirements
- Client handling procedures
- Infection control procedures
- Procedures for securing a client
- When client issues need to be referred to an appropriate health professional

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow instructions in accordance with organisation procedures
- Transport and deliver client to correct destination according to safe working practices
- Communicate effectively with clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

This includes the ability to:

- Apply safe working practices, including manual handling techniques
- Interpret and follow the instructions and guidance of health professionals involve with the care of clients
- Solve problems including the ability to use available resources and prioritise workload
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use oral communication skills required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - competence in English or a community language, depending on client group and organisation requirements
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by the organisation
  - the level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and manufacturers' specifications for equipment use
  - literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
  - literacy may be required in English or a community language
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Context of and specific resources for assessment:	• Access to equipment used for transporting clients • Relevant policies and procedures manuals • Organisation charts • Instructions for the use of equipment

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EVIDENCE GUIDE

Method of assessment:

- Observation of work activities in transporting clients
- Observation of simulation and/or role play involving transporting clients
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Recognition of relevant life/work experience
- Written assignments/projects or questioning should be used to assess knowledge
- Authenticated reports of experience in transporting clients (Documentation associated with performance reviews, client feedback forms, supervisor/co-ordinator evaluations of work performance)
- Training records associated with OH Safety training, Orientation/Induction Training, Safe Manual Handing
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related unit:

This unit can be assessed independently, however it may be assessed wholly or partly with:

- HLTCSD305C Assist with client movement

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Transportation requirements may include:

- Mode of transport
- Destination
- Information specific to the client
- Transportation of deceased persons
- Accompaniment by health professionals eg nurse or medical officer
- Client clothing requirements
- Documentation requirements

Transportation equipment may include but is not limited to:

- Wheelchair
- Stretcher
- Trolley
- Bed
- Motor vehicle

Other equipment may include but is not limited to:

- IV stand
- Monitors
- Humidicrib
- Oxygen

Client needs may include:

- Appropriate escort eg registered nurse, medical officer, parent, carer, attendant
- Nutritional requirements
- Comfort requirements

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Unit Sector(s)

Not Applicable

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HLTCSD306C Respond effectively to difficult or challenging behaviour

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to respond effectively to difficult or challenging behaviour of clients and others

These skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties

Application of the Unit

Application

The unit will be suitable for work roles such as Security Officers, Care Assistance Workers and others exposed to difficult and challenging behaviour

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan response	1.1 Identify appropriate response to potential instances of *difficult or challenging behaviour* in line with work role and organisation policies and procedures
	1.2 Ensure *planned responses* to difficult or challenging behaviour maximise the availability of other appropriate staff and resources
	1.3 Give priority to safety of self and others in responding to difficult or challenging behaviour
2. Apply response	2.1 Ensure response to instances of difficult or challenging behaviour reflect organisation policies and procedures
	2.2 Seek assistance as required
	2.3 Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with *organisation policy and procedure*
	2.4 Use communication effectively to achieve the desired outcomes in responding to difficult or challenging behaviour
	2.5 *Select* appropriate *strategies* to suit particular instances of difficult or challenging behaviour

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ELEMENT	PERFORMANCE CRITERIA
3. Report and review incidents	3.1 Report incidents according to organisation policies and procedures
	3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility
	3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities
	3.4 Seek advice and assistance from legitimate sources as and when appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client issues needing to be referred to an appropriate health professional
- OHS issues relating to difficult and challenging behaviour
- Organisation's reporting processes

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Effectively use techniques for monitoring own service area including client satisfaction
- Foresee and respond quickly and effectively to contingencies
- Identify when assistance is required
- Interpret and follow the instructions and guidance of health professionals involved with the care of client
- Maintain duty of care
- Maintain personal safety and the safety of others
- Monitor and/or maintain security equipment
- Remain alert to potential incidents of difficult or challenging behaviour
- Remain calm and positive in adversity
- Speak in a firm, diplomatic and culturally appropriate manner
- Think and respond quickly and strategically
- Use literacy skills in reading, writing and oral communication to fulfil job role in a safe manner and as specified by the organisation, including:
    - understand symbols used in OHS signs

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REQUIRED SKILLS AND KNOWLEDGE

- read workplace safety pamphlets or procedure manuals and labels
- use appropriate verbal and non verbal communication styles
- ask questions
- provide clear information
- listen to and understand workplace instructions and clarify when necessary
- apply literacy skills as required in English or a community language.
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use problem solving skills to:
  - effectively utilise available resources
  - prioritise workload
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace (simulating difficult or challenging behaviour) or in a simulated workplace and under the normal range of work conditions
- This unit can be assessed independently, but holistic assessment practice is encouraged with other related units of competency
- Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviours, as may be expected in the workplace
- A diversity of assessment tasks is also essential for holistic assessment

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Planned responses may be based on:

- Established organisation procedures
- Knowledge of individual persons and underlying causes
- Own ability and experience

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RANGE STATEMENT

Difficult or challenging behaviours may include:	• Aggression • Confusion or other cognitive impairment • Intoxication • Intrusive behaviour • Manipulation • Noisiness • Self-destructive • Verbal offensiveness • Wandering
Strategies for dealing with challenging behaviours may include:	• Diversional activities • Following established emergency response procedures • Referring to appropriate personnel eg supervisor, security officer
Selection of strategies for dealing with challenging behaviours may be based on:	• Established procedures and guidelines • Potential effect on different parties, clients, staff and others • The nature of the incident
Organisation policies and procedures may include:	• Debriefing of staff involved in incident • Incident reporting and documentation • Operational guidelines for handling incidents and/or cases involving difficult and challenging behaviour

Unit Sector(s)

Not Applicable

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HLTCSD307C Care for the home environment of clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to undertake the efficient and effective maintenance of a client's domestic living environment

Application of the Unit

Application	The purpose of the home care and domestic assistance to be provided is to assist a client to remain in their normal domestic environment, rather than in institutional care Work will be performed within a prescribed range of functions involving a defined range of skills and known routines and procedures

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain correct information regarding *client* and their environmental needs	1.1 Obtain *client* information and requirements for the *home care or domestic assistance* plan from supervisor or coordinator 1.2 Contact *client* and negotiate an appropriate time for service 1.3 Record details of visit/service as required
2. Provide information for client	2.1 Inform *client* of care or assistance to be provided 2.2 Inform client of limitations to service provision where required 2.3 Maintain client confidentiality
3. Monitor and maintain *equipment*	3.1 Check *equipment* regularly to identify service, repair or replacement needs 3.2 Refer to manufactures guidelines/instructions for equipment where appropriate 3.3 Arrange/report service and/or repairs

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ELEMENT	PERFORMANCE CRITERIA
4. Implement home care or domestic assistance plan	4.1 Select appropriate equipment to undertake the required home care or domestic assistance tasks 4.2 Undertake tasks in a systematic sequence to ensure that the outcomes of the home care or assistance plan are met 4.3 Clean and store equipment in an orderly manner as required after tasks are completed 4.4 Follow relevant document procedures/criteria 4.5 Provide feedback regarding service to supervisor or coordinator according to established procedures
5. Maintain a safe and hygienic *home environment* for clients	5.1 Follow OHS guidelines in implementing the home care or assistance plan to avoid safety hazards for self and clients 5.2 Maintain established *standards of hygiene* for self and clients when implementing the home care or assistance plan 5.3 Follow established procedures for infection control where required when implementing the home care or assistance plan
6. Monitor client service	6.1 Obtain feedback from *client* to determine that procedure/service is satisfactory 6.2 Seek advice from appropriate sources to maintain best practice service delivery to clients 6.3 Address performance issues to maintain the agreed standard of service delivery

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Essential Knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client rights and responsibilities
- Dangerous/hazardous substances
- First Aid and/or CPR (cardiopulmonary resuscitation), subject to organisation policy, and if required by employer or contract for service provision
- HACC (home and community care) service provision guidelines and standards
- Industrial relations award
- Infection control
- Limits of own knowledge
- Own immunisation status
- Workplace health and safety

Essential Skills:

It is critical that the candidate demonstrate the ability to

- Communicate effectively with clients and on their behalf
- Comply with OHS policies and procedures
- Effectively implement, monitor and review client home care or domestic assistance plan
- Use relevant equipment to maintain the required standard in the clients' environment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Demonstrate experience in domestic cleaning
- Drive a car (current driver's license)
- Exercise patience and tolerance
- Follow organisation policies and procedures relating to work performance including:
  - discipline
  - maintain confidentiality and privacy of clients
  - maintenance of insurance, registration and/or other legal requirements relating to use of motor vehicle
  - minimise disruption to the client's home environment

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REQUIRED SKILLS AND KNOWLEDGE

- minimise safety hazards for self and others
- select and use equipment and cleaning agents effectively
- use correct hygiene procedures

- Solve problems including the ability to use available resources and prioritise workload
- Use time management strategies to set priorities
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use oral communication skills required to fulfil job roles in a safe manner and as specified by the organisation, including skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
  - organisation may require competence in English or a community language, depending on client group
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by the organisation
  - the level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals such as cleaning fluids
  - literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
  - literacy may be required in English or a community language.
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The individual being assessed must have a current drivers license

Method of assessment may include:

- Observation of work activities in client support
- Observation of simulation and/or role play involving client support
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Recognition of relevant life/work experience
- Written assignments/projects or questioning should be used to assess knowledge
- Authenticated reports of experience in working in a home care environment(Documentation associated with performance reviews, client feedback forms, supervisor/co-ordinator evaluations of work performance)
- Training records associated with OH Safety training, Orientation/Induction Training
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Equipment may include:

- Cleaning equipment
- Domestic appliances
- Whitegoods

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RANGE STATEMENT

Clients may be:	• Cognitively impaired • From a range of cultures and language backgrounds • Hearing impaired • Indigenous persons • Mentally or intellectually disabled • Physically disabled or frail • Vision impaired • Young or aged
Home environment may include:	• Caravan/mobile home • Group home • Hostel • House, flat or other dwelling • Inside and outside • Private or public housing • Residential care or other institution • Temporary accommodation
Maintenance of hygiene standards for the client may include: *but is not limited to*:	• Checking clients stored food and drink for fitness for consumption • Cleanliness of food preparation area, bathing area, toilets
Home care or domestic assistance tasks may include but is not limited to::	• Basic and simple gardening • Bed making • Cleaning electrical appliances • Cleaning kitchen, bathroom and toilet • Cleaning out refrigerator • Cleaning windows and other surfaces • Dusting • Emptying commodes • Ironing • Mopping • Vacuuming • Washing (including bringing in, hanging out and folding)

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Unit Sector(s)

Not Applicable

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HLTFA201B Provide basic emergency life support

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only

Application of the Unit

Application	The skills and knowledge described here enable a first aider to provide an initial response to an emergency in line with practised actions and Australian Resuscitation Council (ARC) Guidelines and/or state/territory regulations, legislation and policies and accepted industry guidelines Application should be contextualised as required to reflect workplace and community requirements relating to specific risks and hazards and associated injuries

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond in an emergency situation	1.1 Recognise emergency situation and identify *hazards* to health and safety of self and others
	1.2 Minimise immediate risk to health and safety of self, casualty and others by isolating any hazard(s)
	1.3 Assess casualty and identify injuries, illnesses and conditions
	1.4 Assess the need for assistance

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ELEMENT	PERFORMANCE CRITERIA
2. Apply identified first aid procedures	2.1 Reassure casualty in a caring and calm manner and make comfortable using available resources 2.2 Determine and explain the nature of *casualty's injury/condition* and relevant first aid procedures to provide comfort 2.3 Seek consent from casualty or significant other prior to applying first aid management 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.5 Use *identified first aid procedures* as required in accordance with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements 2.6 Use safe manual handling techniques as required
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances and using available means of communication 3.2 Accurately convey assessment of casualty's condition and first aid procedures undertaken to emergency services/relieving personnel 3.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness 3.4 Provide reports, where applicable, in a timely manner, presenting all relevant facts according to established procedures 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert* 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents 4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of stress management techniques and available support
- Basic anatomy and physiology relating to:
  - absence of signs of life:
    - unconscious
    - unresponsive
    - not moving
    - not breathing normally
  - choking/airway obstruction
  - severe bleeding
  - shock
- Chain of survival
- Duty of care requirements
- First aid procedures for:
  - airway management
  - bleeding control
  - care of unconscious
  - casualty with no signs of life
  - chest pain
  - infection control as it relates to standard precautions
  - respiratory distress, including asthma
  - severe allergic reaction
  - shock
- How to access emergency response support services/personnel
- Need to be culturally aware, sensitive and respectful

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REQUIRED SKILLS AND KNOWLEDGE

- Own skills and limitations
- Privacy and confidentiality requirements
- Relevant workplace hazards
- State/territory regulations, legislation and policies, ARC Guidelines and accepted industry practice relating to currency of skill and knowledge
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Assess vital signs and responses of casualty
- Call an ambulance and/or medical assistance, according to circumstances and report casualty's condition
- Demonstrate first aid casualty management principles:
  - assess and minimise danger
  - check for response
  - maintain casualty's airway, breathing and circulation
- Demonstrate:
  - consideration of the welfare of the casualty
  - correct procedures for CPR on a resuscitation manikin
  - implementation of standard precautions
  - safe manual handling of casualty
- Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge
- Report details of emergency incident and first aid provided

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE

Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of CPR knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Context and resources required for assessment:

- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related unit:

- This unit stands alone and incorporates the content of unit HLTCPR201B Perform CPR

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Condition of the casualty must include, but is not limited to:

- Severe bleeding
- Absence of signs of life:
  - unconscious
  - unresponsive
  - not moving
  - not breathing normally
- Choking/airway obstruction
- Severe allergic reaction

Identified first aid procedures ***must*** *include*:

- Cardiopulmonary Resuscitation (CPR)
- Control severe bleeding
- Airway management
- Provide assistance with self-administered medications, such as auto-injector, puffer/inhaler in line with state/territory regulations, legislation and policies and any available medical/pharmaceutical instructions
- Care of the unconscious person

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RANGE STATEMENT

Resources and equipment may include:	• First aid kit • Resuscitation mask or barrier • Casualty's medication • Manikin • AED (if available) • Auto-injector • Puffer/inhaler
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Appropriate clinical expert may include:	• Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker

Unit Sector(s)

Not Applicable

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HLTFA301C Apply first aid

Modification History

Not Applicable

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Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

Application

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the situation	1.1 Identify assess and minimise *hazards* in the situation that may pose a risk of injury or illness to self and others
	1.2 Minimise immediate *risk* to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions

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ELEMENT	PERFORMANCE CRITERIA
2. Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	2.2 Use available *resources and equipment* to make the casualty as comfortable as possible
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide *first aid management* in accordance with *established first aid principles* and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures
	2.9 Use safe manual handling techniques as required
	2.10 Monitor *casualty's condition* and respond in accordance with effective first aid principles and procedures
	2.11 Finalise casualty management according to casualty's needs and first aid principles

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant *communication media and equipment* 3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel 3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures 3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert* 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents 4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

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REQUIRED SKILLS AND KNOWLEDGE

- ARC Guidelines relating to provision of first aid as outlined
- Awareness of stress management techniques and available support
- First aid management of:
  - abdominal injuries
  - allergic reactions
  - altered and loss of consciousness
  - bleeding
  - burns - thermal, chemical, friction, electrical
  - cardiac arrest
  - casualty with no signs of life
  - chest pain
  - choking/airway obstruction
  - injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
  - envenomation - snake, spider, insect and marine bites
  - environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke
  - fractures
  - medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
  - near drowning
  - poisoning and toxic substances (including chemical contamination)
  - respiratory distress
  - seizures
  - shock
  - stroke
  - substance misuse - common drugs and alcohol, including illicit drugs
- Social/legal issues:
  - duty of care
  - need to be culturally aware, sensitive and respectful
  - importance of debriefing
  - confidentiality
  - own skills and limitations
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

continued ...

Essential knowledge (*contd*):

- Working knowledge of:

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REQUIRED SKILLS AND KNOWLEDGE

- basic occupational health and safety requirements in the provision of first aid
- basic principles and concepts underlying the practice of first aid
- chain of survival
- first aiders' skills and limitations
- infection control principles and procedures, including use of standard precautions
- priorities of management in first aid when dealing with life threatening conditions
- procedures for dealing with major and minor injury and illness

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Administer medication in line with state/territory regulations, legislation and policies
- Apply first aid principles
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition
- Communicate effectively and assertively in an incident
- Conduct an initial casualty assessment
- Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit *HLTCPR201A Perform CPR*)
- Demonstrate:
  - ability to call an ambulance
  - consideration of the welfare of the casualty
  - safe manual handling
  - site management to prevent further injury
- Evaluate own response and identify appropriate improvements where required
- Follow OH&S guidelines
- Infection control, including use of standard precautions
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

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REQUIRED SKILLS AND KNOWLEDGE

medical/pharmaceutical instructions

- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competence should be demonstrated working individually and, where appropriate, as part of a first aid team • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting • Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines
Context and resources required for assessment:	• Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge • For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This unit incorporates the content of units:

- HLTCPR201B Perform CPR
- HLTFA201B Provide basic emergency life support

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	• Preserve life • Prevent illness, injury and condition(s) becoming worse • Promote recovery • Protect the unconscious casualty
Vital signs include:	• Consciousness • Breathing • Circulation
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	• Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks may include:	• Risks from equipment, machinery and substances • Risks from first aid equipment • Environmental risks • Exposure to blood and other body substances • Risk of further injury to the casualty • Risks associated with the proximity of other workers and bystanders • Risks from vehicles

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RANGE STATEMENT

Casualty's condition is managed for:

- Abdominal injuries
- Airway obstruction
- Allergic reactions
- Altered and loss of consciousness
- Bleeding
- Burns - thermal, chemical, friction, electrical
- Chest pain/cardiac arrest
- Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
- Near drowning
- Envenomation - snake, spider, insect and marine bites
- Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
- Fractures
- Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
- No signs of life
- Poisoning and toxic substances (including chemical contamination)
- Respiratory distress/arrest
- Seizures
- Shock
- Stroke
- Substance misuse - common drugs and alcohol, including illicit drugs.

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RANGE STATEMENT

First aid management must take into account applicable aspects of:	• The setting in which first aid is provided, including:
	  • workplace policies and procedures
	  • industry/site specific regulations, codes etc.
	  • OHS requirements
	  • state and territory workplace health and safety legislative requirements
	  • location and nature of the incident
	  • situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents
	  • location of emergency services personnel.
	• The use and availability of first aid equipment and resources
	• Infection control
	• Legal and social responsibilities of first aider

Resources and equipment are used appropriate to the risk to be met and may include:	• AED • First aid kit • Auto-injector • Puffer/inhaler • Resuscitation mask or barrier • Spacer device
Communication media and equipment may include but are not limited to:	• Telephones, including landline, mobile and satellite phones • HF/VHF radio • Flags • Flares • Two way radio • Email • Electronic equipment • Hand signals
Appropriate clinical expert may include:	• Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker

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RANGE STATEMENT

Documentation may include:

- Injury report forms
- Workplace documents as per organisation requirements

Documentation may include recording:

- Time
- Location
- Description of injury
- First aid management
- Fluid intake/output, including fluid loss via:
  - blood
  - vomit
  - faeces
  - urine
- Administration of medication including:
  - time
  - date
  - person administering
  - dose
- Vital signs

Unit Sector(s)

Not Applicable

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HLTFA302B Provide first aid in remote situation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to provide first aid to a casualty in a remote and/or isolated situation

Application of the Unit

Application	This unit is appropriate for those undertaking first aid work in remote or isolated workplace situations Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to respond to emergency in a remote situation	1.1 *Prepare for isolated travel* or work, accounting for expected contingencies 1.2 Assess casualty's condition and determine appropriate response in order to minimise hazards and determine need for medical assistance 1.3 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, transport availability and casualty's condition

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ELEMENT	PERFORMANCE CRITERIA
2. Provide first aid in a remote situation	2.1 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort 2.2 Seek consent from casualty prior to applying first aid management 2.3 Provide first aid response to address casualty's condition and in accordance with effective first aid principles 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.5 Monitor casualty's condition and undertake ongoing first aid procedures as required 2.6 Calmly provide information to reassure casualty during the wait for medical assistance, adopting a communication style to match the casualty's level of consciousness 2.7 Provide shelter from elements in accordance with environmental conditions 2.8 Document condition of casualty over time to assist in on-going management
3. Work in conjunction with medical and emergency services support	3.1 Establish communication links to medical services, using relevant communication equipment to ensure prompt control action is undertaken 3.2 Request ambulance support or appropriate medical assistance according to relevant circumstances 3.3 Administer medication under direct instruction from an *authorised health worker* as required 3.4 Assist in the evacuation of the casualty by following directions given by emergency services as required

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the incident	4.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties 4.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs 4.3 Formulate and review contingency planning to identify and select improved or alternative management principles and procedures as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of stress management techniques and available support
- Infection control principles and procedures, including use of standard precautions
- Principles for evaluating management options relating to transporting casualty and/or waiting for assistance
- Principles of identifying and preparing area for safe evacuation (including aero-medical evacuation)
- Principles of preparing for providing first aid in an area remote from ready assistance, including identifying and preparing supplies to address contingencies specific to different types of situation
- Understanding of OHS principles
- Working knowledge of communication systems, equipment and methods as available in the remote situation

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Accurately listen to, clarify and apply medical instructions
- Administer medication under direct instruction from an authorised health worker and in accordance with State/Territory regulations, legislation and policies
- Communicate effectively and assertively and show leadership in an incident
- Conduct an initial casualty assessment in a remote situation
- Demonstrate:

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REQUIRED SKILLS AND KNOWLEDGE

- adequate infection control procedures, including standard precautions
- identification and preparation of area for safe evacuation (including aero-medical evacuation)
- safe manual handling

- Evaluate available options for transporting or maintaining condition of casualty
- Improvise treatment and associated resources
- Interpret and use listed documents
- Make prompt and appropriate decisions relating to managing an incident in a remote situation
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge
- Prepare a written incident report or provide information to enable preparation of an incident report
- Transport casualty safely using available methods
- Undertake contingency planning in relation to providing a first aid response in a remote situation
- Use available communication methods and equipment to access medical assistance
- Use available resources effectively to manage pain
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, Australian Resuscitation Council and industry guidelines
- Assessment should utilise aspects of actual or simulated remote situation relevant to work or community context

Method of assessment may include:

- Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge
- Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Related unit:	This unit should be assessed either after or in conjunction with achievement of the following related competency unit: • HLTFA301C Apply first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Preparation for isolated/remote travel may include:	• Selection of relevant communication equipment • Accessing relevant first aid supplies and resources to cater for environmental conditions • Considering access/egress opportunities • Notifying relevant authorities of travel plans

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RANGE STATEMENT

In remote/isolated situations consideration to travel or wait would depend upon:	• Severity of injury • Time required for medical assistance to arrive • Whether movement might hinder rescue • Advice given by authorised health worker • Whether contact with medical and/or emergency services has been achieved

Documentation, especially in remote/isolated situations may include recording:	• Time
	• Location
	• Description of injury
	• First aid management
	• Fluid/oral intake/output, including fluid loss via:
	  • blood
	  • vomit
	  • faeces
	  • urine
	• Administration of medication including time, date, person administering, dose
	• Vital signs

Authorised health worker may include:	• Paramedic/ambulance officer • General practitioner • Nurse practitioner

Unit Sector(s)

Not Applicable

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HLTFA402C Apply advanced first aid

Modification History

Not Applicable

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Unit Descriptor

Descriptor

This unit deals with the provision of advanced first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance, and provision of support to other providers

This unit builds on HLTFA301B: Apply first aid to include additional skills and use of a range of equipment

Application of the Unit

Application

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

This unit includes coverage of skills and knowledge in advanced resuscitation techniques
Competency outcomes in advanced resuscitation are to be equivalent to unit:

- HLTFA404B Apply advanced resuscitation techniques

To achieve equivalence of outcome, providers assessing HLTFA402C may refer to specific detail included in unit HLTFA404B and may choose to award both units

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite units

This unit must be assessed after successful achievement of pre-requisite:

- HLTFA301B Apply first aid

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the situation	1.1 Identify, assess and minimise *hazards* that may pose a risk of injury or illness to self and others
	1.2 Assess *risks* to first aider and others and determine appropriate response to ensure prompt control of situation
	1.3 Ascertain and prioritise need(s) for emergency services/medical assistance and undertake triage where required
	1.4 Deploy *resources* to appropriate locations as required in line with workplace procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Manage the casualty(s)	2.1 Determine and explain the nature of *casualty's injury/condition* and relevant first aid procedures to provide comfort
	2.2 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.3 Seek consent for *management* of the casualty's injury/illness from person(s) where relevant
	2.4 Determine and implement welfare procedure according to casualty(s) needs
	2.5 Control effects of injury and determine and apply appropriate *first aid management* to meet the needs of the casualty and situation
	2.6 Assist with *self-medication* in accordance with State/Territory regulations, legislation and policies and manufacturer's/supplier's instructions and subject to casualty's regime
	2.7 Monitor *casualty's condition* and respond in a timely manner in accordance with effective first aid principles
	2.8 Correctly operate basic life support *equipment* where appropriate according to relevant legislation and manufacturer's/supplier's instructions
	2.9 Apply safety procedures for operation of pressurised gases
	2.10 Use safe manual handling techniques
	2.11 Finalise *management* according to casualty's needs and first aid principles

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ELEMENT	PERFORMANCE CRITERIA
3. Coordinate first aid activities until arrival of medical assistance	3.1 Identify available *resources* required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate 3.2 Deploy correct amount of *resources* to appropriate locations in an effective manner to ensure timely arrival of required resources 3.3 Document the provision of resources and recommend modifications as required 3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures 3.5 Coordinate evacuation of casualties according to relevant evacuation procedures 3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4. Communicate essential incident details	4.1 Maintain communication with relevant personnel using appropriate media and equipment 4.2 Communicate first aid information with other providers/carers as appropriate to meet their needs and in accordance with workplace procedures 4.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness 4.4 Prepare an incident report in line with organisation requirements 4.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate the incident	5.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties 5.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs 5.3 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Working knowledge of:
  - legal responsibilities and duty of care, including confidentiality
  - basic anatomy (skeleton, muscles, joints, bones), physiology and toxicology
  - ARC Guidelines and/or State/Territory regulations, legislation and policies relating to provision of first aid
  - procedures for dealing with major and minor accidents in the workplace
  - infection control principles and procedures, including using standard precautions
  - how to gain access to and interpret material safety data sheets (MSDSs)
  - company/organisation standard operating procedures (SOPs)
  - priorities of management in first aid
  - occupational health and safety requirements in the provision of first aid.
  - capabilities of emergency management services
  - first aiders' skills and limitations
  - safe storage and handling procedures for pressurised gases

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REQUIRED SKILLS AND KNOWLEDGE

- advanced resuscitation techniques as per *HLTFA404A Apply advanced resuscitation techniques*
- First aid management procedures in accordance with ARC Guidelines, state/territory regulations, legislation and policies and organisation requirements for conditions identified in the Range Statement and including:
  - use of AED, oxygen, bronchodilator
  - spinal care
  - management of anaphylactic shock reaction
  - use of analgesic gases
- Incident management procedures:
  - manual handling, hazardous substances, dangerous goods or chemicals
  - basic triage for a multiple casualty incident
  - safe access to the casualty
  - awareness of confined spaces and dangerous places
  - removal of casualty to safe area, if appropriate
  - coordinate activities of other first aiders, if applicable
- First aid management procedures may also relate to emergency childbirth
- Complications and associated methods of management for conditions identified in the Range Statement
- State and territory regulatory requirements relating to currency of skill and knowledge

continued ...

Essential knowledge (*contd*):

- Social issues, especially in particular workplace or community context(s) in which first aid is to be applied, including:
  - importance of debriefing
  - need to be culturally aware, sensitive and respectful
  - confidentiality
  - own skills and limitations
- Awareness of stress management techniques and available support
- Safety procedures for the operation of pressurised gases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Administer medication in line with State/Territory regulations, legislation and policies

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REQUIRED SKILLS AND KNOWLEDGE

and any available medical/pharmaceutical instructions

- Apply advanced resuscitation techniques as per *HLTFA404A Apply advanced resuscitation techniques*
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition
- Communicate effectively and assertively and show leadership in an incident
- Comply with OHS legislation
- Conduct an initial casualty assessment
- Demonstrate the application of first aid principles
- Demonstrate:
  - adequate infection control procedures
  - consideration of the welfare of the casualty
  - safe manual handling
  - safe storage and handling procedures for pressurised gases
- Interpret and use listed documents
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Manage specific injuries/illnesses and conditions as identified in the Range Statement for this competency unit
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions
- Use a range of first aid equipment as outlined in the Range Statement
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Method of assessment may include:

- Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge
- Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre
- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (eg. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
First aid management must take into account:	• Workplace policies and procedures • Industry/site specific regulations, codes etc. • OHS requirements • State and territory workplace health and safety requirements
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	• Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling

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RANGE STATEMENT

Risks may include:

- Risks from worksite equipment, machinery and substances
- Risks from first aid equipment (oxygen cylinders, AED)
- Environmental risks
- Exposure to blood and other body substances
- Risk of further injury to the casualty
- Risks associated with the proximity of other workers and bystanders
- Risks from vehicles
- Fallen power lines, step and touch potential

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RANGE STATEMENT

Casualty's condition is managed for:

- Abdominal injuries
- Airway obstruction
- Allergic reactions
- Altered and loss of consciousness
- Bleeding
- Burns - thermal, chemical, friction, electrical
- Chest pain
- Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
- Near drowning
- Envenomation - snake, spider, insect and marine bites
- Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
- Fractures
- Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
- No signs of life
- Pain relief
- Poisoning and toxic substances (including chemical contamination)
- Respiratory distress
- Shock
- Seizures
- Stroke
- Substance misuse - all drugs and alcohol, including illicit drugs

First Aid management skills must include in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements:

- Administration of analgesia
- CPR
- Infection control
- AED
- Identification and management of anaphylactic shock reaction in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements
- Oxygen administration

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RANGE STATEMENT

First aid management must account for:

- Location and nature of the workplace
- Environmental conditions eg electricity (high or low voltage), biological risks, weather, motor vehicle accidents
- Location of emergency services personnel
- Number of casualties and potential casualties
- Use and availability of first aid equipment, resources and pharmaceuticals
- Types of dangers/risks to the casualty and any others in the vicinity of the situation
- Confined spaces, subject to industry need

Medications may include in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements:

- Oxygen
- Analgesics
- Bronchodilators
- Casualty's own medications
- Auto-injectors

Resources and equipment are used appropriate to the risk to be met and may include:

- Oxygen resuscitation/cylinders
- AED
- Thermometers
- Auto-injectors
- Back boards
- Stretchers
- Soft bag resuscitator
- First aid kit
- Casualty's medication
- Analgesic inhalers
- Analgesic gas equipment
- Resuscitation mask or barrier
- Spacer device
- Cervical collars

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RANGE STATEMENT

Information to be documented may include:

- Time
- Location
- Description of injury
- First aid management
- Fluid intake/output, including fluid loss via:
  - blood
  - vomit
  - faeces
  - urine
- Administration of medication including:
  - time
  - date
  - person administering
  - dose
- Vital signs

Established first aid principles include:

- Checking the site for danger to self, the casualty and others and minimising the danger
- Checking and maintaining the casualty's airway, breathing and circulation

Unit Sector(s)

Not Applicable

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HLTFA403B Manage first aid in the workplace

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit addresses the establishment and maintenance of facilities to enable or facilitate the provision of appropriate first aid in the workplace

Application of the Unit

Application

The skills and knowledge described in this competency unit are suitable for those in nominated workplace first aider roles

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to OHS and provision of first aid

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a workplace first aid facility	1.1 Plan a *first aid facility* in the workplace to address *workplace and legislative requirements*
	1.2 Identify potential *workplace hazards* and assess *associated risks* as a basis for determining *first aid resource* requirements
	1.3 Identify and prepare first aid equipment and resources required to address identified workplace requirements
	1.4 Identify personnel requirements in line with legislative and workplace requirements
	1.5 Establish and maintain links with relevant *first aid bodies and professional organisations* to maintain currency in the field and for referral purposes
	1.6 Access and provide information in the workplace to encourage risk minimisation and facilitate access to first aid facilities as appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. *Manage* a workplace first aid facility	2.1 Monitor and maintain availability of adequate resources to support workplace first aid response 2.2 Conduct regular inspections of stock and equipment to ensure currency and operational readiness in line with workplace requirements 2.3 Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures 2.4 Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturer's/supplier's instructions 2.5 Contribute to the review of risks in the workplace and validation of organisation policies and procedures relating to the provision of first aid 2.6 Contribute to planning for response to major workplace incidents 2.7 Deploy appropriate equipment, resources and personnel to ensure timely and effective first aid response in line with workplace requirements 2.8 Use safe manual handling techniques
3. Manage workplace first aid records	3.1 Ensure *documentation* is completed as required according to legislation and workplace procedures 3.2 Maintain first aid records in line with legislative requirements and workplace security practices 3.3 Send relevant documents to appropriate bodies in line with workplace and legislative requirements 3.4 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the provision of first aid in the workplace	4.1 Evaluate management of workplace incidents and develop an action plan in consultation with relevant parties to improve first aid response in the workplace if required 4.2 Participate in debriefing/evaluation in order to improve future operations and address individual needs 4.3 Ensure first aid response is provided in a culturally aware, sensitive and respectful manner 4.4 Implement and evaluate workplace management procedures in accordance with risk assessment 4.5 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Working knowledge of:
  - Australian Resuscitation Council (ARC) Guidelines relating to provision of first aid
  - company/organisation standard operating procedures (SOPS)
  - first aid risk assessment practices and procedures
  - first aiders' skills and limitations in relation to first aid response in the workplace
  - how to gain access to and interpret material safety data sheets (MSDSs)
  - legal responsibilities and duty of care
  - occupational health and safety requirements in the provision of first aid
  - priorities of management in first aid

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REQUIRED SKILLS AND KNOWLEDGE

- procedures for dealing with major and minor accidents in the workplace
- safe storage and handling of medication in the workplace

- First aid equipment and resources to manage injuries and illnesses addressed in HLTFA301B: Apply first aid and HLTFA402B: Apply advanced first aid
- First aid management procedures for conditions identified in the Range Statement
- Infection control principles and procedures, including using standard precautions
- State/territory regulations, legislation and policies relating to:
  - currency of first aid skills and knowledge
  - first aid training
  - occupational health and safety requirements in the provision of first aid
  - workplace first aid provision
- Stress management techniques and available support
- Social issues, with particular reference to workplace culture, issues and resources and associated organisation requirements:
  - importance of first aid response to be culturally aware, sensitive and respectful
  - debriefing counselling procedures
  - consent and confidentiality
  - own skills and limitations

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply first aid principles in the workplace
- Assess workplace first aid requirements
- Communicate effectively and assertively and show leadership in an incident
- Conduct an initial casualty assessment and prioritisation
- Conduct/review first aid risk assessment
- Demonstrate:
  - adequate infection control procedures - use of standard precautions
  - consideration of the welfare of casualties and first aiders
  - incident management skills
  - safe manual handling
  - safe storage and handling of medication in the workplace
  - safe storage and handling procedures for pressurised gases
- Implement OHS guidelines
- Interpret, use and maintain records of the range of documentation required by the

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REQUIRED SKILLS AND KNOWLEDGE

workplace and regulatory authorities

- Maintain first aid equipment and resources in operational condition
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Manage a first aid response in an identified workplace context
- Plan an appropriate first aid response in line with established first aid principles, ARC Guidelines and/or State/Territory regulations, legislation and policies and respond appropriately to contingencies in line with own level of skills and knowledge
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use high level literacy and numeracy skills as required to read, interpret, address and communicate guidelines, protocols and reporting requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Interdependence of units:

Competence in this unit may be assessed individually or with other related competency units, such as:

- Occupational health and safety
- Risk assessment
- Emergency procedures

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This unit should be assessed either after or in conjunction with achievement of the following related competency unit:

- HLTFA402C Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Workplace first aid facility may involve:

- First aid room/clinic
- First aid kits suited to specific workplace needs
- First aid equipment and resources
- Availability of personnel trained to provide first aid

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RANGE STATEMENT

Workplace first aid management must take into account:	• Workplace policies and procedures • Industry/site specific regulations, codes • Workplace OHS requirements • State and territory workplace health and safety legislative requirements
Workplace and legislative requirements for a first aid facility include:	• State/territory regulations, legislation and policies • Specific industry requirements, regulations and/or OHS issues • Specific hazards present in the workplace • Number of employees in the workplace • Number of different workplace sites/locations • Proximity to local services, including doctors, hospital, ambulance and other emergency services

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RANGE STATEMENT

First aid resources may include but are not limited to:

Non-consumables:

- Equipment, such as:
  - oxygen resuscitation/cylinders
  - AED
  - thermometers
  - auto-injectors
  - back boards
  - stretchers
  - soft bag resuscitator
  - first aid kit
  - casualty's medication
  - analgesic inhalers
  - analgesic gas equipment
  - resuscitation mask or barrier
  - spacer device
  - cervical collars
  - Personal Protective Equipment
- Relevant texts and documentation, such as:
  - Australian Resuscitation Council Guidelines
  - first aid principles, policies and procedures
  - reference materials including MSDSs, relevant Occupational Health and Safety Act and Regulations
  - first aid code of practice/compliance codes
  - workplace records and blanks
- Communication systems and equipment

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RANGE STATEMENT

First aid resources may include but are not limited to:

Consumables:

- First aid kits, including bandages, tape, scissors, splinter removers, antiseptic, eye management, disinfectants, resuscitation masks, emergency numbers and contacts, etc
- Dressings
- Ointments
- Cold packs
- Analgesics
- Splints
- Sharps disposal
- Bio-hazardous waste bags/bins
- Medical grade oxygen
- Bandages
- Medication
- Personal protective equipment
- Eye wash
- Disinfectants
- Bronchodilators

Workplace hazards and risks may include:

- Hazards associated with workplace equipment, machinery, substances and processes
- Environmental risks
- Risks associated with first aid response involving:
  - first aid equipment (oxygen cylinders, AED)
  - exposure to blood and other body substances
  - risk of further injury to the casualty
  - risks associated with the proximity of other workers and bystanders

First aid bodies and professional organisations may include:

- Australian Resuscitation Council (ARC)
- Support Groups
- Registered Providers/Authorities
- Emergency services

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RANGE STATEMENT

First aid management skills must include:

- Administration of analgesic gases in accordance with ARC Guidelines, state/territory regulations, legislation and policies and industry requirements
- CPR
- Infection control
- AED (where available)

First aid management must account for:

- Location and nature of the workplace
- Environmental conditions e.g. electricity, biological risks, weather, motor vehicle accidents
- Location of emergency services personnel
- Number of casualties and potential casualties
- Use and availability of first aid equipment, resources and pharmaceuticals
- Types of dangers/risks to the casualty and any others in the vicinity of the situation
- Confined spaces, subject to industry need

Documentation may include:

- Incident/injury reports
- Casualty history forms
- Disease notification
- Workcover forms
- Medication registers
- Workers' compensation
- Day book
- Pre-participation records (sport)
- Medical histories
- Management records
- Stock records
- Infection control records
- Training records
- First aid risk assessment

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Unit Sector(s)

Not Applicable

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HLTFS201C Distribute meals and refreshments to clients

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to receive, transport and store food in a safe and hygienic manner according to enterprise and statutory requirements

This unit is based on the commercial catering competency standards (199X) unit of competency transport and store food in a safe and hygienic manner (BCAT3)

Application of the Unit

Application

The application of knowledge and skills described in this competency unit relates to the receipt and distribution of food and refreshments to clients, as well as collection of trays, utensils and other equipment

The application and knowledge described in this competency unit could take place in a range of health settings, including hospitals and specialist sterilisation facilities

The application of knowledge and skills takes place with reference to safe food handling requirements

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and check *food* deliveries	1.1 Receive and check food deliveries against order and delivery forms for quality and quantity 1.2 Check the temperature of delivered goods to ensure that it is within specified food regulations 1.3 Report defects to designated person(s)
2. *Transport* food safely and hygienically	2.1 Package, load, restrain and unload food appropriately 2.2 Observe hygienic work practices, manual handling and OHS practices and regulations 2.3 Maintain appropriate records of food transportation, including time and temperature

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ELEMENT	PERFORMANCE CRITERIA
3. Apply safe food hygiene practices	3.1 Select *food storage environments* that are appropriate to specific food type 3.2 Maintain appropriate environmental conditions for specific food types 3.3 Keep food storage area free from contaminants 3.4 Use appropriate food practices, OHS guidelines and requirements 3.5 Optimise nutritional quality
4. Deliver meals and/or beverages	4.1 Check each meal against *appropriate documentation* prior to meal delivery 4.2 Reheat meals, if required, according to food regulations 4.3 Complete and check meal tray assembly for accuracy according to established routines and procedures 4.4 Prepare *beverage utensils* for use 4.5 Leave trolley or tray in a convenient and appropriate location for meal delivery 4.6 Deliver meals and/or beverages to client and leave in an appropriate place within the designated timeframe 4.7 Replace missing or incorrect meals and/or beverages with appropriate meals and beverages 4.8 Refill water jugs according to specific client requirements and established policy and procedure 4.9 Check room numbers, bed numbers and client name against appropriate documentation 4.10 Assist client to sit up if required, under direction, and when this is in keeping with organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Collect utensils and meal trays	5.1 Collect *trays* and all utensils after client has finished eating 5.2 Check tray for *foreign objects* and stack on trolley safely 5.3 Return dirty beverage utensils for cleaning 5.4 Maintain a stock of clean drinking utensils 5.5 Collect empty water jugs 5.6 Report insufficient food or fluid intake to the appropriate person(s) according to enterprise procedures, when this is within the scope of the work role 5.7 Seek client feedback on general acceptance/satisfaction with meals and report to appropriate person(s) according to enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Causes of food contamination, cross contamination
- Common kitchen pests and principles of their control
- Conditions leading to bacterial growth and to common causes of bacterial food poisoning
- Food poisoning organisms
- Hazard analysis and critical control point (HACCP) principles and stock control
- Hygiene requirements when handling food
- Microbiological basis for food deterioration and food poisoning
- Need to correctly follow menus
- OHS work practices relevant to the specific workplace and in accordance with relevant

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REQUIRED SKILLS AND KNOWLEDGE

state/territory/national legislation

- Procedures for delivery of meals to potentially infectious clients
- Range of menus
- Safe food handling principles
- Storage requirements of specified foods
- Transfer of infectious diseases and infection control policy and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply basic principles of nutrition
- Consistently use safe food handling practices and principles of food handling hygiene
- Communicate with clients and other staff to ensure best service and client safety

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply cleaning, sterilisation, sanitation and infection control techniques for equipment and work areas
- Apply problem solving skills - the ability to use available resources and prioritise workload
- Communicate with appropriate person(s) about client safety
- Communicate with clients to ensure correct delivery
- Communicate with relevant person(s) about factors that compromise food safety
- Demonstrate safe manual handling of food containers, food trays and trolleys
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible. Acceptable simulation requires:
	  • Communication with clients
	  • Receiving food, preparing for delivery and delivery to clients
	• Resources essential for assessment include:
	  • Equipment normally used in the work context of this unit
	  • OHS, cultural diversity, food safety and other relevant legislation
	  • Work plans
	  • Enterprise policies, mission statements, procedures and performance management systems

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects, eg food safety principles • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning • Role play simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Foods include:

- Chilled
- Frozen
- Fresh - planted, packaged or in bulk

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RANGE STATEMENT

Food types include::

- Dairy
- Fruit and vegetables
- Dried goods and canned food
- Meat
- Fish
- Soups

Transporting and storing may include:

- Using hot boxes to deliver meals to clients
- Rethermalisation trolley
- Client/staff take away food packs
- Chilled and frozen food
- Excursion/recreation activities
- Staff shopping for food
- Transporting food in private motor vehicle
- Refrigerated vehicle

Food transport records include:

- Time
- Temperature

Environmental food conditions relate to:

- Temperature
- Humidity

Delivery of food may involve:

- Use of a specific delivery system
- Completion of tray assembly

The food environment includes:

- Food preparation areas
- Food preparation tools and equipment
- Walls
- Floors
- Work surfaces
- Food storage area including cold storage
- Kitchen
- Chemical storage areas
- Food service and dining areas

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RANGE STATEMENT

Foreign objects may include:	• Medical supplies • Syringes • Personal items of the client
Beverage utensils may include:	• Water jugs and glasses • Utensils for prescribed fluids
Appropriate documentation may include:	• Menu • Meal ticket • Nourishment chart • Ward diet records • Care plan
Meal trays and beverages may include special diet menus and beverages and may include:	• Specific diet therapies • Vegetarian • Cultural requirements • Religious beliefs • Individual preferences

Unit Sector(s)

Not Applicable

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HLTFS204C Provide ward or unit based food preparation and distribution services

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide food services to clients in their accommodation setting, which may be physically separate from a production kitchen

Application of the Unit

Application

This competency unit refers to an understanding of enterprise food service delivery, menu distribution and collection, preparation of minor means and refreshments, plating of meals, distribution of meals and general housekeeping functions

This competency unit is provided as a "composite unit" for workers who may have multi-functional or multi-skilled roles with duties which include food service work combined with a range of other duties (eg. cleaning, portering, wardsperson, personal care, linen distribution, client transport)

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Distribute and collect menus from clients	1.1 Distribute menus to clients receiving diet therapy or nutritional support according to established routines and procedures 1.2 Collect menus from clients receiving diet therapy or nutritional support according to established routines and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Plate, heat and distribute meals and beverages	2.1 Plate meals from bulk food to a standard determined by the enterprise 2.2 Implement portion control to minimise waste 2.3 Rethermalise meals (applicable to cook-chill systems) or reheat if required, according to food standards and regulations 2.4 Check each meal against documentation, prior to meal delivery 2.5 Complete meals tray assembly and check for accuracy according to established routines and procedures 2.6 Prepare beverage utensils for use 2.7 Leave trolley or tray in an appropriate location for meal delivery 2.8 Deliver and leave meals and/or beverages in the appropriate place for clients, within the designated timeframe 2.9 Replace missing or incorrect meals and/or beverages with appropriate meals and/or beverages 2.10 Replace or refill water jugs according to specific client requirements according to established policy and procedure 2.11 Check room numbers, bed numbers and client name against appropriate documentation 2.12 Report the need of a client for assistance to sit up, or assist the client to sit up, according to organisation policies and procedures
3. Prepare *minor meals*, refreshments and snacks	3.1 Prepare minor meals, refreshments and snacks in an attractive manner 3.2 Prepare and deliver mid meals according to schedule

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ELEMENT	PERFORMANCE CRITERIA
4. Collect utensils and meal trays	4.1 Collect trays and all utensils after the client has finished eating 4.2 Check tray for foreign objects 4.3 Stack trays on trolley in a safe manner 4.4 Collect empty water jugs at designated times 4.5 Return dirty beverage utensils for cleaning 4.6 Maintain a stock of clean beverage utensils 4.7 Report insufficient food or fluid intake to the appropriate person(s) according to enterprise procedures 4.8 Seek client feedback on general satisfaction and report to appropriate person(s) according to enterprise procedures
5. Maintain good housekeeping	5.1 Clean ward or unit food service area and equipment according to enterprise routines and standards 5.2 Maintain food service area in a clean, tidy and hygienic condition 5.3 Replenish food stocks, crockery and utensils as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Causes of food contamination, cross contamination

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REQUIRED SKILLS AND KNOWLEDGE

- Enterprise food service system and standard operating procedures
- Enterprise menu processing system
- Factors that place client at nutritional risk
- Food safety principles
- Hazard Analysis and Critical Control Points (HACCP) principles
- Meals distribution equipment and operational procedures
- Microbiological basis for food deterioration and food poisoning
- OHS work practices relevant to the specific state/territory/national legislation
- Procedures for delivery of meals to potentially infectious clients
- Role and need for special diets and nutritional support

Essential skills:

It is critical that the candidate demonstrate the ability to

- Identify reasons for different and special diets and nutritional support
- Apply principles of food handling hygiene
- Comply with safe food handling and hygiene practices and infection control procedures
- Communicate constructively with client and other staff to ensure best service and client safety

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Accurately deliver food according to delivery schedules
- Apply problem solving skills - the ability to use available resources and prioritise workload
- Demonstrate cleaning techniques for equipment and work areas
- Demonstrate food presentation
- Demonstrate good housekeeping
- Provide assistance to clients with appropriate menu selections, especially for clients with special physical and medical needs
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible.
	Acceptable simulation requires:
	  • Communication with clients
	  • Receiving food, preparing for delivery and delivery to clients
	• Resources essential for assessment include:
	  • Equipment normally used in the work context of this unit
	  • OHS, cultural diversity, food safety and other relevant legislation
	  • Job description and performance management tools
	  • Work plans
	  • Enterprise policies, mission statements, procedures and performance management systems

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EVIDENCE GUIDE

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation
- Supporting statement form supervisor(s)
- Authenticated evidence of relevant work experience and formal learning

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Special needs of clients may include:

- Disabilities
- Eating difficulties
- Intellectual difficulties
- Frail and aged
- Confusion and dementia
- Nutrition risk factors
- Metabolic disorders
- Different cultural requirements
- Require diet supplements

Food may include:

- Chilled
- Frozen
- Fresh
- Cooked
- Bulk
- Packaged

Food types include:

- Dairy
- Fruit and vegetables
- Dried goods
- Packaged food
- Meat
- Fish
- Soups

Minor meals, refreshments and snacks may include:

- Early or light breakfast
- Min-meals
- Beverages eg tea, coffee, soft drink, juice, water, cocoa
- Biscuits, cakes
- Special functions

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Unit Sector(s)

Not Applicable

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HLTFS205C Perform kitchenware washing

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to stack, wash, dry and store dishes, kitchenware and associated implements

Application of the Unit

Application	Work is usually performed within a prescribed range of functions involving known routines and procedures

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to wash dishes and associated items	1.1 Sort and stack dishes and items safely
	1.2 Load dishwasher safely and correctly
	1.3 Use correct amount of dishwashing liquid/powder
	1.4 Set the correct cycle of the dishwasher
	1.5 Dispose of waste hygienically

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ELEMENT	PERFORMANCE CRITERIA
2. Wash and dry dishes	2.1 Wash dishes and other items safely and at the correct temperature
	2.2 Use correct washing implements
	2.3 Remove stains from pots and pans in the washing process
	2.4 Follow temperature standards according to food regulations
	2.5 Wash and disinfect dishes
	2.6 Use correct drying method
3. Store dishes	3.1 Take dry dishes and other items to storage area and stack safely
	3.2 Dispose of cracked, chipped or broken dishes appropriately

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Infection control policy and procedures
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Temperature requirements for hand and machine washing, rinsing and drying

Essential skills:

It is critical that the candidate demonstrate the ability to

- Wash, dry and store dishes according to organisation procedures
- Operate dishwasher safely and in accordance with manufacturer's recommendations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills - the ability to use available resources and prioritise workload
- Demonstrate safe handling and chemical usage practices
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use equipment for dish washing
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • Relevant policies and procedures manuals
	  • Other documentation relevant to the work context such as, instructions for the use of equipment, specific instructions for staff

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning • Role play simulation • Supporting statement of supervisor(s) • Authenticated evidence of relevant work experience and formal training

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Kitchenware may include:

- Crockery
- Cutlery
- Utensils
- Pots and pans
- Removing stains from pots and pans may require pots and pans to be scrubbed by hand, soaked and/o re-washed
- Washing may be by hand or in a dishwashing machine
- Standards of hygiene for washed and finished kitchenware will be determined by organisation policy and food regulations

Unit Sector(s)

Not Applicable

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HLTFS207C Follow basic food safety practices

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for basic food safety practices including personal hygiene, conduct when working in a food service environment, basic pest control requirements and basic food disposal requirements

It describes the most basic level of competence required by any person in any industry who directly handles food

Application of the Unit

Application

This unit supports the implementation of national and state food safety legislation and regulations and is based on the national *Food Safety Guideline Competency Standards*

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain food safety while carrying out food handling activities	1.1 Handle food according to the *food safety program* 1.2 Identify and report processes and practices which are not consistent with the food safety program 1.3 Take corrective action, within level of responsibility, and according to the food safety program 1.4 Report any corrective action to supervisor, and according to legislative and organisation protocols
2. Comply with personal hygiene standards	2.1 Ensure *personal hygiene* meets the requirements of the food safety program 2.2 *Report health conditions and/or illness*, as required by the food safety program 2.3 Wear *appropriate clothing and footwear* as required by the food safety program

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ELEMENT	PERFORMANCE CRITERIA
3. Contribute to the cleanliness of food handling areas, according to the food safety program	3.1 Maintain the workplace in a clean and tidy order to meet workplace requirements 3.2 Comply with workplace measures to prevent pests entering food premises 3.3 Identify and report indicators of pest presence
4. Dispose of food according to food safety program	4.1 *Keep food for disposal separate*, according to food safety program requirements 4.2 Dispose of food according to the food safety program requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Appropriate bandages and dressings to be used when undertaking food handling
- Clothing and footwear requirements for working in and/or moving between food handling areas
- Food disposal requirements
- Food safety requirements and procedures related to own work, which will depend on the nature of food handled and food handling responsibilities
- Legal responsibilities relating to personal hygiene practices and the reporting of illness as required by the food safety program, which:
  - at a minimum must meet the requirements of Food Safety Standard 3.2.2 and/or state legislation/regulations
  - may also include restrictions on wearing of jewellery and other adornments such as nail polish

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REQUIRED SKILLS AND KNOWLEDGE

- Personal clothing maintenance, laundering and storage requirements
- Pest containment requirements
- Possible consequences of not following these procedures
- Responsibilities for maintaining the work area in a clean and tidy state
- Suitable standard for materials, equipment and utensils used in the food handling area
- Use and storage of cleaning equipment as required to carry out own work responsibility
- Waste collection, recycling and handling procedures relevant to own work responsibilities

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply knowledge of aspects of the food safety program relevant to the work role
- Comply with personal hygiene requirements
- Comply with workplace cleanliness requirements
- Demonstrate appropriate disposal of food

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Carry out workplace responsibilities to meet the requirements of the food safety program relating to own work
- Correct situations or procedures that do not meet the food safety program, within the limits of work responsibility
- Handle and dispose of recalled or contaminated food, waste and recyclable material according to food safety program where this is part of the work responsibility
- Handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program
- Identify and report signs of pest infestation according to the food safety program
- Identify and report situations or procedures that do not meet the food safety program
- Maintain personal hygiene consistent with the food safety program
- Maintain the work area in a clean and tidy state
- Monitor own work and implement any controls as required by the food safety program
- Report health conditions and illness as appropriate and according to the food safety program
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety

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REQUIRED SKILLS AND KNOWLEDGE

- Wear and maintain appropriate clothing and footwear as required by work tasks and consistent with the requirements of the food safety program

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Assessment should be structured on whole work activities and address all knowledge and skill requirements
	• Simulations may be used to represent workplace conditions as closely as possible
	• Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • Food safety program
	  • Food handling area
	  • Relevant reporting procedures

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EVIDENCE GUIDE

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

A food safety program:	• Systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business • Identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded • Must comply with relevant national, state and industry legislation/regulations • For the purpose of applying this guideline competency standard in circumstances where formal food safety programs are not a legal requirement, the term can be understood to cover the same detail as would be covered by a food safety program. Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline competency standard would not apply
Procedures outlining food safety responsibilities may be:	• Provided in formats to suit the workplace such as written, verbal, diagrams and electronic advice
Food handling refers to:	• Basic handling and inspection • Preparation • Cooking • Cooling • Processing • Display • Packaging • Storage • Transportation
Responsibility for maintaining food safety	• Relates to own tasks and responsibilities • Is based on implementing the food safety program as established for the workplace

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RANGE STATEMENT

Products/materials handled and stored may include:	• Raw materials • Ingredients • Consumables • Part-processed product • Finished product • Cleaning materials
Minimum personal hygiene requirements:	• Are specified by the food safety program • Must, at a minimum, meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state legislation/regulations
Reporting of health conditions and illnesses requirements:	• Are specified by the food safety program • Must, at a minimum, meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state legislation/regulations.
Appropriate clothing and footwear:	• Depends on work requirements • Should be designed to ensure that the body and clothing itself, does not contaminate food or surfaces likely to come into contact with food • Examples of clothing designed to prevent contamination by the body include hair nets, beard snoods and gloves

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RANGE STATEMENT

Personal hygiene requirements set out in Food Safety Standard 3.2.2. Division 4.15 include:

- Taking all practicable measures to ensure that a food handlers body, and anything they are wearing does not contaminate food or surfaces
- Take all practicable measures to prevent contact with ready-to-eat food
- Level of outer clothing is appropriate for food handling
- Only waterproof bandages and dressings are used on exposed body parts
- Not eating over unprotected food or surfaces likely to come into contact with food
- Not sneeze, blow or cough over unprotected food or surfaces likely to come into contact with food
- Not spit, smoke or use tobacco or similar preparations in areas in which food is handled
- Not urinate or defecate except in the toilet
- Wash hands:
  - Whenever hands are likely to be a source of contamination
  - Immediately before working with ready-to-eat food after handling raw food
  - Immediately after using the toilet
  - Before commencing or recommencing food handling
  - Immediately after smoking, coughing, sneezing, using a handkerchief or disposable tissue, eating, drinking or using tobacco or similar substances
- When washing hands:
  - use hand washing facilities provided
  - thoroughly clean hands using soap or other effective means, and warm running water
  - thoroughly dry hands on a single use towel or other way that is not likely to transfer pathogenic micro-organisms to the hands

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RANGE STATEMENT

Reporting of health conditions and illnesses requirements set out in Food Safety Standard 3.2.2, Division 4:*14... must include*:	• Reporting any disease the food handler may be suffering or carrying, to the supervisor • Not engaging in food handling where there is a reasonable likelihood of food contamination as a result of the disease • If continuing work on food handling premises - take reasonable measures to prevent food from being contaminated as a result of the disease
Food for disposal is held and kept separate until it is:	• Destroyed or otherwise used or disposed of so that it cannot be used for human consumption • Returned to the supplier • Further processed in a way that ensures its safety and suitability • Ascertained to be safe and suitable
Food for disposal includes:	• Food that is subject to recall • Food that has been returned • Food that is not safe or suitable • Food that is reasonably suspected of not being safe or suitable

Unit Sector(s)

Not Applicable

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HLTFS208C Transport food

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the minimum competency requirements for the transportation of food

It relates to the transportation of food where the transport operator does not have direct physical contact with food

Where person who transports also directly handles food, the relevant food-handling standard also applies

Application of the Unit

Application

This unit of competency covers the minimum requirements for the transportation of food

This unit of competency supports the implementation of national and state food safety legislation regulations and is based on the national *Food Safety Guideline Competency Standards*

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to transport food	1.1 Check that *vehicles and containers/receptacles* used to transport food are appropriate for use
	1.2 Prepare vehicles and containers/receptacles for food transportation
	1.3 Load and secure food, according to product requirements and *workplace food safety* and OHS procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Transport food	2.1 Monitor and control food safety hazards as required by the *food safety program* to ensure that food safety is maintained during transport 2.2 Promptly report *non-conformance* with food safety requirements and take corrective action 2.3 Unload food according to product requirements and workplace procedures 2.4 Record food safety information to meet the requirements of the food safety program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of the environmental conditions necessary to maintain food safety
- Characteristics of food transported as they affect loading and handling of food and the potential for cross-contamination resulting from location in proximity to other food or non-food items that are transported
- Loading practices as required by work responsibility, which includes procedures to load food in temperature-controlled environments where this is a work requirement
- Methods and procedures used to control food safety hazards, which depend on the type of controls and equipment used and include an understanding of the purpose and operation of equipment and procedures in place to maintain food safety
- Microbiological, physical and chemical hazards that can occur when loading, transporting and unloading food, appropriate to nature and method of food transported and within scope of work responsibility, which includes:
  - the types of hazards likely to occur
  - the conditions under which they occur
  - possible consequences
- Procedures used to confirm that food safety-related equipment is operational and the cleaning and sanitation requirements of food containers/receptacles, relevant to work responsibilities
- Record-keeping responsibilities relating to food safety
- Sources of information on procedures and responsibilities for food safety relating to own work

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply knowledge of aspects of the food safety program relevant to the transport of food

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate procedures used to transport food consistent with the food safety program

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Confirm that the vehicle and associated equipment are ready to transport food
- Identify and report non-conformance and/or unusual circumstances which could affect food safety
- Load/unload food as required by work responsibility by following procedures to ensure that food is loaded/unloaded in correct sequence and configuration and that food cannot become contaminated by being located in proximity to other food or non-food items
- Locate and follow workplace information relating to food safety responsibilities
- Maintain the work area and vehicles in a tidy state to meet workplace requirements
- Monitor food safety hazards as required by the food safety program
- Prepare to transport food, which will vary depending on the type of food and transport method and may include:
  - confirming that food holding containers/receptacles meet workplace hygiene standards
  - confirming that equipment used to maintain the required environment during transport is ready for use and that food parameters are met prior to loading/transporting/unloading, for example typical parameters such as the temperatures of:
    - food
    - food loading/unloading areas
    - transport containers/receptacles
- Record results of monitoring and maintain records as required by the food safety program
- Take appropriate corrective action in response to failure to meet food safety requirements as required by workplace procedures
- Transport food safely
- Use food safety program information to find advice on food safety responsibilities relating to own work

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the typical range of food transportation and related food safety requirements

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Assessment should be structured on whole work activities and address all knowledge and skill requirements
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - food safety program
  - food transport vehicles and containers/receptacles
  - monitoring devices and procedures
  - reporting procedures

Method of assessment:

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

A food safety program:	• Systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business • Identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded • Must comply with relevant national, state and industry legislation/regulations • For the purpose of applying this guideline competency standard in circumstances where formal food safety programs are not a legal requirement, the term can be understood to cover the same detail as would be covered by a food safety program. Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline competency standard would not apply
Procedures outlining food safety responsibilities may be:	• Provided in formats to suit the workplace such as written, verbal, diagrams and electronic advice
Transport vehicles are:	• Appropriate for the transportation of food • Capable of maintaining the required environment for the food type transported
Safe food transport parameters:	• Depend on the type of food transported • Industry guidelines and codes should be used as a basis for setting these parameters where available

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RANGE STATEMENT

Confirming readiness for use of food transport vehicle and containers/receptacles may include:	• Confirming that the vehicle is in good operating order and that containers/receptacles used to store food meet the relevant hygiene requirements • Where food must be transported in a controlled temperature environment, this includes bringing the food handling area and storage container/receptacle within the required temperature range before loading/unloading and confirming that equipment required to maintain temperature is operational
Responsibility for monitoring food safety, identifying non-conformance and taking corrective action:	• Relates to own tasks and responsibilities • Occurs in the context of the food safety program • An example of corrective action includes separating or isolating non-conforming product

Unit Sector(s)

Not Applicable

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HLTFS302C Prepare foods suitable for a range of food service settings

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to prepare and present meals in a manner that meets the nutritional requirements of client groups in a range of community and health care food service settings

Application of the Unit

Application	Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may be limited responsibility for the output of others

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit	This unit must be assessed after successful achievement of pre-requisite: • HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the *client groups* in a range of settings	1.1 Identify client groups 1.2 Identify and confirm the nutritional needs of the client group 1.3 Identify a range of *foods* that meet the nutritional needs of the client group
2. Select appropriate foods for specific client groups, preferably with the assistance of a dietitian	2.1 Select appropriate foods for menu items to meet the nutritional needs of specific client groups, and to promote healthy eating 2.2 Select appropriate standard recipes

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ELEMENT	PERFORMANCE CRITERIA
3. Prepare, cook, serve and *evaluate meals* suitable for specific client group	3.1 Accurately follow standard recipes to ensure product consistency, nutritional integrity and to minimise wastage 3.2 Prepare appropriate meals for specific client group in an appeasing and attractive manner 3.3 Modify food texture to meet the needs of client groups and enterprise standards 3.4 Serve/plate meals appropriate to the setting, using portion control equipment as required 3.5 Evaluate meals against organisation standards 3.6 Evaluate meals against client satisfaction
4. Follow OHS principles for self and client safety	4.1 Monitor workplace safety and take action to foresee and avoid hazards 4.2 Promptly rectify faults to equipment or refer appropriately to ensure prompt remedial action 4.3 Use suitable food preparation and cookery methods to maximise nutritional value of foods prepared and maintain food safety 4.4 Use infection control procedures according to established guidelines 4.5 Discard out-of-date food and ingredients 4.6 Use hygiene practices that comply with relevant legislation 4.7 Comply with cleaning, sanitation and waste storage and disposal practices 4.8 Receive, store, prepare, cook, serve and handle food to prevent deterioration, contamination and the growth of micro organisms 4.9 Store left over food safely and hygienically and use within a safe period of time or discard according to enterprise standards

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate work performance	5.1 Seek advice and support from legitimate sources when necessary 5.2 Adjust work to incorporate advice that addresses performance issues to maintain the agreed standards of work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic cookery methods including the principles of bulk cooking
- Client conditions and consequent needs and requirements
- Different cultural requirements relevant to client group
- Food safety principles and regulations
- Foods that promote good health
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Principles of nutrition including food selection and cookery methods that comply with the Dietary Guidelines for Australians ie adults, children and adolescents
- Using food and cooking equipment and technology

Essential skills:

It is critical that the candidate demonstrate the ability to

- Communicate constructively with clients and other staff to ensure best service and client safety
- Comply with safe food handling, hygiene practices and infection control procedures
- Facilitate the provision of appropriate foods to the client group

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REQUIRED SKILLS AND KNOWLEDGE

- Prepare nutritional meals

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills - the ability to use available resources and prioritise workload
- Demonstrate safe food handling practices
- Demonstrate safe handling of equipment
- Plan and evaluate meals and menus
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over a number of occasions

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible.
  Acceptable simulation requires:
  - Preparation of nutritional meals that meet a client groups needs
  - Compliance with safe food handling requirements
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Procedure manuals of the food service operation
  - Food safety and HACCP procedure manuals
  - Manufacturer's manuals and recommendations for equipment used in kitchen
  - Food packaging and storage requirements
  - OHS, cultural diversity and other relevant legislation
  - Work plans
  - Enterprise policy, mission statements, procedures and performance management systems

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Questioning
- Role play simulation
- Authenticated evidence of relevant work experience and/or formal learning

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client groups include individuals in a range of health care and community food service settings such as::

- Aged care facilities
- Childcare centres
- Hostels and hospitals

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RANGE STATEMENT

Foods may include:

- Chilled
- Frozen
- Fresh
- Planted
- Packaged
- Bulk
- Dairy
- Fruit
- Vegetables
- Dried
- Meat
- Fish
- Soups
- Food for enteral feeding

The work environment may include:

- Food preparation areas
- Food preparation tools and equipment
- Walls
- Floors
- Work surfaces
- Food storage area including cold storage
- Kitchen chemical storage areas
- Food service and dining areas

Evaluation of meals may include:

- Balance and variety in colour, flavour and texture
- Nutritional content relevant to the client group
- Feasibility of production
- Food wastage
- Client satisfaction
- Client health

Unit Sector(s)

Not Applicable

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HLTFS309C Oversee the day-to-day implementation of food safety in the workplace

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to supervise the day-to-day implementation of the food safety program across the entire business, process or food handling area

It also involves supporting others to implement the requirements of the food safety plan

Application of the Unit

Application

This unit of competency supports the implementation of national and state food safety legislation regulations and is based on the national *Food Safety Guideline Competency Standards*

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor the implementation of the food safety program in the workplace	1.1 Implement food safety handling processes and procedures that meet the requirements of the *food safety program* 1.2 Implement *processes and procedures to maintain the food handling area* to meet the requirements of the food safety program 1.3 Communicate food safety requirements and procedures to others in the workplace 1.4 Support people in the food area top meet food safety requirements
2. Take corrective action when a food safety hazard is found not to be in control	2.1 Implement procedures for responding to non-conformance 2.2 *Identify causes of non-compliance* 2.3 Implement measures to prevent the recurrence of non-conformance issues 2.4 Develop or revise procedures to support the effective control of food safety hazards 2.5 Communicate all additional and/or revised processes and procedures to food handlers

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain food safety in the workplace	3.1 Identify processes and procedures that could result in a breach of food safety procedures and take preventive or corrective action 3.2 Support food handlers to complete food safety records to meet the food safety program and legal requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Appropriate communication skills and techniques to convey the requirements of the food safety program to others in the workplace
- Auditing arrangements, roles and responsibilities as they relate to own work responsibilities, which may include an understanding of internal and external audit processes
- Current technical and process knowledge required to participate in investigations of non-conformance within level of responsibility
- Legal obligations for food safety relating to personal and company liability, which:
  - at a minimum, includes awareness of relevant national, state and industry-specific legislation/regulations
  - may also include customer requirements
- Principles of a systematic approach to managing food safety, which includes:
  - identification of hazards that are likely to occur
  - establishing appropriate methods of control
  - monitoring controls
  - describing corrective action to be taken if control conditions are not met
  - recording information
- Procedures to identify and separate non conforming product and recall procedures and responsibilities relevant to the food business
- Properties, handling, preparation, processing, display, packaging and storage requirements of materials and products used in the food handling area in order to make judgments about safety of food within the parameters established by the food safety program
- Record keeping requirements and systems used in the workplace
- Systems, procedures and support programs in place in the food business to implement the food safety program

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply knowledge of all aspects of the food safety program
- Meet reporting requirements
- Undertake hazard identification and management

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Collect and analyse data and other food safety information to identify breaches of food safety procedures within level of responsibility
- Communicate information about the food safety program and related procedures to others in the food handling area
- Demonstrate monitoring techniques used in the food handling area, which may include:
  - visual inspection
  - sampling methods
  - testing methods
  - record keeping and all other procedures required to implement the food safety program in the food handling area
- Make judgments on action required to respond to non-conformance and follow procedures to identify, separate and/or recall non-conforming food as required, within level of responsibility
- Monitor the recording of food safety information to confirm that the records accurately reflect performance and meet the requirements of the food safety program
- Participate in investigating actual and potential non-conformance and complaints from customers relating to food safety
- Review practice and procedures to prevent or minimise non-conformance within level of responsibility

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Assessment should be structured on whole work activities and address all knowledge and skill requirements
	• Simulations may be used to represent workplace conditions as closely as possible
	• Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • Food safety program
	  • Food handling area
	  • Relevant reporting procedures

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning • Role play simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This competency unit should be assessed in conjunction with:

- HLTFS310C Apply and monitor food safety requirements

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Food safety program includes:	• A food safety program systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. It identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded • The food safety program must comply with relevant national, state and industry legislation/regulations • For the purpose of applying this guideline competency standard in circumstances where formal food safety programs are not a legal requirement; the term can be understood to cover the same detail as would be covered by a food safety program • Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline competency standard would not apply
Processes and procedures to maintain the food handling area may include:	• Cleaning and sanitation • Pest control • Food disposal • Equipment calibration • Temperature measuring devices
Formats for the provision of food safety responsibilities may include:	• Written • Verbal • Diagrams • Electronic

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RANGE STATEMENT

Food handling area may include::	• An area where any or all of the following occur:
	  • basic food handling
	  • food inspection
	  • food preparation
	  • cooking
	  • cooling
	  • processing
	  • display
	  • packaging
	  • storage
	  • transportation

Identifying breaches of food safety procedures and taking corrective action must:	• Take place in the context of the food safety program • Within scope of responsibility •
Record keeping requirements include:	• Legal requirements • Food safety program requirements

Unit Sector(s)

Not Applicable

Pre-/co-requisite unit

Pre-/co-requisite unit	This unit must be assessed after successful achievement of pre-requisite: • HLTFS207C Follow basic food safety practices

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HLTFS310C Apply and monitor food safety requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required monitor and control food safety hazards and respond to non-conformance as required by the food safety program

Application of the Unit

Application	This unit of competency supports the implementation of national and state food safety legislation and regulations and is based on the *National Food Safety Guideline Competency Standards*

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit	This unit must be assessed after successful achievement of pre-requisite: • HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement the food safety program	1.1 *Monitor and control food safety hazards* as required by the *food safety program* 1.2 Promptly report non-conformance where food safety control requirements are not met and take corrective action 1.3 Record food safety information to meet the requirements of the food safety program
2. Assist in the identification of breaches of food safety procedures	2.1 Identify and report processes and conditions which could result in a breach of food safety procedures 2.2 Take corrective action to meet the requirements of the food safety program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- An understanding of the methods used in the workplace to monitor that food safety is under control, which:
  - may include an understanding of the purpose of sampling and taking measurements such as temperature and ph and conducting inspections and tests
  - includes an understanding of the procedures to follow where inspections and tests are part of the work responsibility
- Methods and procedures used in the workplace to control food safety hazards
- Methods used in the workplace identify and separate food which may be unsafe
- Microbiological, physical and chemical hazards related to the foods handled in the workplace. This includes the types of hazards likely to occur, the conditions under which they occur and possible consequences
- Purpose of corrective action and the appropriate corrective action to take if monitoring indicates that food safety control requirements are not met. Corrective action is typically described in the food safety program
- Purpose of keeping records and the recording requirements of the food safety program
- Recall procedures as they relate to own work responsibilities
- Safe food handling requirements and procedures related to work responsibilities
- Sources of information on procedures and responsibilities for food safety relating to own work
- Understanding of the properties, handling and storage requirements of equipment, materials and products handled and used

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply knowledge of all aspects of the food safety program

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REQUIRED SKILLS AND KNOWLEDGE

- Meet reporting requirements
- Undertake hazard identification and management

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Follow procedures to identify, separate and report product which is or may be non-conforming and/or implement other necessary corrective action within level of responsibility
- Identify if food safety requirements or parameters are not met within level of responsibility
- Monitor food safety hazards as required by the food safety program. This may include methods such as visual inspection, sampling and testing
- Participate in investigating and reporting on unsafe food as identified by internal monitoring and/or customer complaints
- Record results of monitoring and maintain records as required by the food safety program
- Report practices or processes in own work that could result in unsafe food
- Take corrective action as required by food safety program within level of responsibility
- Use food safety program information to find advice on food safety responsibilities relating to own work

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Assessment should be structured on whole work activities and address all knowledge and skill requirements
	• Simulations may be used to represent workplace conditions as closely as possible
	• Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • Food safety program
	  • Food handling area
	  • Relevant reporting procedures

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning • Role play simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This competency unit should be assessed in conjunction with:

- HLTFS309C Oversee the day-to-day implementation of food safety in the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Food safety hazards may include:

- Biological agents in food
- Chemical agents in food
- Physical agents in food
- Condition of food

That has the potential to cause an adverse health effect (See Standard 3.2.1)

Food safety program

- A food safety program systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. It identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded
- The food safety program must comply with relevant national, state and industry legislation/regulations
- For the purpose of applying this guideline competency standard in circumstances where formal food safety programs are not a legal requirement; the term can be understood to cover the same detail as would be covered by a food safety program
- Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline competency standard would not apply

Applying and monitoring food safety program must include:

- Monitoring food safety
- Carrying out corrective action
- Reporting matters outside level of responsibility

Responsibility for applying and monitoring food must include:

- The context of
  - the food safety program
  - own tasks and responsibilities

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RANGE STATEMENT

Examples of breaches to food safety procedures include, but are not limited to:	• Failure to check delivery temperatures of potentially hazardous, chilled food • Failure to place temperature sensitive food in refrigerators promptly • Failure to wash hands when required • Use of cloths for unsuitable purposes
Monitoring describes the methods used to confirm that food safety hazards are controlled. Examples include, but are not limited to:	• Monitoring food safety • Taking temperatures • Collecting samples • Visual inspections • Conducting other tests as required
Corrective action may include:	• Extending cooking time • Reprocessing • Reworking • Withdrawing food

Unit Sector(s)

Not Applicable

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HLTGM201C Perform routine servicing of plant, equipment and machinery

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to regularly service plant, equipment and machinery in accordance with maintenance schedules

Application of the Unit

Application	Work performed required a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Carry out routine assessment of plant, equipment and machinery	1.1 Identify service requirements of *plant, equipment and machinery* according to organisation requirements and manufacturer's specifications 1.2 Identify potential repair and routine repair and routine replacement requirements of plant, equipment and machinery according to organisation requirements and manufacturer's guidelines
2. Prepare for *routine servicing* and/or *minor repairs*	2.1 Identify and locate tools, equipment, parts, liquids and materials required to undertake the task 2.2 Locate maintenance manuals and documented servicing routines 2.3 Prepare the area required to undertake the task

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ELEMENT	PERFORMANCE CRITERIA
3. Perform routine servicing and minor repairs	3.1 Service and/or repair plant, equipment and machinery according to maintenance manuals, manufacturer's guidelines, enterprise procedures and OHS practices 3.2 Inform *appropriate person*(*s*) upon completion of the task and complete the maintenance record 3.3 Advise appropriate person(s) of faults and major repair and replacement requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Amount of time required to complete routine servicing of plant, equipment and machinery
- Basic knowledge of the organisation's plant, equipment and machinery to be serviced and repaired
- Enterprise maintenance and reporting policies and procedures
- Identification of plant, equipment and machinery faults and problems that will require reference to a tradesperson
- OHS policies and procedures including safe working practices

Essential skills:

It is critical that the candidate demonstrate the ability to

- Work safely and follow the organisation's occupational health and safety practices
- Apply relevant knowledge of the organisation's plant, equipment and machinery to be serviced and repaired

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REQUIRED SKILLS AND KNOWLEDGE

- Identify boundaries of role and when to refer problems and tasks to a tradesperson
- Demonstrate correct and safe use of hand and power tools

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills - the ability to use available resources and prioritise workload
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Demonstrate correct and safe use of hand and power tools
- Demonstrate safe working practices
- Follow infection control practices
- Follow maintenance manuals and manufacturer's recommendations for servicing and maintenance
- Maintain workshop and plant room cleanliness
- Use appropriate practices to ensure efficient use of resources
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Workplace health and safety policies
  - Infection control policy in relation to engineering maintenance
  - Maintenance policy and procedures
  - Maintenance manuals
  - Manufacturers' recommendations for maintenance
  - Job descriptions

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plant, equipment and machinery may include, but is not limited to:

- Air-conditioning systems
- Boilers
- Heating systems
- Chillers
- Motorised machinery
- Cleaning equipment
- Kitchen equipment
- Laundry equipment
- Sterilisers
- Gardening equipment
- Vehicles

Routine servicing tasks may include, but are not limited to:

- Cleaning or changing filters
- Changing spark plugs
- Adjustments and calibrations
- Checking for wear
- Lubrication
- Checking fluid levels and adding fluids
- Cleaning

Minor repair tasks may include, but are not limited to:

- Replacement of fan belts
- Tightening connections
- Wheel replacement

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RANGE STATEMENT

Appropriate person(s) may include:	• Tradesperson • Engineer • Maintenance supervisor • Contractor • Manager
Routine servicing and repair work may be undertaken in the following settings and other similar settings:	• Home/residential settings • Community centres • Hospitals • Other health care facilities

Unit Sector(s)

Not Applicable

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HLTGM202C Use hand and power tools

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to safely and appropriately use hand and power tools while conducting maintenance and construction tasks

Application of the Unit

Application	Work will usually be performed within a prescribed range of functions involving known routines and procedures

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and select *hand and power tools*	1.1 Identify and follow the occupational health and safety requirements for using hand and power tools 1.2 Select, correctly fit and use appropriate *personal protective equipment* 1.3 Select hand and power tolls consistent with the needs of the task 1.4 Check tools for serviceability and safety and report any faults to supervisor 1.5 Identify power supply 1.6 Select equipment needed to hold or support power tool application
2. Use hand tools	2.1 Locate and hold in place material needed for hand tool application 2.2 Use hand tools safely and effectively 2.3 Safely locate hand tools when not in immediate use

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ELEMENT	PERFORMANCE CRITERIA
3. Use power tools	3.1 Locate and hold in place material needed for power tool application 3.2 Use power tools safely and effectively 3.3 Safely locate power tools when not in immediate use
4. Clean up	4.1 Clean, maintain and store tools correctly and according to organisation requirements 4.2 Clean, visually check and store power leads/hoses 4.3 Clean and store equipment 4.4 Clear the work area and remove waste

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Functions and use of hand and power tools
- Operating procedures
- Safety requirements for tool operation

Essential skills:

It is critical that the candidate demonstrate the ability to

- Work safely and follow the organisation's occupational health and safety practices
- Apply relevant knowledge of the tools required to be used in performing maintenance

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REQUIRED SKILLS AND KNOWLEDGE

work on the organisation's buildings, plant, equipment and machinery

- Identify boundaries of role and when to refer problems to a tradesperson in relation to the use of tools
- Demonstrate compliance with occupational health and safety regulations applicable to the use of tools
- Apply correct operating procedures for the use of tools
- Interactively communicate with others in relation to the use of power tools

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply appropriate hand-eye coordination in the use of tools
- Apply problem solving skills - the ability to use available resources and prioritise workload
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Demonstrate work safely to instructions
- Follow infection control practices
- Handle/hold materials during operation of tools
- Select appropriate tool for intended task and materials involved
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible
	• Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • Workplace health and safety policies
	  • Hand and power tools appropriate to the maintenance tasks in the organisation and to the worker's role
	  • Suitable work area
	  • Maintenance policy and procedures
	  • Tool handling manuals
	  • Job description

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Hand tools may include, but are not limited to:

- Adjustable spanners
- Bars (crow and pinch)
- Bolt cutters
- Brooms
- Chisels
- Hacksaws and handsaws
- Hammers
- Measuring tapes
- Nips
- Picks/mattocks
- Pliers
- Sealant gun
- Shovel/spades
- Sledge hammers
- Spanners and wrenches
- Spirit level
- Straight edge
- String lines
- Trowels and float
- Wire cutters
- Paint brushes/rollers
- Spatula/putty knives
- Screwdrivers

Power tools include but are not limited to:

- Drills
- Nail guns
- Staplers
- Sanders
- Angle grinders
- Pneumatic wrenches
- Circular saw
- Jig saws
- Planers
- Routers
- Jackhammer
- Other tools powered by compressed air or electricity

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RANGE STATEMENT

Personal protective equipment may include, but is not limited to:

- Overalls, boots
- Hard hat/cap
- Safety glasses/goggles
- Gloves
- Ear plugs/muff
- Face mask/respirator

Unit Sector(s)

Not Applicable

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HLTGM203C Perform minor general maintenance

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to safely and appropriately perform minor non-trade maintenance tasks

Application of the Unit

Application	Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify maintenance task to be undertaken	1.1 Assess maintenance request for requirements of skill, *materials*, cost, disruption to normal operations and availability of *tools* 1.2 Confirm access to work area 1.3 Identify the need for assistance 1.4 Identify the need for *personal protective equipment* 1.5 Refer to operational maintenance schedules and drawings if necessary
2. Identify tools and materials required	2.1 Identify and select required tools and equipment 2.2 Check tools for serviceability and safe use 2.3 Estimate material quantities 2.4 Assemble tools and materials

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ELEMENT	PERFORMANCE CRITERIA
3. Prepare to undertake maintenance	3.1 OHS requirements for specific maintenance tasks are assembled 3.2 Assemble materials 3.3 Prepare the work area 3.4 Inform people likely to be affected by the maintenance task
4. Perform maintenance	4.1 Safely and effectively use tools 4.2 Safely locate tolls when not in use 4.3 Use materials according to maintenance requirements 4.4 Follow safe working practices
5. Clean up work area	5.1 Stack/store materials for re-use or disposal 5.2 Clear the work area 5.3 Clean, maintain and store tools 5.4 Clean, visually check and store power leads 5.5 Clean, maintain and store equipment 5.6 Clear the work area and remove waste according to organisation waste disposal requirements
6. Notification of competition of task and complete documentation	6.1 Notify supervisor of completion of the maintenance task 6.2 Record the completion of the maintenance task according to organisation policy and procedures 6.3 File documentation according to organisation requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic knowledge of the organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- Enterprise maintenance and reporting policies and procedures
- Identification of facility, plant, equipment and machinery faults and problems which will require reference to a tradesperson
- Purpose and use of hand and power tools
- Purpose and use of relevant maintenance materials
- Safe working practices
- Use of personal protective equipment

Essential skills:

It is critical that the candidate demonstrate the ability to

- Work safely and follow the organisation's OHS practices
- Apply relevant knowledge of the organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- Identify boundaries of role and when to refer problems and tasks to a tradesperson
- Demonstrate correct and safe use of hand and power tools

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills - the ability to use available resources and prioritise workload
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Demonstrate safe working practices
- Follow infection control practices

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REQUIRED SKILLS AND KNOWLEDGE

- Follow maintenance manuals and manufacturers' recommendations for servicing and maintenance
- Follow preventative schedules
- Maintain workshop and plant room cleanliness
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Workplace health and safety policies
  - Hand and power tools appropriate to the maintenance tasks in the organisation and to the worker's role
  - Suitable work area
  - Maintenance policy and procedures
  - Tool handling manuals
  - Job description

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Minor non-trade maintenance tasks may be carried out on:

- Buildings
- Structures
- Fences
- Building services
- Plant
- Equipment
- Machinery
- Furniture

Minor non-trade maintenance tasks may include but is not limited to:

- Surface preparation and minor painting
- Changing light globes and tubes
- Replacement of client call pieces
- Minor repairs to ward and office furniture
- Minor repairs to damaged carpentry items
- Bed wheel maintenance
- Preventative maintenance
- Fan belt changes
- Taking readings
- Cleaning of plant rooms
- Cleaning of roofs and gutters
- Cleaning of drains
- Checking dampers in air-conditioning

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RANGE STATEMENT

Materials may include, but are not limited to:

- Paint
- Thinners
- Timber
- Adhesives
- Lubricants
- Sealant
- Nails, screws, bolts, rivets and nuts
- Laminates

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RANGE STATEMENT

Tools may include, but are not limited to:

- Adjustable spanners
- Bars (crow and pinch)
- Bolt cutters
- Brooms
- Chisels
- Hacksaws and handsaws
- Hammers
- Measuring tapes
- Nips
- Picks/mattocks
- Pliers
- Sealant gun
- Shovel/spades
- Sledge hammers
- Spanners and wrenches
- Spirit level
- Straight edge
- String lines
- Trowels and float
- Wire cutters
- Paint brushes/rollers
- Spatula/putty knives
- Screwdrivers
- Drills
- Nail guns
- Staplers
- Sanders
- Angle grinders
- Pneumatic wrenches
- Circular saw
- Jig saws
- Planers
- Routers
- Jackhammer
- Other tools powered by compressed air or electricity

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RANGE STATEMENT

Work area may be within:	• Home/residential settings • Community centres • Hospitals • Other health care facilities
Personal protective equipment may include but are not limited to:	• Overalls, boots • Hard hat/cap • Safety glasses/goggles • Gloves • Ear plugs/muffs • Face masks/respirators
Affected person may include, but is not limited to:	• Tradesperson • Engineer • Maintenance supervisor • Contractor • Manager • Supervisor and staff in place where the maintenance task is being performed • Neighbours

Unit Sector(s)

Not Applicable

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HLTHIR403C Work effectively with culturally diverse clients and co-workers

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

Application of the Unit

Application

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

The workplace context may be:

- Specific community
- Community or regional service
- Department of a large institution or organisation
- Specialised service or organisation

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reflect cultural awareness in *work practice*	1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices 1.2 Use work practices that create a culturally and psychologically safe environment for all persons 1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds
2. Accept *cultural diversity* as a basis for effective work place and professional relationships	2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients 2.2 Use specific *strategies to eliminate bias and discrimination* in the workplace 2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate effectively with culturally diverse persons	3.1 Show respect for cultural diversity in all *communication* with clients, families, staff and others 3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence 3.3 Where language barriers exist, make efforts to communicate in the most effective way possible 3.4 Seek assistance from interpreters or other persons as required
4. Resolve cross-cultural misunderstandings	4.1 Identify issues that may cause conflict 4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences 4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations 4.4 Address any difficulties with appropriate people and seek assistance when required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of cultural diversity in Australian society with many individuals living in

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REQUIRED SKILLS AND KNOWLEDGE

many cultures

- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Recognition of culture as a dynamic social phenomenon
- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of the unique way individuals may experience a culture and respond to past experiences
- Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
- The principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- The role and use of language and cultural interpreters

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
- Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures
- Participate in identifying and implementing culturally safe work practices
- Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Use basic conflict resolution and negotiation skills
- Use effective strategies to address and eliminate discrimination and bias in the workplace

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions but the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work practices may relate to:

- Dealing with persons of diverse gender, sexuality and age
- Compliance with duty of care policies of the organisation
- Collection and provision of information
- Communication
- Provision of assistance
- Contact with families and carers
- Physical contact
- Care of deceased persons
- Handling personal belongings
- Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

Cultural diversity may include:

- Ethnicity
- Race
- Language
- Cultural norms and values
- Religion
- Beliefs and customs
- Kinship and family structure and relationships
- Personal history and experience, which may have been traumatic
- Gender and gender relationships
- Age
- Disability
- Sexuality
- Special needs

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RANGE STATEMENT

Communication may be:	• Verbal • Appropriate gestures and facial and physical expressions • Posture • Written • Signage • Through an interpreter or other person
Strategies to eliminate bias and discrimination may include:	• Cross cultural work teams • Cross cultural employee representation on committees • Workplace free of culturally insensitive literature, posters, signage • Inclusion in decision-making

Unit Sector(s)

Not Applicable

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HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context

It deals specifically with cross-cultural awareness and issues involving working with Aboriginal and Torres Strait Islander individuals, organisations and communities

Application of the Unit

Application

The unit applies equally to those operating in health care policy or program planning, development and evaluation contexts or in direct service delivery contexts

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace and/or local community

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reflect an awareness of Aboriginal and Torres Strait Islander history and cultures in work practices	1.1 Acknowledge and respect the impact of *events and issues in Aboriginal and/or Torres Strait Islander history* during service delivery 1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups, family structures, art and religion in Indigenous cultures as part of service delivery
2. Reflect an awareness of own and other cultural realities in work practices	2.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients 2.2 Address cultural realities in order to facilitate full participation in service delivery by Aboriginal and/or Torres Strait Islander clients and/or co-workers 2.3 Negotiate appropriate *strategies to effectively accommodate cultural differences* in the workplace 2.4 Identify and utilise resources to facilitate effective service delivery in a cross cultural context 2.5 Ensure work practices used in a cross cultural context are grounded in an awareness of one's own culture and the cultural realities of others

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate effectively with Aboriginal and Torres Strait Islander people	3.1 Identify communication issues and ensure they are addressed to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander clients and/or co-workers 3.2 Employ appropriate *communication strategies* to support a culturally safe environment for delivery of health services 3.3 Identify ineffective and/or inappropriate communication strategies and remodel them to support delivery of health services 3.4 Identify and utilise *resources to facilitate effective communication* within the workplace 3.5 Engage the services of Aboriginal and Torres Strait Islander *interpreters*, health workers and colleagues as cultural brokers as required to meet duty of care
4. Reflect cultural safety in workplace and professional relationships	4.1 Ensure workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety 4.2 Identify critical issues influencing workplace and professional relationships with Aboriginal and/or Torres Strait Islander co-workers and clients 4.3 Identify and utilise effective strategies to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander co-workers and clients as appropriate 4.4 Take responsibility for revisiting strategies to assist in the resolution of any difficulties, differences or misunderstandings that may occur

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ELEMENT	PERFORMANCE CRITERIA
5. Work in partnership with Aboriginal and Torres Strait Islander people and communities	5.1 Develop and implement strategies to increase participation of Aboriginal and Torres Strait Islander people in health service delivery 5.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice 5.3 Ensure health care, services and programs encourage self-determination and community control to ensure improved health outcomes 5.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities 5.5 Support the development of effective partnerships between staff, Aboriginal and Torres Strait Islander people and their communities to facilitate accessibility, affordability, accountability, acceptability of appropriate healthcare and workplace services

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- An understanding of Aboriginal and Torres Strait Islander culture and history, the impact of European settlement, loss of land and culture, the importance of law and kinship
- Appreciation of cultural shock and its impact on health and well being
- Basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
- Factors which contribute to Aboriginal and Torres Strait Islander ill health and common diseases experienced by these groups of people
- Knowledge of availability of interpreter resources
- Relevant legislation and policies, which may include:
  - codes of practice
  - commonwealth, and/or territory/state legislation
  - community standards and regulations
  - organisation's policies and practices
- Understanding and awareness of the diversity of Aboriginal and Torres Strait Islander cultures
- Understanding and awareness of the social, political and economic issues affecting Aboriginal and Torres Strait Islander people
- Understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander cultures
- Understanding of past and present power relations and its impact on the workplace and communities
- Understanding of racism and discrimination, and laws pertaining to these issues

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in

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REQUIRED SKILLS AND KNOWLEDGE

elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Advocate for anti racism
- Demonstrate respect for a person and their culture
- Form effective relationships with a person from another culture
- Form mutual mentoring arrangements with Aboriginal and/or Torres Strait Islander people
- Participate in developing and implementing strategies for sharing power and facilitating participation, self-determination and self-control by Aboriginal and Torres Strait Islander people and communities
- Participate in identifying and implementing culturally safe work practices
- Reflect on actions and events to make and maintain cross cultural relationships
- Reflect on self and make changes to work in a cross cultural context
- Sensitively and respectfully communicate in a cross cultural context
- Use cultural safety approaches

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed both on and off job
- In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities
- Assessment of this unit is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions in the health industry but the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Products that are required as evidence include:

- Documentation on the development and implementation of strategies employed to address issues identified in relation to:
  - cultural differences
  - workplace communication
  - workplace and professional relationships
  - Aboriginal and Torres Strait Islander participation, self-determination, and community control in relation to health care policies, programs and/or service delivery

Processes that are required as evidence include:

- How opportunities were provided for Aboriginal and Torres Strait Islander participation in the planning, delivery and evaluation of health care policies, programs or services
- Why particular communication strategies and/or work practices were chosen or modified
- How resources were identified and utilised to:
  - facilitate service delivery in a cross cultural context
  - facilitate effective communication within the workplace
  - promote effective partnerships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Cultural differences may include:

- Interpersonal approach
- Thinking/learning styles
- Expectations
- Responsibilities
- Priority setting
- Experience and working styles
- Gender and kinship differences

Strategies to accommodate cultural differences in the workplace may include:

- Workplace induction program
- General guidelines and standards for approaching specific tasks and issues
- Develop understanding of own culture and history
- Develop awareness of key aspects and impacts of Aboriginal and/or Torres Strait Islander culture and history on current health issues
- Understanding similarities to identify common ground of cultural groups in the workplace
- Contextualising given workplace
- Code of practice at all levels of the organisation

Resources to facilitate effective service delivery in a cross cultural context may include:

- People identified with appropriate cultural knowledge
- Workplace design to accommodate cultural needs
- Workplace policy
- Reference groups

Events and issues in Aboriginal and/or Torres Strait Islander history may include but are not limited to:

- Pre- and post-colonisation history
- Legislation
- Stolen generations
- Deaths in custody
- Health
- Land Rights
- Maralinga
- Mabo
- Religion

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RANGE STATEMENT

Communication strategies to ensure safe service deliver may include:

- Common workplace strategies:
  - identify the barriers to effective cross cultural communication and the causes of ineffective cross cultural communication
  - visual/iconic strategies - diagrams, tables, graphs, pictures
  - flow charts, video images
  - use of computer technology and other media
- Strategies for individuals:
  - gestures and non-verbal techniques
  - display of positive regard and respect
  - non-judgemental approaches
  - on going personal/interpersonal skill development
  - forming partnerships with all cultural groups to achieve particular work goals
  - monitoring and reflecting on own actions to ensure cultural values are not imposed on others

Resources to facilitate effective communication may include:

- Resources to support visual and iconic strategies
- Aboriginal and/or Torres Strait Islander Health workers, liaison officers and other colleagues

Interpreters may be:

- Registered
- Other multilingual people not related to the person

Strategies for developing effective relationships may include:

- Negotiation of roles and responsibilities in the workplace
- Development, monitoring and review of culturally safe work practices
- Identification of and consultation with key contact people such as Aboriginal liaison officers
- Display empathy appropriately
- Be flexible
- Develop the capacity to take turns - stand back wait for your turn

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RANGE STATEMENT

Strategies to resolve difficulties may include:	• Negotiation of culturally appropriate guidelines • Identification of appropriate mediators • Negotiating a workplace code of practice
Strategies to increase participation in health service delivery may include:	• Consultation with community representatives • Community participation in decision making processes at all levels
Culturally appropriate practices may include:	• Strategies for providing a service for women's and men's health issues • Allowances made for cultural obligations
Resources to promote effective partnerships may include:	• Formation of appropriate reference groups • Policy/guidelines - memorandum of understanding • Two way flow of information and resources
Work practices may include but are not limited to the following functions or be in the following settings:	• Hospital or other facility/services admission, entry and discharge processes • Referral protocols • Reception and enquiry services • Diagnostic services • Inpatient services • Non-inpatient and community services • Screening services • Health promotion • Public health • Non-government or agency • Urban, rural and remote community settings

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RANGE STATEMENT

Factors contributing to Aboriginal and Torres Strait Islander people's ill health include:	• History of European/Aboriginal contact • Loss of culture, land, identity and Indigenous law • Loss of family links • Geographical remoteness • Lack of relevant and culturally appropriate education • Lack of meaningful employment or occupation • Lack of relevant health knowledge • Food and nutrition • Smoking • Alcohol and substance abuse • Mental stress • Poor maternal health • Feelings of isolation and vulnerability and being culturally unsafe • Violence • Environmental health factors (housing, sewerage, water supply, hygiene) • Late presentation, diagnosis and treatment
Culturally appropriate work practices may recognise:	• Food customs • Kin relationships • Lifestyle preferences • Gender • Language preferences

Unit Sector(s)

Not Applicable

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HLTIN301C Comply with infection control policies and procedures

Modification History

Not Applicable

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Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures. All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards for maintaining infection control and the policies and procedures of the organisation

This unit acknowledges the importance of complying with an effective infection control strategy that ensures the safety of the client (or end-user of health-related products/services), maintains personal protection and prevents the transmission of infections from person to person

All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the organisation and/or worker

Application of the Unit

Application

This unit is applicable to workers who are responsible for following workplace procedures to maintain infection control

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow infection control guidelines	1.1 Demonstrate the application of *standard precautions* to prevent the spread of infection in accordance with organisation requirements 1.2 Demonstrate the application of *additional precautions* when standard precautions alone may not be sufficient to prevent transmission of infection 1.3 *Minimise contamination* of materials, equipment and instruments by aerosols and splatter

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and respond to infection risks	2.1 Identify *infection risks* and implement an appropriate response within own role and responsibility 2.2 Document and report activities and tasks that put clients and/or other workers at risk 2.3 Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organisation 2.4 Follow *procedures for risk control* and risk containment for specific risks 2.5 Follow *protocols for care following exposure to blood or other body fluids* as required 2.6 Place appropriate signs when and where appropriate 2.7 Remove spills in accordance with the policies and procedures of the organisation
3. Maintain personal hygiene	3.1 Maintain hand hygiene by washing hands before and after client contact and/or after any activity likely to cause contamination 3.2 Follow *handwashing procedures* 3.3 Implement *hand care* procedures 3.4 Cover cuts and abrasions with water-proof dressings and change as necessary
4. Use personal protective equipment	4.1 Wear personal *protective clothing and equipment* that complies with Australian/New Zealand Standards, and is appropriate for the intended use 4.2 Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each client contact

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ELEMENT	PERFORMANCE CRITERIA
5. Limit contamination	5.1 Demarcate and maintain clean and contaminated zones in all aspects of health care work 5.2 Confine records, materials and medicaments to a well-designated *clean zone* 5.3 Confine contaminated instruments and equipment to a well-designated *contaminated zone*
6. Handle, package, label, store, transport and dispose of clinical and other waste	6.1 Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste 6.2 Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified 6.3 Store clinical or related waste in an area that is accessible only to authorised persons 6.4 Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release 6.5 Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
7. Clean environmental surfaces	7.1 Wear personal protective clothing and equipment during *cleaning procedures*
	7.2 Remove all dust, dirt and physical debris from work surfaces
	7.3 Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled
	7.4 Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols
	7.5 Dry all work surfaces before and after use
	7.6 Replace surface covers where applicable
	7.7 Maintain and store cleaning equipment

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Additional precautions
- Aspects of infectious diseases including:
  - opportunistic organisms
  - pathogens
- Basic microbiology including:
  - bacteria and bacterial spores
  - fungi
  - viruses
- Clean and sterile techniques
- Disease transmission:
  - paths of transmission including direct contact, aerosols and penetrating injuries
  - risk of acquisition
  - sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill
- Effective hand hygiene:
  - procedures for routine handwash
  - procedures for surgical handwash
  - when hands must be washed
- Good personal hygiene practice including hand care
- Identification and management of infectious risks in the workplace
- Organisation requirements relating to immunisation, where applicable
- Personal protective equipment:
  - guidelines for glove use

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REQUIRED SKILLS AND KNOWLEDGE

- guidelines for wearing gowns and waterproof aprons
- guidelines for wearing masks as required
- guidelines for wearing protective glasses

- Standard precautions
- Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old
- Surface cleaning:
  - cleaning procedures at the start and end of the day
  - managing a blood or body fluid spill
  - routine surface cleaning
- Sharps handling and disposal techniques
- The organisation's infection control policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consistently apply handwashing, personal hygiene and personal protection protocols
- Consistently apply clean and sterile techniques
- Consistently apply protocols to limit contamination

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply standard precautions:
  - consistently ensure instruments used for invasive procedures are sterile at time of use (where appropriate)
  - consistently follow the procedure for washing and drying hands
  - consistently limit contamination
  - consistently maintain clean surfaces and manage blood and body fluid spills
  - consistently protect materials, equipment and instruments from contamination until required for use
  - consistently put into practice clean and sterile techniques
  - consistently use personal protective equipment
- Apply additional precautions when standard precautions are not sufficient
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

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Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• Observation of workplace performance is preferred for assessment of this unit • The individual being assessed must provide evidence of specified essential knowledge as well as skills • The assessee must demonstrate compliance with the organisation's infection control policy as it relates to specific job role • Consistency of performance should be demonstrated over the required range of workplace situations
Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible • Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment	• Evidence of essential knowledge and understanding may be provided by:
	  • traditional or online (computer-based) assessment
	  • written assignments/projects
	• Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
	• Questioning
	• Staff and/or client feedback
	• Supporting statement of supervisor
	• Authenticated evidence of relevant work experience and/or formal/informal learning
	• Role play/simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Standard precautions include:

- Aseptic technique
- Personal hygiene practices especially washing and drying hands (eg. before and after client contact)
- Use of personal protective equipment
- Techniques to limit contamination
- Surface cleaning and management of blood and body fluid spills
- Safe handling of sharps
- Safe disposal of sharps and other clinical waste
- Appropriate reprocessing and storage of reusable instruments

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RANGE STATEMENT

Additional precautions may include:	• Special ventilation requirements • Additional use of personal protective equipment • Dedicated equipment (eg. to each client or as appropriate to work function) • Use of a special facility
Minimising contamination may include but is not limited to:	• Protecting materials, equipment and instruments from contamination until required for use • Ensuring instruments used for invasive procedures are sterile at time of use • Cleaning all environmental surfaces
Infection risks may include but are not limited to	• Sharps injury • Waste • Discarded sharps • Human waste and human tissues • Related waste • General waste • Inhalation of aerosols • Contact with blood and other body substances • Personal contact with infectious materials, substances and/or clients • Stock including food which has passed 'use-by' dates • Animals, insects and vermin
Procedures for risk control may include but are not limited to:	• Eliminating a hazardous process • Using personal protective equipment appropriately • Changing a system of work to reduce a hazard. • Isolating the hazard • Using protective devices to decrease exposure • Using safe handling techniques • Following infection control policies and procedures • Procedures to minimise the risk of exposure to blood and body fluids

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RANGE STATEMENT

Protocols for care following exposure to blood or other body fluids may include but are not limited to:	• Immediate care following:
	  • A sharps injury
	  • A splash of blood or other body fluids
	• Post exposure care
	• Record keeping and notification
	• Legal requirements for the notification of all work related occurrences of injury, disease or illness

Hand hygiene procedures may include:	• Routine handwash • Surgical handwash • Use of antiseptic wipes and alcohol based preparations in specific situations where waterless hand hygiene is acceptable
Hand care may include but is not limited to:	• Suitable water-based hand creams that are registered on the Australian Register of Therapeutic Goods • Using warm water for handwashing • Drying hands thoroughly after handwashing • Wearing heavy-duty utility gloves when handling irritant chemicals
Protective clothing and equipment may include but are not limited to :	• Gowns and waterproof aprons that comply with Australian/New Zealand standards • Examination gloves and surgical gloves that comply with current Australian/New Zealand standards • Glasses, goggles or face-shields • Surgical face masks that comply with current Australian/New Zealand standards • Footwear to protect from dropped sharps and other contaminated items • Guidelines for latex allergic clients and staff
Clean zone includes but is not limited to:	• Storage areas for materials, medicaments, equipment • Sterile storage areas • Administration areas

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RANGE STATEMENT

Contaminated zone includes but is not limited to:	• Area used for items that have become contaminated during use • Receiving area for contaminated instruments in the instrument reprocessing centre

Waste may include but is not limited to:	• Clinical waste:
	  • discarded sharps
	  • human tissues
	  • laboratory waste
	  • any other waste as specified by the workplace
	• Related waste:
	  • radiographic waste
	  • chemical and amalgam waste
	  • cytotoxic waste
	  • pharmaceutical waste
	  • radioactive waste
	• General waste

Disposal of waste requirements may include:	• Disposal in accordance with:
	  • Environment Protection (Waste Management) Policy
	  • Environment Protection (Waste Management) Regulations
	  • Australian and New Zealand standards
	  • Organisation policies and procedures

Cleaning procedures include but are not limited to	• Damp dusting benches, equipment and shelving • Maintaining the interior of drawers and cupboards in a clean and tidy state • Cleaning floors daily using a mop and water and detergent • Storing cleaning equipment clean and dry • Managing the removal of a small blood or body fluid spill

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Unit Sector(s)

Not Applicable

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HLTMS201C Collect and manage linen stock at user-location

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to collect soiled linen from user-locations, deliver soiled linen to a designated holding area, distribute clean linen and maintain economic linen stock levels at user-locations

Application of the Unit

Application	Work is often performed under limited supervision and generally within a team environment. Individuals are accountable for their own results

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect soiled linen	1.1 Collect soiled linen periodically from *user locations*
	1.2 Replace soiled linen bags according to *organisation procedures*
	1.3 Transport soiled linen to designated holding are using appropriate equipment and safe handling techniques
	1.4 Carry out work to minimise risk of cross contamination and in compliance with OHS policy and procedures
	1.5 Identify and report *hazards* to supervisor
	1.6 Follow appropriate procedures for dealing with accidents, including sharp injuries
2. Distribute clean linen	2.1 Transport clean linen to user locations using appropriate *equipment* and safe handling techniques
	2.2 Re-stock linen to ensure adequate supply for users
	2.3 Rotate linen stock and return old stock for reprocessing

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain linen stock levels	3.1 Maintain *optimum stock levels* to ensure productivity and linen is available 3.2 *Consult with others* where necessary about linen supplies 3.3 Requisition linen to meet pre-determined quantity levels 3.4 Maintain *storage* and security of linen according to organisation requirements 3.5 Maintain linen stock records according to organisation requirements 3.6 Participate in stock takes, if required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Delivery and collection timetables
- Quality standards
- Relevant OHS legislation and infection control codes of practice, enterprise policies and procedures
- Safety and environmental aspects related to workplace operation and manual handling, including workplace hazards
- Types of linen and individual uses

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Complete all activities accurately and in a timely and safe manner
- Complete work systematically with attention to detail without damage to goods, equipment or personnel
- Comply with enterprise requirements, OHS legislation, infection control and manual handling procedures and relevant health regulations
- Demonstrate effective coordination of required processes
- Use effective communication with user-locations maintained in relation to linen usage trends and stock levels

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply delivery and collection timetables
- Recognise and adapt to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use oral communication skills required to fulfil job roles in a safe manner and as specified organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - literacy in English or a community language, depending on client group and organisation requirements
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by organisation at a level of skill that may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals and to reading labels
- Use literacy support available in the workplace as required, ranging from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible. Acceptable simulation requires:
	  • safe and efficient collection of soiled linen
	  • management of stock levels at user locations
	  • consultation with relevant people at the user location
	• Resources essential for assessment include:
	  • access to relevant workplace or appropriately simulated environment where assessment can ta
	  • organisation mission statement, strategic and business plan
	  • relevant policies and procedures manuals
	  • other documentation relevant to the work context such as, organisation charts, floor plans, instructions for the use of equipment
	• Specific instructions for staff

Method of assessment	• Observation in the workplace (if possible) • Written assignments/projects or questioning should be used to assess knowledge • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice. • Questioning

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

User locations may include but is not limited to

- Hospital
- Aged care facility
- Residential accommodation
- Operating theatre
- Day surgery centre
- Sterilising service
- Dwelling
- Professional rooms
- Clinic
- Community service facility

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RANGE STATEMENT

Hazards may include but are not limited to	• Exposure to heat • Sharp objects • Potentially infectious linen • Sharps • Foreign objects
Equipment may include but is not limited to:	• Linen trolleys of various sizes • Linen bags • Baskets • Bins
Organisation procedures may include but is not limited to::	• Linen stock delivery, inventory management and stock rotation • Collection locations and procedures • Standard work practice for safe handling of soiled linen • Use of protective clothing • Notification of hazards and incidents • Data recording (manual or electronic) • Security and safe storage of clean and soiled linen
Consultation/Liaison may be required with:	• Management representative at user-location eg Nursing Unit Manager • Linen supplier • Customer/s
Maintenance of optimum stock levels may include:	• Review of imprest levels for each linen item • Assessment of user requirements based on past and expected utilisation of linen • Minimisation of stock holdings

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RANGE STATEMENT

Sources of information/documents may include	• Customer/s • Requisition dockets or forms • Imprest system documentation • Stock lists • User-location management representative • Australian standards, infection control and quality standards
Linen storage modes may include:	• Shelving • Racks • Trolleys • Cupboards • Linen bags

Unit Sector(s)

Not Applicable

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HLTMS206C Perform general cleaning tasks in a clinical setting

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required for general cleaning duties to maintain a clinical area in a clean and tidy condition, and fit for use

Application of the Unit

Application	The unit will apply to a variety of work roles, but is not intended for specialised or full-time, or substantially full-time, cleaning work roles Work is often performed under limited supervision and generally within a team environment. Individuals are accountable for their own results

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maximise safety during cleaning	1.1 Correctly use *personal protective equipment* suitable for conditions and /or required by established procedures
	1.2 Check cleaning equipment to be used for safe operation and set up to meet *manufacturer's and relevant OHS specifications*
	1.3 Where required, select suitable cleaning agents and prepare in accordance with manufacturer's and relevant OHS requirements, and in accordance with organisation policy
	1.4 Where required, barricade work site and install appropriate signs to reduce safety hazards during cleaning activities

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ELEMENT	PERFORMANCE CRITERIA
2. Clean and maintain surfaces in clinical areas	2.1 Identify surface type and texture so that suitable *cleaning equipment* and method(s) can be selected 2.2 Select suitable cleaning agent 2.3 Prepare and clean surfaces as required by cleaning routines and organisation policy 2.4 Remove stains and spillages from surfaces 2.5 Remove dirt and soil 2.6 Maintain wet areas in an odour free, soil and hazard free condition 2.7 Dry surfaces as required
3. Ensure maintenance of cleaning standards	3.1 Clean unit or location to achieve a low bacteria condition as required by organisation policy and procedures 3.2 Ensure surfaces and areas are regularly cleaned in accordance with the organisation's established cleaning schedules and routines 3.3 Follow all established procedures, including infection control as required to minimise cross infection
4. Manage waste	4.1 Assess all waste for health and safety risks and handle in accordance with relevant organisation and OHS requirements 4.2 Remove waste promptly according to established procedures to maintain a clean and tidy environment/area and avoid build up of unpleasant odours 4.3 Where required, spot clean waste receptacles and surrounds and replace soiled liners to minimise build up of odour and to maintain a soiled-free appearance
5. Store equipment and cleaning agents safely	5.1 Clean and dry equipment before storage 5.2 Store cleaning agents in accordance with manufacturer's instructions and organisation policy

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Correct hygiene procedures
- Infection control policy and procedures
- OHS implications of work
- Other organisation policies and procedures relating to work performance
- Range and extent of cleaning responsibilities in relation to other aspects of the worker's role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with OHS policies and procedures including infection control in a clinical setting
- Correctly use relevant cleaning equipment and cleaning agents to achieve required cleaning standard
- Handle waste safely and effectively in line with organisation waste management policy

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Minimise disruption to the work environment
- Minimise safety hazards for self and others
- Recognise and adapt to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Select and use equipment and cleaning agents effectively

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REQUIRED SKILLS AND KNOWLEDGE

- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use effective communication to constructively achieve planned outcomes
- Use equipment, signage and technology relevant to work safely and competently
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use procedures appropriate to the cleaning area and purpose
- Use time management strategies to set priorities
- Use reading and writing skills as required to fulfil job roles in a safe manner and as specified by organisation to a level of skill that may range across:
  - reading labels
  - reading workplace safety pamphlets or procedure manuals
  - understanding symbols used in occupational health and safety signs
- Use literacy support available in the workplace if required, ranging from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
- Use oral communication skills as required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - literacy as required in English or a community language, depending on client group and organisation requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role

Context of and specific resources for assessment:	• This unit is most appropriately assessed in the workplace or in a simulated workplace
	• Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
	  • relevant organisation policies and procedures
	  • cleaning schedules
	  • other documentation relevant to the work context such as:
	  • floor plans
	  • instructions for the use of equipment and chemicals
	  • specific instructions for staff

Method of assessment may include:	• Observation of work performance • Written tasks • Interviewing and questioning • Formal appraisal systems • Staff/client feedback • Portfolio/CV • Supporting statement of supervisor(s) • Authenticated evidence of relevant work experience and/or formal/informal learning • Case studies and scenarios as a basis for discussion of issues and strategies to achieve required cleaning outcomes in specific work environments and communities

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

A clinical setting may include:

- Hospital ward
- Residential care facility
- Medical, allied health or other practitioner's rooms
- A specific health care area eg sterilising unit, clinic, laboratory

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RANGE STATEMENT

Safety protocols may include:

- The principle OHS Act in each state and territory and relevant national OHS standards
- Infection control policy and procedures
- Organisation policy
- Established procedures
- State, territory and national legislation and standards
- Manufacturers' instructions
- Use of cleaning products in accordance with organisation policy and procedure

Personal protective equipment may include:

- Gloves
- Safety glasses
- Safety shoes
- Face masks
- Overalls
- Hair nets
- Hearing protection
- Caps
- Clothing used to maintain hygiene standards or
- Clothing used as prescribed in manufacturers of chemicals or equipment
- Signage

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RANGE STATEMENT

Cleaning equipment may include a range of:

- Brooms
- Mops
- Brushes
- Dusters / dusting and washing rags
- Buckets
- Hoses
- Spotting agent dispensers
- Wands
- Sprayers
- Pile lifter and auto sweeping
- Air blowing
- Vacuum cleaning
- Scrubbing machines
- Dry foam machine
- Wands
- Extraction machinery
- Steam cleaners

Manufacturers' specifications and safety information is:

- Pre-printed on chemical containers
- On material data safety sheets
- On laminated safety cards at the work site
- On wall posters

Cleaning agents may be:

- Chemicals mixed on the job or pre-mixed
- Neutral PH detergents
- Acidic cleaners
- Graffiti remover

Cleaning operations may include:

- Sweeping
- Dusting
- Scrubbing
- Spotting
- Polishing and buffing
- Vacuuming
- Mopping

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RANGE STATEMENT

Hazards and risks may include:

- Clinical waste, body fluids or tissue
- Slippery surfaces
- Loose electrical fittings
- Broken glass
- High bacteria growths
- Needle stick injuries
- Sharp surfaces
- Fumes from cleaning agents
- Allergic reactions
- Client's cleaning chemical mixtures
- Unlabelled cleaning chemical containers

Surface types may include:

- Floors, walls and ceilings
- Fabric upholstery
- Carpet
- Rugs/mats
- Coir matting
- Concrete
- Terrazzo
- Vinyl
- Slate
- Ceramic
- Wood/parquetry/polished wood
- Marble
- Plastic/acrylic
- Laminate
- Glass
- Metal
- Granite
- Brick
- Rubber
- Synthetic grass
- Benches and shelves
- Furniture and equipment surfaces

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RANGE STATEMENT

Wet areas may include:

- Restroom
- Toilet
- Bathroom/ensuite/spa
- Wash up area
- Kitchen, beverage area or servery
- Laundry
- Scrub area
- Pan or utility roomlinic or treatment area
- Sink

Waste may be:

- Wet or dry
- Paper
- Dust
- Food
- Plant waste
- Animal hair/fur
- Clinical waste
- Syringes
- Body fluids and tissue

Unit Sector(s)

Not Applicable

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HLTMS208C Handle waste in a health care environment

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to handle waste in a safe manner within the health care environment

Application of the Unit

Application	The unit will apply to a variety of work roles, but is not intended for specialised or full-time, or substantially full-time, cleaning work roles Work is often performed under limited supervision and generally within a team environment Individuals are accountable for their own results

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine job requirements	1.1 Review work sheets to determine waste handling requirements
	1.2 Select and obtain appropriate *equipment* required for waste handling tasks to maximise work effectiveness and efficiency
	1.3 Organise and set up work areas to ensure safe, effective and efficient handling of waste in accordance with workplace requirements and relevant legislation
	1.4 Identify and manage *potential risks and hazards* to work according to job requirements, in accordance with workplace requirements, OHS, infection control and other relevant legislation
	1.5 Follow *workplace procedures* for reporting identified risks
	1.6 Select and fit emergency and *personal protective equipment* in accordance with job requirements, manufacturers' specifications, workplace requirements and relevant legislation

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and segregate *waste*	2.1 Clearly identify and handle hazardous, dangerous and non-conforming waste in accordance with workplace policies and procedures as well as relevant legislation 2.2 Accurately identify, label and segregate all waste according to waste types in accordance with workplace policies and procedures and relevant legislation 2.3 Carefully place all sorted waste into correct waste category containers to prevent litter in work areas and avoid cross contamination 2.4 Frequently monitor waste containers to ensure adequate available containers and to secure containment of waste 2.5 Empty or replace full waste containers promptly to minimise disruption to the workplace, in accordance with policies and procedures and job requirements 2.6 Clearly label segregated waste in accordance with job requirements, workplace policies and procedures and relevant legislation
3. Transport and store waste appropriately	3.1 Select appropriate transport equipment for waste transport activities to maximise work effectiveness and efficiency and in accordance with workplace policies and procedure and relevant legislation 3.2 Colour code and label all transport equipment in accordance with workplace policies and procedures and relevant legislation 3.3 Ensure that transport loads are secured and not overloaded according to workplace requirements and relevant legislation 3.4 Perform waste collection rounds as often as required to minimize waste overflow hazards 3.5 Enclose and secure storage areas in accordance with workplace requirement and relevant legislation 3.6 Ensure that waste types are stored in accordance with relevant legislation and workplace requirements

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ELEMENT	PERFORMANCE CRITERIA
4. Conduct quality control activities	4.1 Inspect and check waste to ensure that it is placed in the correct waste receptacle 4.2 Inspect storage areas and check they are secured in accordance with workplace requirements and relevant legislation 4.3 Ensure all details of quality control activities are documented accurately and promptly in accordance with workplace requirements and relevant legislation
5. Clean up work areas	5.1 Clean waste storage sites and all equipment to ensure safe and effective future operation in accordance with company requirements 5.2 Dispose of waste from cleaning activities in accordance with workplace requirements, council requirements and relevant legislation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Containment methods
- Duty of care in provision of waste handling activities
- Emergency response procedures
- Infection control guidelines
- Occupational health and safety requirements
- Potential risks and hazards to waste sorting and containment
- Relevant environmental regulations

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REQUIRED SKILLS AND KNOWLEDGE

- Relevant industry standards
- Relevant legislation
- Site waste management processes
- Sorting and transporting techniques
- Waste contaminants
- Waste non-conformance procedures
- Waste types, streams and characteristics
- Workplace requirements
- Workplace waste management plans

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify potential risks, hazards to waste handling and waste non-conformances
- Interpret job requirements appropriately
- Organise work areas and waste containers
- Select appropriate emergency and personal protective equipment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply materials handling skills
- Apply procedures for packaging and containment of waste
- Communicate effectively, including: interpersonal; listening; questioning; following instructions; clear labelling; giving information
- Demonstrate methodical organisation of work
- Identify and handle waste non-conformances
- Identify waste streams/types/characteristics
- Identify waste types
- Operate equipment correctly
- Organise equipment availability
- Read and interpret work requirements
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use emergency and personal protective equipment
- Use safe and efficient work practices

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role.

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Reassessment to accommodate changing workplace requirements and in accordance with the policies of the organisation
- Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
  - waste collection requirements
  - waste management plans
  - range of wastes for identification and handling
  - workplace policies and procedures
  - OHS requirements
  - personal protective equipment
  - equipment for waste handling

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EVIDENCE GUIDE

Consistency in performance:

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may require a variety of sites and waste characteristics that reflect different needs within the work environment
- Assessment may be conducted on one occasion but should include normal range of workplace activities
- Regular assessment of manual handling implications should be carried out on all tasks, particularly when:
  - introduced
  - changed
  - new personnel are inducted

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Health care sites include:

- Hospitals
- Nursing homes
- Clinics
- Community settings
- Home settings

Waste categories include:

- Clinical waste
- Body fluids, blood, suctioned fluids, excretions
- Sharps
- Cytotoxic waste
- Pharmaceutical waste
- Chemical waste
- Radioactive waste
- Organic products
- Liquid waste
- General waste

Equipment includes, but is not limited to:

- Barriers and warning signs
- Spill kits
- Mobile garbage bins and trolleys
- Appropriate waste containers

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RANGE STATEMENT

Potential risks and hazards include, but are not limited to:

- Risks and hazards that could lead to injury or illness of employees, contractors, visitors or the public
- Damage to plant, vehicles or property
- Harm to the environment
- Manual handling
- Contamination
- Compaction equipment
- Gases and fumes
- Hazardous waste eg sharps

Emergency and personal protective equipment may include:

- Gloves
- Overalls and protective clothing
- Eye protection
- Appropriate footwear
- Fire extinguisher
- First aid kit
- Spill kit
- Emergency procedures guide
- Material safety data sheet information
- Breathing apparatus
- Face shield or mask
- Hearing protection

Waste characteristics include:

- Waste streams
- Waste types
- Waste generation
- Disposal methods
- Recycling
- Reuse
- Contamination

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RANGE STATEMENT

Cleaning could include:

- Shovelling
- Sweeping out
- Vacuuming
- Use of decontamination products
- Water hosing
- Cleaning products/fluids

Supervisor may be:

- Nominated personnel
- Occupational health and safety nominee

Work instructions may be:

- Given verbally
- Written
- In English
- In community language
- Provided visually on video, instructions sheets

Workplace procedures may include:

- Cleaning procedures
- Quality activities
- Team meetings
- Incident notification
- Work performance requirements
- Infection control practices

Unit Sector(s)

Not Applicable

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HLTNA303C Plan and modify meals and menus according to nutrition care plans

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to develop meals and menus to meet the nutrition requirements of specific client groups

Application of the Unit

Application	This work is undertaken under the direction of a dietitian Work performed requires a range of well developed skills where some discretion and judgement is required Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify *conditions requiring a nutrition care plan* most commonly encountered by the client group	1.1 Identify food service systems 1.2 Identify the conditions commonly encountered by the client group requiring a nutrition care plan or dietary modification 1.3 Identify *nutrient imbalance* contributing to common lifestyle diseases and disorders 1.4 Identify dietary factors associated with common lifestyle diseases/diet related chronic diseases and other nutrition-related conditions, food intolerances, allergies
2. Identify the special nutritional and dietary needs of client groups	2.1 Identify special nutritional and dietary needs for conditions encountered by the client group 2.2 Report identified dietary and nutrition needs to the dietitian

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ELEMENT	PERFORMANCE CRITERIA
3. Develop or modify meals and menus to meet the *special nutritional and dietary needs* of client groups	3.1 Plan and modify meals and menus to meet the nutritional and dietary needs of the client group, using standard guidelines 3.2 Assess meals and menus for their suitability for *texture modification* to meet special nutritional and dietary needs, using standard guidelines 3.3 Consult with dietitian about the special nutritional and dietary needs of client groups 3.4 Incorporate sufficient choices of dishes and drinks in to menus for special needs, using standard guidelines
4. Plan meals to meet the *nutritional needs of 'at risk' groups*	4.1 Identify *groups 'at* risk' of nutritional deficiencies 4.2 Identify the nutritional needs of 'at risk' groups, and note the differences to 'well' population 4.3 Plan meals to meet the nutritional needs of 'at risk' groups

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Australian Dietary Guidelines
- Basic cooking methods and equipment
- Basic knowledge of food preparation and food service systemsPlanning and evaluating meals and menus
- Basic principles of nutrition

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REQUIRED SKILLS AND KNOWLEDGE

- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Common fluid and food restrictions
- Costing (portion size, mathematics) procedures
- Infection control policy and procedures relevant to food service provision
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Other relevant dietary guidelines
- Range of menus and menu items
- Requirements of certain menus
- Standardised recipes
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Work organisation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate constructively with clients and other staff to ensure best service
- Identify and assist in developing a care plan for particular client groups
- Modify meals and menus according to specific nutritional and dietary needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Demonstrate safe food handling practices
- Plan and evaluate meals and menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use numeracy skills that may range from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations
Concurrent assessment and relationship with other competency units:	This unit can be assessed independently, however it may be assessed in conjunction with: • HLTNA301B Provide assistance to nutrition and dietetic services • HLTNA304B Plan meals and menus to meet cultural and religious needs

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • food safety and HACCP procedure manuals
	  • manufacturers' manuals and recommendations for equipment
	  • food packaging and storage requirements
	  • OHS, cultural diversity and other relevant legislation
	  • work plan
	  • enterprise policy, mission statements, procedures

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Conditions requiring dietary modification include but are not limited to:

- Acquired brain injury
- Cancer
- Chewing/swallowing difficulties
- Coeliac disease
- Constipation
- Diabetes
- Food allergies and intolerance's
- Gastro-intestinal disorders
- Heart disease
- HIV/AIDS
- Hypertension
- Malnutrition
- Overweight and obesity
- Poor dental health
- Renal disease
- Stroke

Other nutrition-related conditions include, for example:

- Absence of teeth or poorly fitting dentures
- Coeliac disease
- Constipation
- Iron deficiency anaemia
- Poor appetite

Nutrient imbalance may include but is not limited to:

- Food intake patterns
- High fat and/or cholesterol
- Low fibre
- Low Kjs
- Low fluid
- High salt
- High sugar
- Excess kilojoules

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RANGE STATEMENT

Special dietary needs include but are not limited to

- Allergy/food intolerance diets (e.g. lactose-free)
- Fluid diets
- Gluten-free
- High energy, high protein
- Modified energy
- Modified fat
- Modified fibre
- Modified protein
- Modified sodium (or more rarely potassium)
- Texture modified

Texture modification may include:

- Food textures:
  - unmodified
  - texture A (soft)
  - texture B (minced and moist)
  - texture C (smooth puree)
- Thickened fluids:
  - unmodified fluids (regular)
  - level 150 (mildly thick)
  - level 400 (moderately thick)
  - level 900 (extremely thick)

Nutritional requirements of 'at risk' client groups may include but are not limited to:

- Specific requirements for common lifestyle related diseases/disorders such as diabetes, heart disease, obesity, hypertension, dental caries, and constipation
- High energy and/or high protein for those with:
  - inadequate dietary intake
  - poor appetite
  - unintentional weight loss
  - increased energy needs due to illness
- Nutritional imbalances such as food intake patterns, high fat and/or cholesterol, low fibre, high salt, high sugar, excess kilojoules

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RANGE STATEMENT

'At risk' groups may include but are not limited to:	• Low socio-economic status • Older persons • People with disabilities • Extended care • Aboriginal and Torres Strait Islander people • Pregnant women • Those with acute or chronic diseases/disorders requiring dietary management

Unit Sector(s)

Not Applicable

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HLTNA304C Plan meals and menus to meet cultural and religious needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to plan and evaluate meals and menus in a manner that meets the cultural and religious needs of client groups

Application of the Unit

Application	Work performed requires a range of well developed skills where some discretion and judgement is required Individual will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select meals to meet food-related *cultural and religious needs* of client groups	1.1 Identify client group and use correct terminology 1.2 Consider cultural groups and general characteristics of their cuisine during meal and menu planning 1.3 Identify *factors that may influence food choices* 1.4 Identify dietary regimes associated with cultural and religious groups 1.5 Observe cultural customs

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ELEMENT	PERFORMANCE CRITERIA
2. Plan and modify menus to meet food-related *cultural and religious needs* of client groups	2.1 Plan and modify menus to meet cultural and religious needs of the client group 2.2 Incorporate sufficient choice into menus

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Australian Dietary Guidelines
- Basic cooking methods and equipment
- Basic knowledge of food preparation and food service systems
- Basic principles of nutrition
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Common fluid and food restrictions
- Costing (portion size, mathematics) procedures
- Infection control policy and procedures relevant to food service provision
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Planning and evaluating meals and menus
- Range of menus and menu items
- Requirements of certain menus
- Standardised recipes
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Work organisation methods

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and develop meals and menus that meet specific cultural and religious needs of client groups
- Communicate constructively with clients and other staff to ensure best service

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Plan and evaluate meals and menus
- Demonstrate safe food handling practices
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

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EVIDENCE GUIDE

Concurrent assessment and relationship with other units:	This unit can be assessed independently, however it may be assessed in conjunction with: • HLTNA303B Plan and modify menus according to special dietary needs

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • Food safety and HACCP procedure manuals
	  • Manufacturers/ manuals and recommendations for equipment
	  • Food packaging and storage requirements
	  • OHS, cultural diversity and other relevant legislation
	  • Work plan
	• Enterprise policy, mission statements, procedures

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Cuisine of cultural groups within Australian society includes, but is not limited to:

- Aboriginal and Torres Strait Islander
- Asian
- European
- Indian
- Mediterranean
- Mexican
- South American
- South Pacific Islander
- African

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RANGE STATEMENT

Religious groups within Australian society who may follow particular dietary restrictions include but are not limited to:	• Jewish • Hindu • Muslim • Some Christian denominations eg Seven Day Adventist
Factors influencing food choices include but are not limited to:	• Availability and accessibility • Familiarity • Beliefs and values • Food advertising • Cultural preferences
Food-related religious needs include but are not limited to:	• Kosher • Halal • Hindu (vegetarian - ovo-lacto, lacto or vegan)

Unit Sector(s)

Not Applicable

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HLTPOP301C Work effectively in the population health sector

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit assists workers to understand and apply basic principles of population health to their work It also locates the population health worker within the larger context of regional and national initiatives and organisations promoting health

Application of the Unit

Application	This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply key *principles of population health approach* to work	1.1 Identify current and historic concepts of *health and its determinants* 1.2 Identify key principles to a population health approach and use to assess current work approach 1.3 Modify work approach so as to apply key principles of population health
2. Gather information on the organisations within which population health work is conducted	2.1 Identify relevant local, state and national organisations supporting population health work 2.2 Clarify each organisations' contribution to population health work 2.3 Develop the role of the worker within the multi-sectoral and multi-strategic approach to population health
3. Work within the context of the population health approach	3.1 Reflect consideration of the historical social, political and economic context in all population health work 3.2 Check all work to ensure it complies with relevant legislative and regulatory frameworks

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic knowledge of recent public health strategies and relevant local codes of practice and legislation
- Basic principles of health promotion, e.g. as per Ottawa Charter
- Basic principles of population health
- Equity issues in population health
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- National, State and local health initiatives and priorities
- Organisations involved in population health in Australia
- The components of population health including health promotion, environmental health, health protection and prevention of communicable and non communicable diseases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply effective communication and interpersonal skills including written or verbal communication
- Apply problem solving skills
- Contribute effectively to meetings
- Discuss a population health approach in specific work role context
- Gather information from written sources and/or through verbal questioning
- Recognise and use opportunities to enhance sustainability in the workplace

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REQUIRED SKILLS AND KNOWLEDGE

- Translate 'big picture' information into value at the local level

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit is most appropriately assessed in the classroom environment
	  • this unit may be undertaken by workers training for a range of jobs in the population health and related sectors
	  • assessment where practicable should allow for knowledge of population health to be applied to a prospective or actual work role
	• Access to:
	  • a range of government and non government policy documents and reports and statistics

Method of assessment may include:	• Interviewing and questioning • Assignment • Scenarios as a basis for the application knowledge of the population health approach to a specific work role • Scenarios as a basis for the application of knowledge about the foundations of the health of populations to a specific work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

The term population may refer to:	• General Australian population • Any subgroup within that population identified by age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc. • Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
Context includes:	• Statutory framework within which work takes place • Historical context of work, e.g. changing attitudes to environmental health, changing approaches to public health • Changing social context of work, e.g. changing government and societal views of environmental health, health promotion and disease prevention aspects of primary health care • Political context, e.g. government policies and initiatives affecting environmental health work • Economic context, e.g. the current economic situation as it relates to and affects environmental health and the subsequent impact on individual and community needs
Concepts/models of health include:	• Medical model • Salutogenic model • Social view of health • Academic/professional models of health

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RANGE STATEMENT

Different models of work in the sector may include:

- Early intervention/ disease prevention
- Community development and education
- Health promotion
- Working with individuals
- Working with families and the community
- Community funded indigenous environmental health workers
- Government health services funded indigenous environmental health workers

Health determinants may include:

- Political
- Biological and genetic factors
- Physical environment
- Socio-economic factors (e.g. Social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, housing, etc.)
- Behavioural
- Cultural
- Quality of health services

Key principles to a population health approach may include:

- Population focus
- Preventive focus with stress on building individual/community's capacity to control health determinants for a better quality of life
- Sensitivity to access and equity issues
- Sensitivity to cultural differences
- Health as a resource for everyday living and not as end in itself
- Health as a result of complex interaction among determinants
- Shared responsibility of health
- Educational-Ecological approach
- Evidence-based approach
- Principles of equity and non-discriminatory practice

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RANGE STATEMENT

For some workers, especially those working with remote and / or Indigenous communities, additional principles might include:	• A holistic and community development approach • Commitment to empowering individuals and the community • Commitment to meeting the needs and upholding the rights of individuals and the community
Different settings for population health action may include:	• Home • School • Hospital • Health services • Community • Work • Transport • Sports and recreation facilities
Examples of local, state and national organisations, and initiatives supporting Population Health work include:	• Establishments that provide primary health care • Community Clinics • Local public health units • State and national Health departments • Professional and industry associations • Non-government organisations • International health organisations
National charters/declarations include:	• Health for All by the Year 2000 • Health Promotion: Bridging the Equity Gap

Unit Sector(s)

Not Applicable

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HLTPOP302C Contribute to working with the community to identify health needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit develops the skills necessary to contribute working with a particular population/sub-group of interest /community in the assessment of their health needs

It develops the ability to source and develop information and data to assist in reviewing aspects of the problem being targeted and to assist in defining the health needs of the population of interest

This in turn, guides the design, planning and evaluation of Population Health projects or interventions

Application of the Unit

Application

This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist in conducting a literature review	1.1 Identify organisation reports and key documents and assess for relevance to the aims of the literature review 1.2 Consult key stakeholders from the community and other relevant bodies for sources of information relevant to the literature review 1.3 Identify and source information and data at local, state or regional level that may assist in defining and assessing the *health needs* of a community 1.4 Provide feedback to the work team or team leader on sources of information and stakeholder views
2. Participate in a *consultation* process with the target community	2.1 Contribute to discussions with key stakeholders regarding the health problem, its causes and appropriate interventions/solutions 2.2 Provide briefing materials throughout the consultation process to identify and clarify issues of interest/concern to stakeholders and own organisation 2.3 Provide *feedback* to the team leader or work team on the results of the consultation process

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ELEMENT	PERFORMANCE CRITERIA
3. Contribute to activities that assist the community to identify their health needs	3.1 Make positive contributions to activities that develop an understanding of the factors contributing to the *health problem of the community* 3.2 Provide feedback to team members/leader to facilitate discussion and clarify issues arising from the review of literature and consultation process with the community and relevant *stakeholders* 3.3 Collect further *information and data* when needed for input into the analysis and presentation of results arising from the review of literature and consultation process 3.4 Recommend activities that would build the capacity of the community to identify their health needs to relevant stakeholders

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection

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REQUIRED SKILLS AND KNOWLEDGE

and prevention of communicable and non communicable diseases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply effective communication and interpersonal skills including:
  - high level written or verbal communication
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify and source relevant data and information
- Provide feedback in a comprehensive and logical manner
- Work as part of a multi-disciplinary team and/or autonomously
- Work planning and management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom and may contain a strong theoretical emphasis
- Access to:
  - a range of government and non government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics
  - organisation policies and procedures

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EVIDENCE GUIDE

Method of assessment

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Related units:

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP303C Contribute to population health project planning
- HLTPOP304C Contribute to evaluating a population health project

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Health need is defined as:	• State, conditions or factors in the community which, if absent, prevent people from achieving the optimum of physical, mental and social well-being [1]
Types of need:	• Normative need (based on expert opinion) • Expressed need (based on inferences made from observation of use of health services) • Comparative need (derived from examining the services provided in a similar population) • Felt need (based on what members of the community say they need)
Health problem and community being targeted may be identified through one of the following ways:	• Consultation with supervising Population Health professional • Position/job description • Policy documents/legislation detailing national, state or local health goals
Means of finding relevant literature may include:	• Web searches for publications and research reports from relevant organisations • Catalogue searches
Briefing materials may include:	• Written summaries of issues or opinion • Pamphlets, brochures, charted and tabled data • Collections of reports, articles or research results
Feedback may include:	• Written reports • Brief commentary or summary presentations

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RANGE STATEMENT

Consultation may take the form of one of the following:

- Interviews (personal, phone, formal or informal)
- Nominal group process
- Questionnaires
- Delphi Method
- Focus groups
- Forums

Relevant sources of information include:

- Books
- Journals
- Hospital records
- Notification systems
- Registers
- Sentinel recording systems
- Surveys
- Annual public health reports
- Existing epidemiological/socio-demographic data
- National Population Health and Health Promotion agencies and organisations
- General practitioners/primary care service
- Local health authorities
- Councils
- Voluntary agencies
- Relevant databases, such as HEAPS
- Publications of Australia Bureau of Statistics (ABS)
- Experts in the field (practice and academia)
- Target group representatives

Key stakeholders may include:

- Representatives of relevant health agencies operating in the local community
- Community advocates or change agents
- Representatives/leaders of the target population
- Population health professionals/Supervisors
- Federal, State or local health service and population health planners
- Federal, State or local health service providers
- Other health and/or non-government organisations

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RANGE STATEMENT

Data may be:	• Qualitative • Quantitative
Types of data required about the target group may include:	• Demographic characteristics (e.g. age, sex, ethnic composition, residence, education level achieved) • Patterns of behaviour • Lifestyle
Ethical considerations that guide data collection and consultation processes may include:	• Privacy and confidentiality • Responsibility to help a community respond to needs they identify which might not necessarily coincide with stated priority health needs

1 Hawe, Degeling and Hall, Evaluating Health Promotion, p. 17.

Unit Sector(s)

Not Applicable

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HLTPOP303C Contribute to population health project planning

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit is concerned with making a contribution to planning a population health project The contribution focuses on working from an existing project plan to develop the detail such as a timetable for implementing strategies, evaluation and budget

Application of the Unit

Application	This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify project plan	1.1 From existing plan, identify *goals*, objectives and *strategies* to be implemented
2. Plan implementation of strategies	2.1 Identify project strategies from project plan 2.2 Identify tasks to be undertaken to implement strategies in consultation with *relevant personnel* 2.3 Timetable tasks to be undertaken to implement strategies in consultation with relevant personnel 2.4 Source resources required to implement strategy 2.5 Cost tasks to be undertaken

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ELEMENT	PERFORMANCE CRITERIA
3. Plan implementation of evaluation tasks	3.1 Identify project evaluation measures from the project plan 3.2 Identify, in consultation with relevant personnel, tasks to be undertaken to collect data using the identified evaluation measures 3.3 Timetable, in consultation with relevant personnel, tasks to be undertaken to collect data using the identified evaluation measures 3.4 Source resources required to collect data using measures identified 3.5 Cost tasks to be undertaken
4. Present planning information	4.1 Select appropriate methods of presenting planning information on the basis of planner needs 4.2 Ensure presentation is logical and assertions are supported by references to relevant data and information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required
- Apply effective communication and interpersonal skills including:
  - high level written or verbal communication
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal

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REQUIRED SKILLS AND KNOWLEDGE

- Develop and implement a process that ensures consultation with key stakeholders throughout the planning process
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Pay attention to equity
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistent satisfactory performance of all elements of this unit must be demonstrated
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non government policy documents and reports and statistics
  - journals, books and external expertise
  - network of stakeholders
  - organisation policies and procedures

Method of assessment

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Related units:

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP302C Contribute to working with the community to identify health needs
- HLTPOP304C Contribute to evaluating a population health project

It is recommended that this be undertaken in conjunction with *PSPPM402B Manage simple projects* to obtain a more holistic view of program planning, management and evaluation process

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - any setting/organisation whose practices influence health behaviour (e.g. clinical services, general practice, school, workplaces, etc.)
- Population health projects can target individuals, groups or organisations
- Population health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

Communities or target populations in population health:

- The community or population may vary considerably in character, size, needs and capacity to access information and services

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RANGE STATEMENT

Sources of information for planning may include:	• Literature from population health and related disciplines such as published book, peer-reviewed papers (especially systematic reviews) and reports • Literature outlining marketing and behaviour change strategies specific to the target population • Demographic data and information • Socio-economic data and information • Data and information from health research and health studies • Expert informants • Key representatives of the target population • National, State and local health policy documents and implementation guidelines
Planning models include:	• PRECEDE-PROCEED • Model of rational planning (McCarthy) • Hawe, Degeling and Hall's Program Planning Model
Goal(s) refer/s to:	• What the project aims to ultimately achieve
Objectives refer to:	• What the project needs to attain to achieve project goals
Strategy refers to:	• A plan of action to achieve a project goal
Relevant personnel for consultation may include:	• Individuals who have undertaken similar work or worked with a similar target population • Individuals who control access to any of the factors that may influence delivery of the project strategies (e.g. stakeholders, target population, etc.) • Individuals who may potentially provide resources

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Unit Sector(s)

Not Applicable

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HLTPOP304C Contribute to evaluating a population health project

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit is concerned with contributing to the evaluation of a population health project It covers tasks associated with collecting data using measures that have been identified in the project planning process

Application of the Unit

Application	This unit may apply to work in a range of areas of population health

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and review data on project performance (process measures)	1.1 Identify sources of data and information as outlined in project plan 1.2 Collect and collate data and information as outlined in project plan 1.3 Follow organisation data and information gathering procedures 1.4 Provide results to project team to assess need for change
2. Collect *evaluation data*	2.1 Identify project objectives from the project plan 2.2 Identify relevant measures of these objectives from project plan 2.3 Collect data according to prescribed procedures and within allocated budget, as outlined in the project plan 2.4 Collate data in a logical manner or as outlined in the project plan and submit for evaluation to the project team/relevant personnel on a timely basis

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- Knowledge of evaluation (types, levels of evaluation)
- National, state and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required
- Apply effective communication and interpersonal skills including:
  - high level written or verbal communication
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal

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REQUIRED SKILLS AND KNOWLEDGE

- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify and consult with key stakeholders throughout the monitoring and evaluation process
- Pay attention to equity
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistent satisfactory performance of all elements of this unit must be demonstrated
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non government policy documents and reports and statistics
  - journals, books and external expertise
  - network of stakeholders
  - organisation policies and procedures

Method of assessment

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Related units:

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP302C Contribute to working with the community to identify health needs
- HLTPOP303C Contribute to population health project planning

It is recommended that this be undertaken in conjunction with *PSPPM402B Manage simple projects* to obtain a more holistic view of program planning, management and evaluation process

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, school, workplaces, etc.)
- Population health projects can target individuals, groups or organisations
- Population health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

Communities or target populations in population health:

- The community or population may vary considerably in character, size, needs and capacity to access information and services

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RANGE STATEMENT

Stakeholders may include:	• Representatives of relevant health agencies operating in the local community • Community advocates or change agents • Representatives/leaders of the target population • Population health professionals/Supervisors • Federal, state or local health service and population health planners • Federal, state or local health service providers • Other health and/or non-government organisations
Different levels of evaluation include:	• Process evaluation (measures the activities of the project, project quality and who it is reaching) • Impact evaluation (measures the immediate effect of the projectrelates to project objectives) • Outcome evaluation (measures the long-term effect of the projectrelates to project goals)
Evaluation measures can be:	• Qualitative • Quantitative
Evaluation design can specify:	• Data collection at the end of the project • Before and after comparisons • Trials with a control group
Relevant personnel for consultation may include:	• Community/target population members and leaders • Public health sector staff • Community health sector staff • Private health sector staff • Volunteer networks • General practitioners • Administrators • Researchers • Educators • Academics • Business and industry representatives

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Unit Sector(s)

Not Applicable

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HLTPOP307C Provide information and support on environmental health issues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the competencies needed to provide information and support to householders/ community members with environmental health issues or hazards that may be of concern

Application of the Unit

Application	This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address information needs of the community and householders	1.1 Monitor and observe *potential environmental health hazards* or risks in the community and household as part of work role 1.2 Discuss any *issues of concern* with community members and householders to *determine information needs*, and level of support required 1.3 Discuss any difficulties or obstacles that may exist which has prevented the householder/ community member from being able to address issues of concern
2. Provide information and support	2.1 Provide information and support to community members as required or requested in accordance with identified job role, and worker's roles and responsibilities 2.2 Report any problems, *difficulties or obstacles* that are outside of area of responsibility or expertise in accordance with organisational policy and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Alternative ways of providing information e.g. seeking the assistance of Aboriginal Health Workers, or others in the community to help provide information or support if cultural relationships such as "poison cousins" prevents interaction
- Basic knowledge of germ theory and disease transmission
- Own roles and responsibilities
- What are environmental health hazards and risks and why

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Recognise the way in which diseases are transmitted and identify strategies for prevention

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Effectively communicate with community members, the employing organisation and in some instances outside agencies or relevant others
- Monitor and identify potential environmental health risks and hazards as part of job role
- Recognise the way in which diseases are transmitted, and strategies for prevention
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment of this unit of competency needs to occur more than once and/ or over a period of time
- Assessment of performance must be in relation to issues relevant to the indigenous environmental workers job role and area of responsibility
- If this unit is being assessed in the context of personal and domestic hygiene gender issues and cultural sensitivities need to be considered

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment must take place on the job
- Access to:
  - resources, tools or equipment in order to be able to demonstrate or show householders or community members possible strategies to deal with any issues of concern if required

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include:
  - observations
  - questioning
  - evidence gathered from the work place
- Assessment may also include the way in which competency is applied to other environmental health specific units over a period of time

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Monitoring potential environmental health hazards or risks will depend upon the Indigenous Environmental Health Workers job role, and context (*area*) *of environmental health within the workers responsibility*.

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RANGE STATEMENT

These environmental health hazards or risks may include, but are not limited to:

- Non functional health hardware in the house e.g. toilets, taps, drains, pipes, washing machines, hot water service, etc.
- Problems associated with poor housing design and construction e.g. waste water pooling in other areas of the house as a result of inappropriately graded wet areas, living areas built to close to wet areas, lack of adequate food preparation surfaces and storage, shelving in houses, etc.
- Overcrowding
- Pooling water from leaking taps or rubbish lying around in the yard or community which could potentially become a breeding ground for mosquitoes
- Littering in the community and/ or not enough bins in the community
- Sick dogs sleeping with people
- Problem with dust blowing around in people's yards and the general community
- Domestic and personal hygiene issues
- Unsafe food storage and handling practices

Issues of concern refers to:

- Any environmental health issue or hazard identified by the worker as part of their work role which directly relates to the need to provide information and/ or support to householders and/ or community members

Determine information needs may refer to:

- Identifying how much householders and community members already know about the potential disease threats in relation to the issue of concern or hazard
- Identifying what information still needs to be provided to householders and community members to assist them in making informed choices or decisions

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RANGE STATEMENT

Some difficulties or obstacles may refer to:

- Non durable health hardware already installed in houses that constantly breaks
- Houses that have been poorly constructed or designed, and as a result are contributing to a range of health problems
- Large numbers of family visiting the household at any one time
- Lack of ongoing repairs and maintenance to health hardware
- Issues in relation to "shame" e.g. house holder or community member not being able to afford to buy health hardware items eg. toilet paper, shampoo, soap, cleaning agents, or inability to read labels and direction of use on detergent bottles and cleaning agents
- Cultural issues e.g. sleeping with dogs because they are a very important part of a person's culture and life
- Not having access to fridges/ freezers to store food
- Not having access to washing machines to wash clothes

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RANGE STATEMENT

Provide information and support may include:

- Informing and showing householders basic plumbing skills e.g. changing washers, reseating taps, unblocking drains, etc.
- Informing and showing householders/ community members possible strategies to utilise the yard area to reduce the impact of overcrowding e.g. cooking areas, sheltered areas, wind breaks, shelving out of reach of dogs, etc.
- Informing and showing householders/ community members potential mosquito breeding items that may be lying around in the yard or community e.g. broken upside down cars that are collecting water, tins, pet water containers that haven't been changed regularly, etc.
- Informing and showing householders and community members the importance of protecting themselves from mosquito bites
- Informing and showing community members strategies to prevent the transmission of disease in a food storage and handling context e.g. importance of washing hands after going to the toilet, not sneezing or coughing on food, covering food, not leaving food out over night near the campfire or on the stove, not re-freezing food that has already been thawed out, etc.
- Informing and showing community members strategies to prevent the transmission of diseases that may be highlighted/ accentuated by personal and domestic hygiene issues e.g. correct detergent or cleaning agent to use for the task required, way in which to clean the house and the various items within it, correct use of white goods such as washing machines, etc.

Reporting may be:

- Verbally in either first language or English
- Written in either first language or English
- By showing supervisor the problem if and when appropriate

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RANGE STATEMENT

Organisation may refer to:

- Community council
- Community clinic
- Other employer bodies/ agencies

Unit Sector(s)

Not Applicable

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HLTPOP322C Implement a disaster plan

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the competencies required to fulfil the workers' roles and responsibilities in responding to a disaster, as set out in a prepared disaster plan

Application of the Unit

Application	Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify existing local disaster planning strategies	1.1 Identify local *community organisations* providing emergency services through discussions 1.2 Clarify disaster plan and/or strategies and disaster planning exercises for the community
2. Identify own role in the delivery of the *disaster plan*	2.1 Identify local disaster planning processes 2.2 Identify roles and responsibilities of the *disaster planning coordinator* and other persons and determine worker's own role 2.3 Identify relevant state/territory lead agency local representative and contact as appropriate 2.4 Put in place appropriate joint planning
3. Ensure role of *community organisations* in the delivery of the disaster plan is understood	3.1 Identify and explain roles and responsibilities of community organisation 3.2 Undertake assessment of skills and possible training of community organisation representatives 3.3 Undertake disaster planning exercises in line with community and organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
4. Provide feedback on disaster plan	4.1 Asses the effectiveness of the disaster plan 4.2 Identify and document ways to improve the disaster plan 4.3 Provide supervisor/manager and disaster planning coordinator with information on the effectiveness of the disaster plan and suggested ways to improve

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Local resources, suppliers and trades people
- Project development
- Relevant equipment and technology (types, sources, operation and maintenance)
- Relevant policies, protocols and procedures of the organisation
- Small group facilitation
- The content of the disaster plan

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate effectively
- Demonstrate implementation skills related to the worker's role and responsibilities in implementing the disaster plan
- Network, negotiate

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• The workplace is recommended including assessment by supervision and peers • Information may be gathered from supervisors and peers, by observation and inquiries and from written and other sources. • Off-the-job role plays and exercises may also be used

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Disasters may include:

- Floods
- Cyclones
- Nuclear
- Fires
- Riots/raids
- Earthquakes

A disaster plan (*and planning strategies or processes*) *means*:

- Guidelines and/or plans for responding to various types of disaster, detailing worker roles and responsibilities, resource needs and sources and situation management strategies

The disaster plan coordinator refers to:

- The person in the community/service/organisation (or another organisation) who is assigned the responsibility of co-ordinating the full implementation of the Disaster Plan

Community organisations may include:

- State/territory health department
- Police
- Social security
- Local government
- Emergency services
- Non-government organisations
- Service providers of various types
- Community groups who provide care to the community

Lead agency means:

- The organisation with primary co-ordination responsibility for managing the response to the disaster

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RANGE STATEMENT

Cultural context:

- The competency standards are based upon acknowledgment and support of the diverse cultural and traditional values of communities that the health worker works in
- Health workers are upholders of traditional and cultural values
- Their behaviour and practice must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

Community control:

- Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process

Supervision:

- In this document, references to supervision describe supervision of work by more experienced workers, supervisors, managers or other health professionals, either directly or indirectly

Unit Sector(s)

Not Applicable

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HLTPOP405C Use media to disseminate information

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit covers the use of media to assist in the provision of information to the public about health promotion initiatives

Application of the Unit

Application	This unit applies to work in a public health context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine *appropriate media*	1.1 Select an appropriate medium that is readily accessible by the target group in response to the requirements of a specific health campaign or issue 1.2 Assess potential interest of selected medium and make arrangements to provide appropriate information 1.3 Follow *organisation protocols* when liaising with the media
2. Provide information to the media	2.1 Provide relevant and succinct information to the media with regard to new and specific health promotion initiatives 2.2 Provide *relevant and succinct information* on health promotion initiatives to media on an ongoing basis 2.3 Provide information relevant to target group 2.4 Follow organisation protocols when providing information

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ELEMENT	PERFORMANCE CRITERIA
3. Publicise a *campaign or issue*	3.1 Establish relationship with media contacts
	3.2 Gather campaign or issue details and support materials
	3.3 Present campaign or issue details and support materials in a logical, relevant and concise manner to the selected media
	3.4 Record information provided to media and maintain

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- Media practices and procedures
- Methods of establishing beneficial media relationships
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alm Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Requirements of different medium types
- Social change and advocacy processes
- The need to provide information which is accurate, particularly with regard to libel and discrimination issues
- The role of media in disseminating information
- The role of the media to present information in a newsworthy/ informative manner

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REQUIRED SKILLS AND KNOWLEDGE

- The significance of organisation confidentiality in relation to the public release of information
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Working knowledge, consistent with the elements of competence, of the organisation's applicable media policy and procedures and relevant industry codes of practice

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Accurately communicate organisation policy
- Apply procedures for liaising with media
- Apply effective communication and interpersonal skills including:
  - language competence
  - literacy and reading competence
  - writing competence
- Apply analytical thinking, problem solving and critical appraisal
- Communicate information in a fluent, clear and interesting manner
- Demonstrate public speaking and media presentation skills
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Liaise with media and other organisation personnel
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
	• Assessment may be conducted on more than one occasion to cover a variety of situations
	• A diversity of assessment tasks is essential for holistic assessment
	• Access is required to:
	  • equipment such as overhead projector and other presentation aids, appropriate computer software
	  • mock audience, if simulated case study

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EVIDENCE GUIDE

Method of assessment: Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

Related units:

- This unit can be assessed independently
- However, holistic assessment practice with other appropriate units of competency is encouraged

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Organisations liaising with the media may include:	• Health services • Government services and departments • Schools • Local community organisations • Clubs • Churches and associations • Industry
Organisational protocols may include:	• Following organisational policies and procedures • Maintaining personal presentation standards and expectations • Ensuring media liaison person is fully briefed and prepared • Acknowledging support of other organisations • Seeking advice from superiors where appropriate • Observing relevant Federal and State legislation and regulations
Appropriate media may include:	• Print (local and daily newspapers, business newspapers, generalist magazines, specialist magazines, articles or reviews) • Television (news interviews, commercials, programs or documentaries) • Radio (interviews, talk-back or commercials) • Internet (organisation web-sites, other government department and private web-sites, online forums)
Campaigns or issues may include:	• Statewide initiatives • Locality wide interventions • Single setting interventions • Single location interventions • Long-term interventions

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RANGE STATEMENT

Requirements of the media may include:	• Deadlines • Written reports • Verbal presentations • Photos • Amenities • Briefing area • Access to media liaison person • Bilingual personnel or bilingual information
Relevant and succinct information may include:	• Information that according to protocol is available for public release • Information that is factual and avoids speculation • Language that can be readily understood by a majority of the audience, in order to avoid misinterpretation

Unit Sector(s)

Not Applicable

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HLTPOP501C Apply a population health framework

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit is intended to support workers to understand and apply the underlying principles and philosophy that must be reflected in all areas of population health work This includes using appropriately a range of "change action" frameworks underpinning population health work The unit also assists in locating the population health worker within the larger context of regional, national and international initiatives on promoting health

Application of the Unit

Application	This unit applies to work in a public health context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply the principles of the *population* health approach to relevant work	1.1 Identify current and historic *concepts of health* and its determinants 1.2 Identify key principles to a population health approach 1.3 Modify work approach so as to apply key principles of population health
2. Select from of a range of '*change action' frameworks* that underpin population health work	2.1 Identify relevant population health 'change action' frameworks 2.2 Match appropriate 'change action' frameworks to population health tasks on the basis of theory and/or past evidence 2.3 Recognise and reflect a multi-disciplinary and multi-strategic approach in population health work 2.4 Notice and remedy the consequences of poor selection

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ELEMENT	PERFORMANCE CRITERIA
3. Work effectively within the local, state, national and international context within which a population health worker operates	3.1 Identify and assess relevant local, state and national organisations, networks, policies and initiatives supporting population health 3.2 Explore priority population health issues at the local, state, national level and international levels 3.3 Determine limitations on actions resulting from legislation etc. and discuss with superiors, peers and other team members 3.4 Clarify own role as part of a multi-sectoral and multi-strategic approach to population health

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities and relevant legislative frameworks
- Population health issues in Australia
- Principles and practices of population health
- Range of population health strategies and application of best practice in population health
- Relevant international charters/declarations and documents (e.g. Ottawa Charter, Alma Ata, Jakarta Declaration, The Solid Facts by WHO)
- Social determinants of health
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Types of organisations involved in population health in Australia

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison

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REQUIRED SKILLS AND KNOWLEDGE

- consultation
- conflict resolution and mediation
- Gather information from documentation, consultation and other sources
- Translate 'big picture' information into value at the local and regional level

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom and may contain a strong theoretical emphasis
- Access to:
  - a range of government and non-government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics
  - organisation policies and procedures

Method of assessment

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The term population may refer to:

- General Australian population
- Any sub-group within that population identified by age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc.
- Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area

Relevant work implies:

- That not all of a particular worker's (paid) role may be classified as 'population health'
- Indeed for most workers, population health work will be a component only (sometimes small) of their total work role.
- This unit applies only to that part of the role that adopts the population health principles and change action frameworks listed below

Concepts/models of health include:

- Medical model
- Salutogenic model
- Social view of health
- Academic/professional models of health

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RANGE STATEMENT

Health determinants may include:

- Political
- Biological and genetic factors
- Physical environment
- Social factors (e.g. social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, housing, etc.)
- Behavioural
- Cultural
- Quality of and access to health services

Key principles to a population health approach may include

- Population focus
- Preventive focus with stress on building individual/community's capacity to control health determinants for a better quality of life
- Sensitivity to access and equity issues/health inequalities
- Sensitivity to cultural differences
- Health as a resource for everyday living and not as end in itself
- Health as a result of complex interaction among determinants
- Health as a context for power relations with society
- Shared responsibility of health
- Educational-Ecological approach
- Evidence-based approach
- Principles of equity and non-discriminatory practice

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RANGE STATEMENT

Change action frameworks of population health may include:	• Upstream investment (investment directed at root causes to maximise potential benefits) • Increased accountability for health outcomes • Re-orienting health sector • Capacity building • Working in partnerships (e.g. joint ventures, collaboration, alliances, coalitions, partnerships) • Employment of mechanisms to promote community participation • Public policy development (legislation and regulation, resource allocation and incentives) • Creation of supportive natural and built environments • Addressing health inequalities/health inequalities approach • Personal and social development through provision of information and education for health and enhancement of life skills
Different settings for population health action may include	• Home • School • Hospital • Health services • Community • Work • Transport • Sports, arts and recreation facilities
Examples of local, national and international organisations, networks and initiatives supporting Population Health work include:	• Establishments that provide primary health care • Community clinics • Local public health units • State and national Health departments • Professional and industry associations • Non-government organisations • International health organisations

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RANGE STATEMENT

Relevant international charters/declarations include:

- Lalonde Report
- The Solid Facts by WHO
- Health for All by the Year 2000
- Declaration of Alma Ata
- Healthy Toronto 2000
- 38 Targets for Health in the European region
- Ottawa Charter for Health Promotion
- Jakarta Declaration on Health Promotion into the 21st Century
- Health Promotion: Bridging the Equity Gap

Unit Sector(s)

Not Applicable

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HLTPOP502C Work with the community to identify health needs

Modification History

Not Applicable

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Unit Descriptor

Descriptor

This unit develops the skills necessary to assist particular populations/subgroups of interest/ communities to define and assess their health needs

It develops the ability to carefully work with them to examine the problem being targeted and to understand how and why it occurs

The results from the needs assessment guides the design, planning and evaluation of population health projects or interventions

This unit specifically addresses the second stage of health needs assessment as outlined in Application

Application of the Unit

Application

There are two stages in health needs assessment:

- The first relates to the task of identifying and prioritising health problems
- The second relates to translating these national goals into concrete action within local communities

The first stage of needs assessment often lies in the hands of health policy makers and population health professionals

Results of this stage are documented in policy papers or legislation detailing national, state or local health goals and the mobilisation of allocated funds

Recognising that community is the centre of gravity for the promotion of health, the second stage ensures the relevance and appropriateness of programs and offers members of the community a chance to engage in the planning process

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct a literature review	1.1 Clearly identify health problem and target group being addressed
	1.2 Identify and access *relevant sources* of data
	1.3 Use the literature review to reveal the established causes of the health problem, other intervention programs that have been conducted to address the health problem and general information about the target group
	1.4 *Critically appraise information accessed through literature review* in terms of reliability and applicability

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ELEMENT	PERFORMANCE CRITERIA
2. Collect other relevant *data* to further define target group	2.1 Identify relevant types of data required to further define target group 2.2 Collect required data that cannot be obtained through a literature search, according to organisation procedures and ethical considerations 2.3 Document description of target group in a manner that would provide sufficient information for purposes of evaluation and for examination of those considering duplicating interventions
3. Investigate the health problem as it occurs and is perceived within the community	3.1 Identify appropriate means of consulting the target group regarding the health problem, its causes and appropriate interventions/solutions 3.2 Implement means of consultation with target group and experts using allocated resources and according to organisation procedures and ethical considerations 3.3 Document results of consultation in a manner useful to planning, evaluating and duplicating interventions and according to organisation procedures and ethical considerations
4. Work with the community to identify and define their *health needs*	4.1 Clearly identify factors contributing to the health problem on the basis of findings from the literature review and other data collected and discuss with the community 4.2 Sort out, in a logical manner, factors that identify *causal pathways* defining health needs and discuss with the community 4.3 Recommend activities that would build the capacity of the community to identify their health needs to relevant stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks

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REQUIRED SKILLS AND KNOWLEDGE

- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistent satisfactory performance of all elements of this unit must be demonstrated
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom and may contain a strong theoretical emphasis
- Access to:
  - A range of government and non-government policy documents and reports and statistics
  - Journals, books and external expertise
  - Documents and other materials (charters, declarations, discussion papers, etc.) from International Conferences on Population Health
  - A range of Government and non government policy documents and reports and statistics
  - Organisation policies and procedures

Method of assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

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EVIDENCE GUIDE

Related units:

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP503C Plan a population health project
- HLTPOP504C Evaluate a population health project

Other relevant units include:

- PSPPM402B Manage simple projects
- CHCCOM403A Use targeted communication skills to build relationships
- LGACOM502B Devise and conduct community consultations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Health need is defined as:

- State, conditions or factors in the community which, if absent, prevent people from achieving the optimum of physical, mental and social well-being

Types of need

- Normative need (based on expert opinion)
- Expressed need (based on inferences made from observation of use of health services)
- Comparative need (derived from examining the services provided in a similar population)
- Felt need (based on what members of the community say they need)

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RANGE STATEMENT

Health problem and group being targeted may be initially identified through one of the following ways:	• Consultation with supervising Population Health professional • Position/job description • Policy documents/legislation detailing national, state or local health goals
Means of finding relevant literature may include:	• Using the subject catalogue • Using abstracts or indexes (e.g. Index Medicus, Psychological Abstracts, Sociological Abstracts, ERIC, Social Sciences Citation Index, Current Contents, FAMILY, APAIS) • Computer searches
Critical appraisal of literature refers to:	• Process of review that enables one to decide how useful pieces of research work are
Reliability of literature (*particularly relating to interventions*) *refers to*:	• The logical soundness of method, results and conclusions drawn by authors
Applicability of literature (*particularly relating to interventions*) *refers to*:	• The extent to which the finding could extend to, or be replicated, in other groups - particularly the group being targeted

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RANGE STATEMENT

Relevant sources of information include:	• Books • Journals • Hospital records • Notification systems • Registers • Sentinel recording systems • Surveys • Annual public health reports • Existing epidemiological/socio-demographic data • National Population Health and Health Promotion agencies and organisations • General practitioners/primary care service • Local health authorities • Councils • Voluntary agencies • Relevant databases such as HEAPS • Publications of Australia Bureau of Statistics (ABS) • Experts in the field (practice and academia) • Target group representatives
Data may be:	• Qualitative • Quantitative
Types of data required about the target group may include:	• Demographic characteristics (e.g. age, sex, ethnic composition, residence, education level achieved) • Patterns of behaviour • Lifestyle
Ethical considerations that guide data collection and consultation processes may include:	• Privacy and Confidentiality • Responsibility to help a community respond to needs they identify which might not necessarily coincide with stated priority health needs

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RANGE STATEMENT

Consultation may take the form of one of the following:	• Interviews (personal, phone, formal or informal, etc.) • Nominal group process • Questionnaires • Delphi method • Focus groups • Forums
The term "causal pathways" refers to:	• Series of factors and events that seem to lead up to the problem
Causal pathways may include the following components:	• Risk markers: identify the target group, outlines the characteristics associated with occurrence of problem but do not necessarily directly contribute to it) • Risk factors: directly account for why the problem is occurring • Contributing factors: contribute to or account for the risk factors and could be sorted out into predisposing factors, enabling factors and reinforcing factors
Stakeholders may include:	• Representatives of relevant health agencies operating in the local community • Community advocates or change agents • Representatives/leaders of the target population • Population health professionals/Supervisors • Federal, State or local health service and population health planners • Federal, State or local health service providers • Other health and/or non-government organisations

Unit Sector(s)

Not Applicable

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HLTPOP503C Plan a population health project

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit is concerned with planning the specifics of a population health project It covers the process of selecting an appropriate health issue, selecting specific intervention strategies, tailoring strategies to appropriate groups, developing goals(s) and objectives, defining ways of measuring these, identifying required and available resources, identifying appropriate stake holders, communicating with them and managing the project

Application of the Unit

Application	This unit applies to work in a public health context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a process for overseeing plan development	1.1 Establish an advisory group representing *stakeholders* 1.2 Timetable advisory group feedback on each stage of the planning process 1.3 Incorporate feedback where appropriate
2. Confirm appropriateness of health issue that is being planned for	2.1 Identify burden of illness related to the health issue 2.2 Determine appropriateness of health issues being planned for on the basis of the way it fits with relevant policies and guidelines 2.3 Identify current related activities in relation to the issue

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ELEMENT	PERFORMANCE CRITERIA
3. Select appropriate *strategies* to achieve *goal*(*s*)/*objectives*	3.1 Clearly identify program goal(s) and objectives 3.2 Identify strategies most likely to fulfil project goal(s) and objectives on the basis of available literature and suitability, effectiveness, reach and acceptability to stakeholders and target group 3.3 Ensure strategy activities are logically sequenced and are consistent with time frame and resources available
4. Plan evaluation	4.1 Select an evaluation design that is appropriate to the goal and objectives and resources available 4.2 Identify measures of project goal and objectives and develop protocols for their collection 4.3 Identify methods of monitoring and recording aspects of strategy implementation such as reach/exposure, acceptability/satisfaction and quality of materials 4.4 Outline proposed evaluation report purpose, format and content on the basis of consultation with stakeholders
5. Plan project budget	5.1 Identify costs of implementing strategy and evaluation and monitoring 5.2 Investigate and assess sources of project funding 5.3 Identify sources of personnel to meet the human resource requirements, taking into consideration their skills and knowledge base 5.4 Identify sources of non-human resources such as meeting rooms, information resources and training materials

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ELEMENT	PERFORMANCE CRITERIA
6. Ensure resources required are prepared/ready for use	6.1 Develop or source resources for strategy implementation (e.g. protocols, training packages, written materials) and test to ensure acceptability and suitability to the needs of the target group 6.2 Brief staff or individuals involved in the project on the programme rationale, procedures and the role they will play and ensuring they develop the skills required for the fulfilment of that role
7. Develop a dissemination plan	7.1 Develop a plan for documenting and disseminating results to relevant stakeholders

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required
- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply budgeting skills
- Apply evaluation design skills
- Apply monitoring skills
- Demonstrate effective goal and objective writing
- Develop and implement a process that ensures consultation with key stakeholders throughout the planning process
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Pay attention to equity
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistent satisfactory performance of all elements of this unit must be demonstrated

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non-government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics
  - organisation policies and procedures

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EVIDENCE GUIDE

Method of assessment

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Related units:

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP502C Work with the community to identify health needs
- HLTPOP504C Evaluate a population health project

It is recommended that this unit is undertaken in conjunction with the following unit to obtain a more holistic view of program planning, management and evaluation processes:

- PSPPM402B Manage simple projects

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)
- Population health projects can target individuals, groups or organizations
- Population health projects may vary in duration and intensity
- Population Health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

Communities or target populations in population health:

- The community or population may vary considerably in character, size, needs and capacity to access information and services

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RANGE STATEMENT

Stakeholders may include:

- Representatives of relevant health agencies operating in the local community
- Community advocates or change agents
- Representatives/leaders of the target population
- Population health professionals/Supervisors
- Federal, state or local health service and population health planners
- Federal, state or local health service providers
- Other health and/or non-government organisations

Sources of information for planning may include:

- Literature from population health and related disciplines such as published book, peer-reviewed papers (especially systematic reviews) and reports
- Literature outlining marketing and behaviour change strategies specific to the target population
- Demographic data and information
- Socio-economic data and information
- Data and information from health research and health studies
- Expert informants
- Key representatives of the target population
- National, State and local health policy documents and implementation guidelines

Planning models include:

- PRECEDE-PROCEED
- Model of rational planning (McCarthy)
- Hawe, Degeling and Hall's Program Planning Model

Goal(*s*) *refer*/*s to*:

- What the project aims to ultimately achieve

Objectives refer to:

- What the project needs to attain to achieve project goal(s)

Strategy refers to:

- A plan of action to achieve a project goal

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RANGE STATEMENT

Appropriate strategies should take into account:	• Current Australian trends in health inequalities • Current evidence relating to health and its social determinants • Socioeconomic variables, and measures of health inequality at an area and individual level
Relevant personnel for consultation may include:	• Individuals who have undertaken similar work or worked with a similar target population • Individuals who control access to any of the factors that may influence delivery of the project strategies (e.g. stakeholders, target population, etc.) • Individuals who may potentially provide resources

Unit Sector(s)

Not Applicable

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HLTPOP504C Evaluate a population health project

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit is concerned with the project evaluation process It assumes that planning for the evaluation has been undertaken in the planning process and so focuses on conducting the evaluation

Application of the Unit

Application	This unit applies to work in a public health context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor the performance of a population health project	1.1 Monitor project activities to ensure they are being delivered in accordance with project plan 1.2 Regularly review results of monitoring to allow any problems or opportunities to be addressed
2. Evaluate a population health project	2.1 Collect data as per procedures outlined in the *evaluation* plan 2.2 Interpret data and summarise in a manner that allows for conclusions to be made, with before and after comparisons made when relevant
3. Report on the outcome of a population health project evaluation	3.1 Ensure the purpose, content and format of the evaluation report are as outlined in the project plan 3.2 Include in the report discussion of the evaluation process and results 3.3 Disseminate report to *stakeholders* in accordance with the project plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evaluation (types, levels of evaluation)
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required
- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation

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REQUIRED SKILLS AND KNOWLEDGE

- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify and consult with key stakeholders throughout the monitoring and evaluation process
- Pay attention to equity
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistent satisfactory performance of all elements of this unit must be demonstrated
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non-government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics
  - organisation policies and procedures

Method of assessment

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

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EVIDENCE GUIDE

Related units: This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP502C Work with the community to identify health needs
- HLTPOP503C Plan a population health project

It is recommended that this unit is undertaken in conjunction with the following unit to obtain a more holistic view of program planning, management and evaluation processes:

- PSPPM402B Manage simple projects

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - any setting/organisation whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)
- Population health projects can target individuals, groups or organizations
- Population health projects may vary in duration and intensity
- Population health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

Communities or target populations in population health:

- The community or population may vary considerably in character, size, needs and capacity to access information and services

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RANGE STATEMENT

Different levels of evaluation include:	• Process evaluation (measures the activities of the project, project quality and who it is reaching) • Impact evaluation (measures the immediate effect of the projectrelates to project objectives) • Outcome evaluation (measures the long-term effect of the projectrelates to project goals)
Evaluation measures can be:	• Qualitative • Quantitative
Evaluation design can specify:	• Data collection at the end of the project • Before and after comparisons • Trials with a control group
Relevant personnel for consultation may include:	• Community/target population members and leaders • Public health sector staff • Community health sector staff • Private health sector staff • Volunteer networks • General practitioners • Administrators • Researchers • Educators • Academics • Business and industry representatives
Stakeholders may include:	• Representatives of relevant health agencies operating in the local community • Community advocates or change agents • Representatives/leaders of the target population • Population health professionals/supervisors • Federal, state or local health service and population health planners • Federal, state or local health service providers • Other health and/or non-government organisations

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Unit Sector(s)

Not Applicable

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HLTPOP505C Build capacity to promote health

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit addresses the process of building capacity to promote health among individuals, groups, communities, organisations and coalitions It focuses on the ability to develop infrastructure, enhance sustainability and foster problem solving capabilities at an individual, team or organisation level

Application of the Unit

Application	This unit applies to work in a public health context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess existing capacity for change	1.1 Examine and respond to the *context within which a program* sits 1.2 Identify *pre-existing capacities* to support change 1.3 Assess practitioner's sphere of influence and role in achieving change
2. Clarify intended outcome	2.1 Identify the *key action areas of capacity* building that are to be addressed 2.2 Set goals and objectives that are specific, measurable, achievable and based on principles of effective capacity building practice
3. Select and implement appropriate capacity building strategy	3.1 Identify and select appropriate capacity building strategies in consultation with *relevant stakeholders* and *target group* 3.2 Implement capacity building strategies according to relevant legislation, organisational policies or procedures and *ethical considerations*

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate effectiveness of selected strategy	4.1 Monitor and document results of implementation of capacity building strategies 4.2 Evaluate success of capacity building strategies against goals, using *existing tools for evaluating capacity building efforts*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- The various capacity building strategies
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Understanding of capacity building theory and framework

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistent satisfactory performance of all elements of this unit must be demonstrated • May need to be assessed in conjunction with other units of competency addressing capacity building strategies

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non-government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics
  - organisation policies and procedures

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EVIDENCE GUIDE

Method of assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context within which a capacity building program sits may include:

- Physical environment
- Economic environment
- Political environment
- Organisational environment
- Socio-cultural environment

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RANGE STATEMENT

Pre-existing capacities may include relevant:	• Skills • Structures • Partnerships • Resources
Dimensions of capacity building include:	• Development of infrastructure • Enhancement of program sustainability • Fostering problem solving capabilities
Key action areas of capacity building include	• Organisational development • Workforce development • Resource allocation • Partnerships • Leadership
Principles of effective capacity building practice include:	• Respecting and valuing pre-existing capacities • Developing mutual respect • Being responsive to context within which capacity building program sits • Avoiding pre-packaged ideas and strategies
Examples of capacity building strategies include	• Canvassing opportunities for a program • Lobbying for support • Developing skills in others • Supporting policy development • Negotiating with management • Guiding the establishment of partnerships • Contributing to organisational planning • Establishing relevant infrastructure (eg. community organisations)

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RANGE STATEMENT

Relevant stakeholders may include:	• Other health and/or non-government organisations • Community advocates or change agents • Population health professionals/Supervisors • Policy and decision makers in the specific community • Other individuals, groups or communities most likely to be affected by strategies or action plans • Community/Organisation leaders • Community elders • Council members
Different levels of target groups include:	• Individuals • Groups • Communities • Organisations • Inter-organisation/coalitions
Ethical considerations may include	• Respect for individual and cultural differences • Privacy and confidentiality issues relating to information collection, storage and dissemination
Existing tools for evaluating capacity building efforts may include:	• Indicators to Help with Capacity Building in Health Promotion (NSW Health, 1999, North Sydney) • Community Capacity Index (Bush, Robert and Dower Jo, 2003, University of Queensland) • Qualitative tools: focus groups, key informant group, surveys/interviews • Quantitative tools: case study, surveys, experiments (RCT, cohort, case-control, cross-sectional)

Unit Sector(s)

Not Applicable

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HLTPOP508C Write a grant application

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit is concerned with the writing of a grant application or submission for a modest population health project

It also covers the preliminary investigations and planning of a project for which a grant is sought

Application of the Unit

Application

The grant application or submission planning phase is essential as it results in the development of the framework and contents of a grant application

The project planning and budgeting component of this competency is limited to utilising strategies, processes and techniques commonly utilised and proven within the worker's organisation for small level projects

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define the project	1.1 Investigate likely sources of project funding and obtain grant/submission information
	1.2 Identify the needs of the target *community*
	1.3 Identify the project's external and internal resource requirements
	1.4 Select *strategies* to meet needs
	1.5 Formulate project *goals*
	1.6 Identify and consult external and internal *stakeholders*
	1.7 Seek feedback from the stakeholders on project goals and make changes to the project plan where required

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ELEMENT	PERFORMANCE CRITERIA
2. Plan the project	2.1 Develop and schedule project activities 2.2 Assign personnel and material resources to project activities 2.3 Develop a budget for the project 2.4 Select an approach to project evaluation 2.5 Ensure the project plan is approved and meets the requirements of the organisation
3. Write the grant application	3.1 Obtain and follow application or submission guidelines 3.2 Identify, collect and collate documentary evidence 3.3 Ensure the project plan is consistent with funding categories, funding priorities and evaluation criteria 3.4 Clearly and concisely explain in the application/ submission the project, its funding needs, processes, expected outcomes and evaluation methods 3.5 Submit the application in a timely manner, meeting all application/submission and organisation deadlines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health

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REQUIRED SKILLS AND KNOWLEDGE

- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Overview of the stages in population health project planning
- Project budgeting as appropriate to small projects
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Ottawa Charter, Alma Ata, The Solid Facts by WHO)
- Social change and advocacy processes
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required
- Apply effective communication and interpersonal skills including:
  - high level written and verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Demonstrate analytical thinking, problem solving and critical appraisal
- Develop a population health project plan with reference to current health policy and practices
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify and consult with key internal and external stakeholders throughout the planning process
- Investigate and identify appropriate funding sources and ensure a fit between their funding categories, priorities and evaluation criteria and a proposed project plan
- Pay attention to meeting organisation requirements for project plans
- Undertake project planning
- Undertake work planning and management
- Work as part of a team and/or autonomously

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access required to:
  - a range of government and non government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - organisation policies and procedures

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EVIDENCE GUIDE

Method of assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc.
  - any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - any setting/organisation whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)
- Population health projects can target individuals, groups or organizations
- Population health projects may vary in duration and intensity
- Population health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

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RANGE STATEMENT

Stakeholders are:	Any group or organisation that influences a project or is affected by it:
	• External stakeholders can include:
	  • partners and collaborating organisations
	  • grant making organizations
	  • representatives of target communities
	• Internal stakeholders can include:
	  • management
	  • project team members
	  • other staff

Other relevant personnel for consultation may include:	• Public health sector staff • Community health sector staff • Private health sector staff • Volunteer networks • General practitioners • Administrators • Researchers • Educators • Academics • Business and industry representatives
Goal(*s*) *refer to*:	• What the project aims to ultimately achieve
Strategy refers to:	• A plan of action to achieve a project goal
Communities or target populations in population health:	• The community or population may vary considerably in character, size, needs and capacity to access information and services
Documentary evidence include:	• Staff CV's, organisation policies and practices, budgets, licenses

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RANGE STATEMENT

Sources of information for planning may include:

- Literature from population health and related disciplines such as published book, peer-reviewed papers (especially systematic reviews) and reports
- Literature outlining marketing and behaviour change strategies specific to the target population
- Demographic data and information
- Socio-economic data and information
- Data and information from health research and health studies
- Expert informants
- Key representatives of the target population
- National, state and local health policy documents and implementation guidelines

Unit Sector(s)

Not Applicable

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HLTPOP523C Develop a disaster plan

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the competencies required to develop in consultation with other agencies and key people, a plan which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster

Application of the Unit

Application	This unit applies to work in a public health context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Liaise with relevant *government agencies*	1.1 Identify and document government policies which affect the organisation 1.2 Consult with government agencies in relation to different roles in the local *disaster plan*
2. Identify and liaise with appropriate *community organisations*	2.1 Identify community organisations and develop an information database 2.2 Establish contact through a variety of communication strategies 2.3 Identify restrictions to effective liaison and develop processes to promote communication with other agencies
3. Incorporate local requirements for disaster planning and relief into a plan	3.1 Collect information on local requirements and resources from the *key people* and organisations 3.2 Clarify roles and responsibilities of other organisations are clarified 3.3 Write plan 3.4 Establish and implement a promotions strategy

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ELEMENT	PERFORMANCE CRITERIA
4. Coordinate volunteer support	4.1 Seek volunteers for disaster plan designated roles, via identified organisations and public processes 4.2 Clarify roles and responsibilities are clarified 4.3 Identify team leaders by discussion with organisations 4.4 Hold meetings to discuss disaster plan and personnel requirements
5. Ensure training for volunteers and staff	5.1 Establish training requirements for volunteers and staff 5.2 Develop training programs 5.3 Undertake promotion of training 5.4 Develop and promote training schedule 5.5 Provide training 5.6 Evaluate and modify training as required
6. Evaluate and modify disaster plan	6.1 Consult key people about effectiveness of the disaster plan 6.2 Adapt the disaster plan to meet community needs 6.3 Distribute the amended disaster plan to key people 6.4 Provide additional training as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do

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REQUIRED SKILLS AND KNOWLEDGE

the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Community networks
- Community views on disaster management
- Existing disaster plans (developed by other organisations who service the Community
- Legislation relating to disaster management
- Local disaster planning processes and networks
- Local resources, suppliers and trades people
- Project development
- Relevant equipment and technology
- Relevant Federal, State and Local government policies, guidelines and
- Relevant policies, protocols and procedures of the organisation

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply communication and liaison skills
- Apply negotiation skills
- Apply skills in human resource management
- Apply small group facilitation skills
- Deliver training
- Undertake networking
- Undertake planning

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources • Off-the-job role plays and exercises may also be used

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Disasters may include:	• Floods • Cyclones • Fires • Earth quakes • Nuclear accidents • Riots, raids
A disaster plan(*s*) *is*:	• Guidelines and/or plans for responding to various types of disaster, detailing the roles and responsibilities of workers, resource needs and sources and situation management strategies
Government agencies may include:	• State/territory health department • Police • Social Security • Local Government • Emergency Services
Community organisations may include:	• Government and non-government agencies • Health care service providers • Other service providers • Tradespeople • Community groups who provide care to the community
Resources may include:	• Premises • Grounds • Accommodation • Workplace equipment • Materials • Plant vehicles • Exclusive use • Occupation

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RANGE STATEMENT

Key people will include:

- Those within and external to organisation
- Community leaders and representatives
- Agencies/service representatives
- Trade and professional services

Cultural context:

- The competency standards are based upon acknowledgment and support of the diverse cultural and traditional values of communities that the health worker works in. Health workers are upholders of traditional and cultural values. Their behaviour and practice must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

Community control:

- Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process.

Supervision:

- In this document, references to supervision describe supervision of work by more experienced workers, supervisors, managers or other health professionals, either directly or indirectly.

Legislative requirements:

- Clinical practice may be governed by federal, state or territory legislation, which defines workers' roles and responsibilities
  Implementation of the competency standards must reflect the legislative framework in which a health worker operates
- Lack of resources, remote locations and community needs often require health workers to operate in situations which do not constitute "usual practice"
  Because of this, health workers may need to possess more competencies than described by "usual practice circumstances"
  Lack of resources or the environment in which the health worker works does not negate the requirement for the worker to work within a legislative framework, and be enabled by the employer to do so

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Unit Sector(s)

Not Applicable

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HLTRAH302B Undertake home visits

Modification History

Not Applicable

Unit Descriptor

Descriptor

This competency unit describes the skills and knowledge required to make a home visit to assess needs and/or deliver services

Application of the Unit

Application

This unit addresses workers who are required to deliver services to people in their home or other residence

It includes preparation and follow up as well as working safely in an unfamiliar and potentially unpredictable environment

Application of this unit should be contextualised to reflect any specific work requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for home visit	1.1 Check that client is expecting and prepared for a home visit at the agreed time
	1.2 Clarify *purpose of home visit* and *history of client* in relation to unexpected issues and needs
	1.3 Prepare equipment, resources and/or documents required address purpose of home visit and contingencies
	1.4 Allow time in schedule for contingencies
	1.5 Check that entry to the home is ensured
	1.6 Ensure co-worker(s) are aware of intended time and place of home visit and mobile contact details

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ELEMENT	PERFORMANCE CRITERIA
2. Undertake home visit	2.1 Obtain entry to the home, check for hazards to own and others' health and safety and take action to control risk 2.2 Take standard precautions to control infection and, where required, take additional precautions 2.3 Demonstrate respect for the home and contents and sensitivity as a guest in the environment 2.4 Follow appropriate risk management practices when delivering services in an unfamiliar and potentially unsafe environment
3. Establish client relationship in the home	3.1 Communicate with client or resident to clarify purpose of visit and confirm client acceptance 3.2 Provide opportunity for client to identify and express any issues or concerns in relation to the home visit and/or associated matters 3.3 Provide appropriate support and information within scope of own work role and record and report relevant health issues or concerns promptly to appropriate person 3.4 Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with relevant policies and procedures
4. Follow up home visit	4.1 Document all aspects of the home visit in line with organisation policies and procedures 4.2 Promptly report and refer any areas of concern to an appropriate authority 4.3 Ensure any arrangements for follow up visits are recorded and implemented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Infection control practices in relation to own work role and applied to working in unfamiliar and unpredictable environments
- Legislative, regulatory and organisation requirements relating to reporting issues observed during home visits
- OHS issues and procedures in relation to working in unfamiliar and unpredictable environments

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate clearly and sensitively with clients who are confined to their home, including aged, frail and disabled clients
- Prepare appropriately for home visits
- Use problem solving skills, including the ability to use available resources in a client's home setting and prioritise workload for home visits
- Work with others and display understanding of issues relevant to home visits
- Use language, literacy and numeracy skills to:
  - communicate in English and/or community language, depending on client group
  - complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use oral communication skills, including:
  - asking questions
  - clarifying workplace instructions when necessary
  - listening to and understanding workplace instructions
  - providing clear information

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- This unit is most appropriately assessed in the workplace or in a simulated workplace
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of workplace situations

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Purpose of home visit may include:	• Assessment of client requirements • Delivery of services • Delivery of products, materials or equipment • Consultation (eg. in relation to complementary or alternative therapy) • Regular or planned organisation follow up
History of client in relation to unexpected issues and needs may include but is not limited to:	• Worker unable to obtain safe access to the home • Interpreter required • Client behaviour unpredictable (eg. aggression, dementia) • Specific health and safety risks identified • Client in need of basic supplies (eg. food or medication)
Check for hazards includes	• Checking the working order of fire safety equipment including smoke alarms
Areas for concern may include but are not limited to:	• Client very sick, injured or deceased • Signs of violence or abuse • Signs of deterioration of client's physical or mental condition • Client in need of basic supplies (eg. food, other consumables or medication)

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Unit Sector(s)

Not Applicable

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HLTWHS200A Participate in WHS processes

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTOHS200B Participate in OHS processes	HLTWHS200A Participate in WHS processes	Updated in V5 - Changes to address new national Work Health and Safety (WHS) Bill and updated legislation

Unit Descriptor

Descriptor

This unit specifies the workplace performance required for an entry level worker to participate in work health and safety (WHS) processes in the workplace in order to ensure their own health and safety at work as well as that of others in the workplace who may be affected by their actions

Application of the Unit

Application

Application of this unit should be contextualised to reflect any specific workplace risks, hazards and associated safety practices

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

18) Plan and prepare to work safely	1.1 Identify *hazards* in the work area, and take action to control risk
	1.2 Report residual risk according to organisation procedures
	1.3 Carry out pre-start checks as required according to work procedures
19) Conduct work safely	2.1 Use *personal protective equipment* correctly
	2.2 Follow work procedures and workplace instructions for ensuring safety when planning and conducting work
	2.3 Report *incidents* and injuries to designated personnel in line with work procedures and workplace instructions
	2.4 Undertake *WHS housekeeping* in work area in line with work procedures and workplace instructions
	2.5 Identify own levels of stress and fatigue to ensure ability to work safely and sustainably
20) Participate in WHS consultative activities	3.1 Contribute to workplace meetings, workplace inspections or other WHS consultative activities
	3.2 Raise WHS issues with designated personnel according to organisation procedures
	3.3 Provide input to improve workplace WHS systems and processes, according to organisation

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	procedures, to eliminate hazards or reduce risk
21) Follow emergency response procedures	4.1 Identify and report *emergency situations* 4.2 Follow organisation procedures for responding to emergencies

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- A basic understanding of the hierarchy of risk control
- Awareness of the relationship between WHS and sustainability in the workplace, including the contribution of safe work practices to environmental, economic, workforce and social sustainability
- Common WHS issues and the impact on workplace systems, equipment and processes
- Legal rights and responsibilities of the workplace parties
- Nature of common workplace hazards such as chemicals, bodily fluids, sharps, noise, manual handling, work postures, underfoot hazards and moving parts of machinery
- Roles and responsibilities of Health and Safety Representatives (HSRs) and Health and Safety committees (HSCs)
- Roles and responsibilities of workers, officers and Persons Conducting a Business or Undertaking (PCBUs)
- Safety measures related to common workplace hazards
- Safety signs and their meanings, including signs for:
  - dangerous goods class signs
  - emergency equipment
  - personal protective equipment
  - specific hazards such as sharps, radiation
- Sources of WHS information in the workplace with some limited knowledge of external sources of WHS information
- Standard emergency signals, alarms and required responses
- The difference between hazard and risk
- Workplace specific information including:
  - designated person(s) for raising WHS issues

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- hazards of the particular work environment
- organisation and work procedures particularly those related to performance of own work, specific hazards and risk control, reporting of hazards, incidents and injuries, consultation, use of PPE and emergency response
- potential emergencies relevant to the workplace
- potential emergency situations, alarms and signals, and required response

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply WHS knowledge when participating in processes to address own health and safety within their work area

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Clarify meaning with peers and supervisors
- Demonstrate preparedness to be involved in WHS activities, including inspections and meetings
- Follow clear, logical verbal or clear, logical Plain English written instructions
- Give accurate verbal or written descriptions of incidents or hazards
- Interpret selected pictorial/graphical and written signs/instructions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Evidence gathered by an assessor to determine competence will include practical demonstration of competence, including: • workplace demonstration, simulation exercise, scenario or role play • indirect evidence from workplace supervisor reports and workplace documentation
Products that could be used as evidence include:	• Verbal and written responses to verbal, pictorial, or physical scenarios • Demonstrated action to scenarios, simulations, role plays • Completed hazard or incident reports, completed workplace inspection checklists • Reports from work group members, supervisor
Processes that could be used as evidence include:	• How contributions were made to consultative processes • How hazard inspections were carried out
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Common workplace hazards (from Safe Work Australia *Work Health And Safety Risks - Code of Practice)* include:	• Manual tasks - Overexertion or repetitive movement can cause muscular strain • Gravity - Falling objects, falls, slips and trips of people can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death • Electricity - Potential ignition source. Exposure to live electrical wires can cause shock, burns or death from electrocution • Machinery and equipment - Being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death • Hazardous chemicals - Chemicals (such as acids, hydrocarbons, heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis • Extreme temperatures - Heat can cause burns, heat stroke or fatigue. Cold can cause hypothermia or frost bite • Noise - Exposure to loud noise can cause permanent hearing damage • Radiation - Ultra violet, welding arc flashes, micro waves and lasers can cause burns, cancer or blindness • Biological - Micro-organisms can cause hepatitis, legionnaires' disease, Q fever, HIV/AIDS or allergies • Psychosocial hazards - Effects of work-related stress, bullying, violence and work-related fatigue

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Risk:	In relation to any hazard, means the probability and consequences of injury, illness or damage resulting from exposure to a hazard

Hierarchy of risk control (from Safe Work Australia *Work Health And Safety - Risks Code of Practice) includes:*	The ranking of ways control risks ranked from the highest level of protection and reliability to the lowest, including:
	• Level 1 controls
	  • Eliminate hazards
	• Level 2 controls
	  • Substitute the hazard with something safer
	  • Isolate the hazard from people
	  • Use engineering controls
	• Level 3 controls
	  • Use administrative controls
	  • Use personal protective equipment (PPE)

Examples of risks requiring management in a direct client care work environment may include:	• Worker fatigue or burnout requiring appropriate supervision and stress management • Injury or damage resulting from violent or aggressive behaviour, requiring strategies to defuse or avoid behaviours of concern • Risks relating to working in client's homes, requiring appropriate worker education and associated strategies • Fire in client's homes requiring workers to provide basic information on home fire safety
Residual risk is:	The risk which remains after controls have been implemented

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Personal protective equipment (PPE) includes:	Equipment worn by a person to provide protection from hazards, by providing a physical barrier between the person and the hazard and may include: • head protection • face and eye protection • respiratory protection • hearing protection • hand protection • clothing and footwear
Incidents include:	Any event that has caused, or has the potential for, injury, ill-health or damage
Designated personnel may include:	• Team leaders/supervisors • Officers • HSRs • HSC members • PCBUs • Organisation WHS personnel • Other persons designated by the organisation
WHS housekeeping includes:	Workplace and personal routines designed to improve health and safety; for example, cleaning up spills, keeping walkways, exits and traffic areas clear

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Emergency situations may include	Any abnormal or sudden event that requires immediate action such as: • Serious injury events • Events requiring evacuation • Fires and explosions • Hazardous substance and chemical spills • Explosion and bomb alerts • Security emergencies, such as armed robberies, intruders and disturbed persons • Internal emergencies, such as loss of power or water supply and structural collapse • External emergencies and natural disasters, such as flood, storm and traffic accident impacting on the organisation

Unit Sector(s)

Not applicable.

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HLTWHS300A Contribute to WHS processes

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTOHS300B Contribute to OHS processes	HLTWHS300A Contribute to WHS processes	Updated in V5 - Changes to address new national Work Health and Safety (WHS) Bill and updated legislation

Unit Descriptor

Descriptor

This unit specifies the workplace performance required by a worker to contribute to work health and safety (WHS) processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others.

Application of the Unit

Application

Application of this unit should be contextualised to reflect any specific workplace risks, hazards and associated safety practices

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

22) Plan and conduct work safely	1.1 Plan work in accordance with relevant WHS legislation, standards, codes of practice/compliance codes and guidance material
	1.2 *Identify hazards* as part of work planning and work process
	1.3 Address identified *hazards* prior to starting work using judgement within defined scope of responsibilities
	1.4 Report *residual risk* according to organisation procedures
	1.5 Report incidents and injuries in line with organisation policies and procedures
	1.6 Undertake *WHS housekeeping* in work area
	1.7 Monitor own levels of stress and fatigue to ensure ability to work safely and sustainably
23) Support others in working safely	2.1 Share *information* on safe work practices and *work procedures* with others, including members of the work group where relevant
	2.2 Check the WHS practices of less experienced members of the workgroup or other stakeholders in the work context
	2.3 If appropriate provide guidance and *coaching* to less experienced members of the workgroup to support them in working safely
	2.4 If appropriate support others accurately record *incidents* and complete associated *workplace documentation* according to organisation procedures
24) Contribute to WHS participative processes	3.1 Raise WHS issues in accordance with *organisation procedures* within appropriate timeframes
	3.2 Contribute to workplace meetings, workplace inspections or other consultative activities
	3.3 Provide assistance to workgroup members or other stakeholders to contribute to workplace safety
25) Contribute to hazard identification, WHS risk assessment and *risk control* activities	4.1 Report identified hazards and inadequacies in *risk controls* within appropriate timeframes
	4.2 Check the workplace for hazards using itemised checklist(s) in accordance with work procedures
	4.3 Contribute to risk assessments

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	4.4 Provide input to development and implementation of control measures, with reference to the *hierarchy of risk control*
26) Participate in the control of emergency situations	5.1 Identify *emergency signals and alarms* and respond to them appropriately
	5.2 Take initial action to control/confine emergency according to organisation procedures, and taking account of the nature and scope of the emergency
	5.3 Implement emergency response procedures within scope of training and competence

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic hazard identification procedures such as workplace inspections and review of workplace data
- Hierarchy of risk control and its application
- Nature of common workplace hazards relevant to work role
- Personal protective equipment (PPE) requirements including use, storage and maintenance
- Principles of basic risk assessment
- Relationship between WHS and sustainability in the workplace, including the contribution of maintaining health and safety to environmental, economic, workforce and social sustainability
- Roles and responsibilities of Health and Safety Representatives (HSRs) and Health and Safety committees (HSCs)
- Roles and responsibilities of workers, officers and Persons Conducting a Business or Undertaking (PCBUs)
- Safety signs and their meanings, including signs for:
  - dangerous goods class signs
  - emergency equipment
  - personal protective equipment
  - specific hazards such as sharps, radiation
- Sources of WHS information within the workplace and awareness of external sources of WHS information, including Safe Work Australia and relevant state/territory regulators
- Standard emergency signals, alarms and required responses
- The difference between hazard and risk
- The legal rights and responsibilities of the workplace parties
- Workplace specific information including:
  - hazards of the particular work environment
  - hazard identification procedures relevant to the hazards in their workplace
  - designated person(s) for raising WHS issues
  - organisation and work procedures particularly those related to performance of own work, specific hazards and risk control, reporting of hazards, incidents and injuries and WHS issue resolution, consultation, use of PPE and emergency response
  - potential emergency situations, alarms and signals and required response

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This describes the essential skills and knowledge and their level required for this unit.

Essential skills:

It is critical that the candidate demonstrate the ability to

- Contribute to WHS processes in the work context by:
  - addressing their own health and safety
  - addressing health and safety of others who may be affected by their actions
  - identifying ways to keep up to date with current WHS issues as they apply to workplace systems, equipment and processes
  - supporting members of the workgroup who may be less experienced in the workplace in regard to WHS matters
  - taking initiative to address hazards and manage risks at a systemic level

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Check the workplace for hazards and risks using an itemised checklist
- Provide advice and feedback in a constructive and supportive manner
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence gathered by an assessor to determine competence will include practical demonstration of competence, including:
  - workplace demonstration, simulation exercise, scenario or role play
  - indirect evidence from workplace supervisor reports, workplace documentation, and written responses to problems, scenarios and case studies
- Evidence of performance over time must be obtained to inform a judgement of competence

Products that could be used as evidence include:

- Verbal and written responses to verbal, pictorial or physical scenarios
- Demonstrated response to scenarios, simulations, role plays
- Completed hazard or incident reports, completed workplace inspection checklists
- Reports from workgroup members, supervisors

Processes that could be used as evidence include:

- How workplace checks/inspections are carried out
- How hazards are addressed
- How mentoring of fellow workgroup members is undertaken

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Hazard identification is:	The process of identifying sources of harm, and may be required: • before new forms of work and organisation of work are implemented • before changes are made to workplace, equipment, work processes or work arrangements • as part of planning major tasks or activities, such as equipment shutdowns • following an incident report • when new knowledge becomes available • at regular intervals during normal operations • prior to disposal of equipment, or materials
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

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RANGE STATEMENT

Common workplace hazards (from Safe Work Australia *Work Health And Safety Risks - Code of Practice)* include:	• Manual tasks - Overexertion or repetitive movement can cause muscular strain • Gravity - Falling objects, falls, slips and trips of people can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death • Electricity - Potential ignition source. Exposure to live electrical wires can cause shock, burns or death from electrocution • Machinery and equipment - Being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death • Hazardous chemicals - Chemicals (such as acids, hydrocarbons, heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis • Extreme temperatures - Heat can cause burns, heat stroke or fatigue. Cold can cause hypothermia or frost bite • Noise - Exposure to loud noise can cause permanent hearing damage • Radiation - Ultra violet, welding arc flashes, micro waves and lasers can cause burns, cancer or blindness • Biological - Micro-organisms can cause hepatitis, legionnaires' disease, Q fever, HIV/AIDS or allergies • Psychosocial hazards - Effects of work-related stress, bullying, violence and work-related fatigue
Risk:	In relation to any hazard, means the probability and consequences of injury, illness or damage resulting from exposure to a hazard
Residual risk is	The risk which remains after controls have been implemented

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RANGE STATEMENT

Examples of risks requiring management in a direct client care work environment may include:	• Worker fatigue or burnout requiring appropriate supervision and stress management • Injury or damage resulting from violent or aggressive behaviour, requiring strategies to defuse or avoid behaviours of concern • Risks relating to working in client's homes, requiring appropriate worker education and associated strategies • Fire in client's homes requiring workers to provide basic information on home fire safety
Organisation procedures include:	Policies and procedures underpinning the management of WHS, including: • Hazard, incident and injury reporting • Hazard identification, risk assessment and control • Human resources policies and procedures such as harassment and grievance procedures, induction programs, team meetings, alcohol and drug policies • Consultation and participation • Quality system documentation
WHS housekeeping includes:	Workplace and personal routines designed to improve health and safety; for example, cleaning up spills, keeping walkways, exits and traffic areas clear

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RANGE STATEMENT

Information includes:	• Hazard, incident and investigation reports • Workplace inspection reports • Incident investigation reports • Minutes of meetings • Job Safety Analyses (JSAs) and risk assessments • Safety Data Sheet (SDS) and registers • Employees handbooks • Manufacturers' manuals and specifications • Information from Health and Safety Representatives • Reports from Health and Safety committee • Information from external sources on hazards and risk relevant to the work group
Work procedures include:	• Standard operating procedures • Batch specifications • Operator or manufacturer manuals • Procedures for selecting, fitting, using and maintaining personal protective equipment
Mentoring and coaching may include:	• Providing guidance and explanation on implementation of work and organisation procedures • Providing feedback • Providing encouragement • Assisting with problem solving
Incidents include:	Any event that has caused or has the potential for injury, ill-health or damage
Other workplace documentation may include:	• Job checklists, schedules • Workplace inspection checklists

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RANGE STATEMENT

Risk controls include:	• The devices and methods to, where practicable, eliminate the hazard or, where this is not practicable, minimise the risk associated with the hazard
Designated persons may include:	• Team leaders/supervisors • Officers • HSRs • HSC members • PCBUs • Organisation WHS personnel • Other persons designated by the organisation

Hierarchy of risk control (from Safe Work Australia *Work Health And Safety - Risks Code of Practice) includes:*	The ranking of ways control risks ranked from the highest level of protection and reliability to the lowest, including:
	• Level 1 controls
	  • Eliminate hazards
	• Level 2 controls
	  • Substitute the hazard with something safer
	  • Isolate the hazard from people
	  • Use engineering controls
	• Level 3 controls
	  • Use administrative controls
	  • Use personal protective equipment (PPE)

Emergency signals and alarms may include:	• Machinery malfunction alarms • Fire alarms • Evacuation alarms or announcements • Reversing beepers on mobile plant

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RANGE STATEMENT

Emergency may include any abnormal or sudden event that requires immediate action such as:	• Serious injury events • Events requiring evacuation • Fires and explosions • Hazardous substance and chemical spills • Explosion and bomb alerts • Security emergencies, such as armed robberies, intruders and disturbed persons • Internal emergencies, such as loss of power or water supply and structural collapse • External emergencies and natural disasters, such as flood, storm and traffic accident impacting on the organisation

Unit Sector(s)

Not applicable.

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HLTWHS401A Maintain workplace WHS processes

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTOHS401A Maintain workplace OHS processes	HLTWHS401A Maintain WHS workplace processes	Updated in V5 - Changes to address new national Work Health and Safety (WHS) Bill and updated legislation

Unit Descriptor

Descriptor

This unit specifies the workplace performance required by a worker with supervisory responsibilities to maintain organisation work health and safety (WHS) processes

Application of the Unit

Application

Application of this unit should be contextualised to reflect any specific workplace risks, hazards and associated safety practices

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

27) Provide information to the work group	1.1 Clearly and accurately explain to the work group relevant provisions of WHS *legislation, standards, codes of practice*/compliance codes and guidance material
	1.2 Provide information on organisation policies and procedures in a readily accessible manner and clearly explain to the work group
	1.3 Explain roles and responsibilities of Health and Safety Representatives (HSRs) and Health and Safety Committees (HSCs)
	1.4 Provide information to the work group, in an accessible and understandable format, on hazards, the outcomes of risk assessments, and required risk controls
28) Ensure others are able to implement safe work practices	2.1 Ensure *personal protective equipment* appropriate to the work is available and functional
	2.2 Implement processes to confirm that others in the work group are following safe work practices, and organisation policies and procedures.
	2.3 Identify WHS training needs and either address or report these needs to those with control
29) Implement WHS participative processes	3.1 Consult with the work group and provide advice in relation to WHS matters relevant to their work
	3.2 Ensure WHS issues raised are dealt with promptly, and in accordance with organisation procedures and legislative requirements, or referred to appropriate personnel
	3.3 Record outcomes of consultation regarding WHS and promptly communicate these outcomes to the work group
30) Monitor compliance with *work procedures*	4.1 Check work procedures for availability, clarity and completeness, addressing any deficiencies or reporting them to appropriate persons
	4.2 Identify and address any deviations from procedures or report to appropriate persons
	4.3 Evaluate *hazard identification* and *reporting processes* are for effectiveness and address any deficiencies or report to appropriate persons
	4.4 Monitor WHS housekeeping practices to ensure that workplace standards are maintained, and take action to address any deficiencies

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	4.5 Ensure own behaviour is consistent with organisation and work procedures
31) Implement hazard identification, *risk assessment* and *risk control* procedures	5.1 Ensure hazards are identified and eliminated with residual risk reported according to organisation procedures 5.2 Conduct risk assessments 5.3 Develop control measures, taking account of the hierarchy of risk control 5.4 Implement and support outcomes of risk assessments and identified risk controls 5.5 Identify and address and/or report deficiencies in WHS risk controls according to organisation procedures 5.6 Identify personal professional limitations and seek expert advice as required
32) Implement organisation procedures for maintaining WHS records	6.1 Obtain feedback to ensure that workgroup is aware of organisation reporting requirements 6.2 Review WHS records to confirm that they are completed in an accurate, thorough and timely manner in accordance with legislative and organisation requirements 6.3 Use aggregate information and data from records to identify hazards and monitor risk controls
33) Implement emergency procedures	7.1 Obtain feedback to ensure that emergency procedures are available and known by the work group 7.2 Implement processes to ensure that emergency equipment is available and routinely checked for functionality 7.3 Implement processes to ensure that others in the workgroup are able to respond appropriately to emergencies 7.4 Conduct or contribute to investigations to identify cause of emergencies 7.5 Identify and implement or support control measures to prevent recurrence and minimise risk of emergencies

Required Skills and Knowledge

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This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- General duty requirements of the national Work Health and Safety model and relevant state/territory legislation that influence regulatory requirements relevant to the particular industry/type of work site
- Hazard identification procedures such as workplace inspections and review of workplace data
- Knowledge and understanding of guidance material including codes of practice/compliance codes relevant to the particular industry/type of work site
- Legislative requirements for record keeping and reporting
- Nature of common workplace hazards relevant to work role
- PPE requirements including use, storage and maintenance
- Principles of risk assessment
- Relationship between WHS and sustainability in the workplace, including the importance of maintaining safety in the workplace to establishing and maintaining environmental, economic, workforce and social sustainability
- Roles and responsibilities of Health and Safety Representatives (HSRs) and Health and Safety committees (HSCs)
- Roles and responsibilities of workers, officers and Persons Conducting a Business or Undertaking (PCBUs)
- Sources of WHS information both internal and external to the workplace, including Safe Work Australia and relevant state/territory regulators
- Standards and guidelines related to emergency procedures
- The difference between hazard and risk
- The hierarchy of risk control and its application
- Workplace specific information including:
  - designated person(s) for raising WHS issues
  - hazard identification procedures relevant to the hazards in their work place
  - hazards of the particular work environment
  - organisation procedures related to WHS including hazard, incident and injury reporting, hazard identification, risk assessment and control, consultation and participation, incident investigation, record keeping
  - potential emergency situations, alarms and signals and required response
  - risk controls for specific hazards
  - work procedures related to the work of the team/work group including use of PPE and emergency response

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This describes the essential skills and knowledge and their level required for this unit.

Essential skills:

It is critical that the candidate demonstrate the ability to

- Maintain WHS processes in the work context particularly in relation to the supervision of a small workgroup

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate with personnel in the work team, other work teams, managers and expert advisers
- Conduct team meetings
- Relate to people from a range of social, cultural and ethic backgrounds and physical and mental abilities
- Supervise and direct staff
- Take into account, use and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use language and literacy skills to interpret WHS documentation
- Use technical skills to access WHS information

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence gathered by an assessor to determine competence will include:
  - written or verbal responses to scenarios and case studies
  - provision of workplace examples
  - evidence from workplace supervisor reports
  - portfolio of workplace documentation
- Evidence of performance over time must be obtained to inform a judgement of competence

Products that could be used as evidence include:

- Verbal and written responses to verbal, written or physical scenarios
- Completed examples of information provided to work group, risk assessments, risk controls developed, reports to managers, reports on workplace inspections, audits, emergency exercises
- Reports from work group members, supervisor

Processes that could be used as evidence include:

- How information transfer was organised and conducted
- How risk assessments were conducted
- How deviations from workplace procedures were addressed

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

Assessment of this unit should address and build on the content of related unit:

- HLTWHS300A Contribute to WHS processes

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

WHS legislation varies in different states and will include:	• National Work Health and Safety Model • Current relevant State/territory WHS legislation • Relevant state/territory Manual Handling Code of Conduct
Standards include:	Documents produced by national bodies, WHS regulators or industry bodies, that prescribe preventative action to avert occupational deaths, injuries and diseases Standards are of an advisory nature only, except where a law adopts the standard and thus makes it mandatory They may be called up as evidence in court or other enforcement action
Codes of practice/compliance codes are:	Documents generally prepared to provide advice to employers and workers, of an acceptable way of achieving standards Codes of practice/compliance codes may: • be incorporated into regulations • not relate to a standard • be called up as evidence in court or other enforcement action
Guidance material:	Is an advisory technical document, providing detailed information for use by unions, officers, PCBUs, health and safety committee members and representatives, safety officers and others requiring guidance Advises on ‘what to do’ and ‘how to do it’ Has no legal standing

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RANGE STATEMENT

Organisation policies and procedures include:	Policies and procedures underpinning the management of WHS including: • hazard, incident and injury reporting • hazard identification, risk assessment and control • human resources policies and procedures such as harassment and grievance procedures, induction programs, team meetings, alcohol and drug policies • consultation and participation • incident investigation • quality system documentation
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

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RANGE STATEMENT

Common workplace hazards (from Safe Work Australia *Work Health And Safety - Risks Code of Practice)* include:	• Manual tasks - Overexertion or repetitive movement can cause muscular strain • Gravity - Falling objects, falls, slips and trips of people can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death • Electricity - Potential ignition source. Exposure to live electrical wires can cause shock, burns or death from electrocution • Machinery and equipment - Being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death • Hazardous chemicals - Chemicals (such as acids, hydrocarbons, heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis • Extreme temperatures - Heat can cause burns, heat stroke or fatigue. Cold can cause hypothermia or frost bite • Noise - Exposure to loud noise can cause permanent hearing damage • Radiation - Ultra violet, welding arc flashes, micro waves and lasers can cause burns, cancer or blindness • Biological - Micro-organisms can cause hepatitis, legionnaires' disease, Q fever, HIV/AIDS or allergies • Psychosocial hazards - Effects of work-related stress, bullying, violence and work-related fatigue
Risk:	In relation to any hazard, means the probability and consequences of injury, illness or damage resulting from exposure to a hazard

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RANGE STATEMENT

Risk assessments involve analysing a hazard to:	Identify factors influencing the risk and the range of potential consequences: • effectiveness of existing controls • likelihood of each consequence considering exposure and hazard level And combining these in some way to obtain a level of risk
Risk controls include:	The devices and methods to, where practicable, eliminate the hazard or, where this is not practicable, minimise the risk associated with the hazard
Examples of risks requiring management in a direct client care work environment may include:	• Worker fatigue or burnout requiring appropriate supervision and stress management • Injury or damage resulting from violent or aggressive behaviour, requiring strategies to defuse or avoid behaviours of concern • Risks relating to working in client's homes, requiring appropriate worker education and associated strategies • Fire in client's homes requiring workers to provide basic information on home fire safety
Personal protective equipment (PPE) includes:	Equipment worn by a person to provide protection from hazards, by providing a physical barrier between the person and the hazard and may include: • head protection • face and eye protection • respiratory protection • hearing protection • hand protection • clothing and footwear

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RANGE STATEMENT

Work procedures include:

- Standard operating procedures
- Batch specifications
- Operator or manufacturer manuals
- Procedures for selecting, fitting, using and maintaining personal protective equipment.

Hazard identification is:

The process of identifying sources of harm and may be required:

- at design or pre purchase of equipment and materials
- at commissioning or pre-implementation of new processes or practices
- before new forms of work and organisation of work are implemented
- before changes are made to workplace, equipment, work processes or work arrangements
- as part of planning major tasks or activities, such as equipment shutdowns
- following an incident report
- when new knowledge becomes available
- at regular intervals during normal operations
- prior to disposal of equipment, buildings or materials

Reporting processes include:

- Hazards reports
- Maintenance requests and reports
- Reports on completion of inspections
- Incident reports
- Reports of non-compliance with work procedures
- Reporting on progress of action plans

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RANGE STATEMENT

WHS housekeeping practices address items such as:	• Workplace cleanliness and tidiness • Unobstructed walkways and emergency exits • Underfoot conditions • Work space around equipment and machinery • Functioning services such as lighting, air flow and ventilation, emergency lighting • Storage areas including manual handling issues, storage, personal protective equipment • Signage
Residual risk is:	The risk which remains after controls have been implemented

Hierarchy of risk control (from Safe Work Australia *Work Health And Safety - Risks Code of Practice) includes:*	The ranking of ways control risks ranked from the highest level of protection and reliability to the lowest, including:
	• Level 1 controls
	  • Eliminate hazards
	• Level 2 controls
	  • Substitute the hazard with something safer
	  • Isolate the hazard from people
	  • Use engineering controls
	• Level 3 controls
	  • Use administrative controls
	  • Use personal protective equipment (PPE)

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RANGE STATEMENT

Expert advice can be obtained from:

Persons either internal or external to the organisation including:

- safety professionals
- ergonomists
- employee assistance and workplace counselling services
- occupational hygienists
- audiologists
- safety engineers
- toxicologists
- occupational health professionals
- Health and Safety Representatives (HSRs)
- Health and Safety committees (HSCs)

Other persons providing specific technical knowledge or expertise in areas related to WHS including:

- risk managers
- health professionals
- injury management advisors
- legal practitioners with experience in WHS
- engineers (e.g. design, acoustic, mechanical, civil)
- security and emergency response personnel
- workplace trainers and assessors
- maintenance and trade persons

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RANGE STATEMENT

WHS records may include:

- Hazard, incident and investigation reports
- Workplace inspection reports
- Incident investigation reports
- First aid records
- Minutes of meetings
- Job Safety Analyses (JSAs) and risk assessments
- Safety Data Sheet (SDS) and registers
- Employees handbooks
- Plant and equipment operation records including those relevant to registered plant
- Maintenance and testing reports
- Training records
- Environmental monitoring records
- Health surveillance records

Legislative requirements for record keeping include those specified under:

WHS legislation for:

- serious incident and injury reporting
- registered plant
- hazardous substances and dangerous goods
- environmental monitoring
- health surveillance

Privacy legislation

Emergencies may include any abnormal or sudden event that requires immediate action such as:

- Serious injury events
- Events requiring evacuation
- Fires and explosions
- Hazardous substance and chemical spills
- Explosion and bomb alerts
- Security emergencies, such as armed robberies, intruders and disturbed persons
- Internal emergencies, such as loss of power or water supply and structural collapse
- External emergencies and natural disasters, such as flood, storm and traffic accident impacting on the organisation

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RANGE STATEMENT

Emergency equipment is equipment required as part of the emergency response by the organisation and includes:	• First aid equipment • Eye wash shower or portable eye washes • Fire extinguishers and equipment • Communication equipment • Evacuation alarms • Evacuation equipment, especially that for disabled persons • Torches • Items of clothing such as coloured hats and vests
Incidents include:	Any event that has caused or has the potential for injury, ill-health or damage

Unit Sector(s)

Not applicable.

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HLTWHS501A Manage workplace WHS processes

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTOHS501A Manage workplace OHS processes	HLTWHS501A Manage workplace WHS processes	Updated in V5 - Changes to address new national Work Health and Safety (WHS) Bill and updated legislation

Unit Descriptor

Descriptor

This unit specifies the workplace performance required by an individual responsible for ongoing management of work health and safety (WHS) within an area of management responsibility where the WHS management processes have been set up by other persons, either internal or external to the organisation

Application of the Unit

Application

Application of this unit should be contextualised to reflect any specific workplace risks, hazards and associated safety practices

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

34) Manage WHS information and records

1.1 Identify and access relevant WHS *legislation*, *standards*, *codes of practice*/compliance codes, guidance material and other sources of WHS information and evaluate their relevance to the specific work context

1.2 Collect and collate WHS information to provide information on WHS requirements, trends and risk controls

1.3 Review records and record keeping processes to ensure that legal requirements for WHS record keeping are identified and addressed

1.4 Implement and monitor processes for ensuring that WHS records are accurately completed, collected and stored in accordance with legal requirements and workplace procedures

35) Manage WHS participative processes

2.1 Monitor participative processes to ensure compliance with *legislative requirements* and organisation procedures

2.2 Evaluate information provided to workers to ensure it is in a readily accessible and understandable format

2.3 Implement and monitor processes for ensuring that workgroup members have an opportunity, either directly or through their representative, to contribute to decisions that may affect their health and safety

2.4 Evaluate processes for addressing WHS issues, to ensure issues raised through consultation are resolved promptly and in line with organisation procedures and legislative requirements

2.5 Promptly provide information about the outcomes of consultation in a format and medium that is readily accessible to workers

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36) Manage WHS risk management processes	3.1 Ensure hazard, incident, and injury reporting and investigation processes are in place, to meet legislative requirements and to inform future prevention strategies 3.2 Ensure processes are in place so that hazard identification and risk assessments occur according to organisation procedures 3.3 Ensure risk controls and hazard specific procedures are consistent with the hierarchy of control and are monitored to support compliance with legislative and regulatory requirements 3.4 Ensure processes are in place to identify and address any WHS implications of either proposed or implemented changes to the workplace, work processes or organisation of work 3.5 Recognise limits of own professional expertise and consult expert advisors as required
37) Manage WHS training program	4.1 Conduct an WHS training needs assessment for workgroup members, that takes account of legislative and regulatory requirements, internal policies and procedures, existing skills of workgroup members and *risk control* requirements 4.2 Implement and monitor training programs to ensure identified WHS training requirements are addressed 4.3 Implement and monitor processes to ensure that all new workers receive WHS induction 4.4 Access and consult relevant WHS and training specialists as required, in the development and implementation of the WHS training program(s)
38) Manage WHS continuous improvement process	5.1 Consider input from individuals and workgroup in identifying and implementing WHS improvement 5.2 Determine WHS priorities in consultation with appropriate managers and stakeholders 5.3 Develop WHS action plans taking account of priorities and training needs 5.4 Monitor achievements against the WHS plans and update plans accordingly

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Hazard identification procedures
- Knowledge and understanding of guidance material including codes of practice/compliance codes relevant to the particular industry/type of work site
- Legal and practical requirements for WHS training, WHS record keeping and reporting
- Legislative requirements for consultation
- Principles of risk assessment
- Relationship between WHS and sustainability in the workplace, including the contribution of maintaining health and safety to environmental, economic, workforce and social sustainability
- Roles and responsibilities of Health and Safety Representatives (HSRs) and Health and Safety committees (HSCs)
- Roles and responsibilities of workers, officers and Persons Conducting a Business or Undertaking (PCBUs)
- Sources of WHS information both internal and external to the workplace, including Safe Work Australia and relevant state/territory regulators
- Systems for identifying skill needs, for example:
  - identifying additional training needs of learners
  - performance reviews
  - training needs analysis
- The difference between hazard and risk
- The hierarchy of control and its application
- Understanding the national Work Health and Safety model and relevant state/territory legislation that influence regulatory requirements relevant to the particular industry/type of work site
- Workplace specific information including:
  - awards and enterprise agreements that impact on the particular workplace
  - designated person(s) for raising WHS issues
  - hazard identification procedures relevant to the hazards in their workplace
  - hazards of the particular work environment and how they cause harm
  - organisation procedures related to WHS including hazard, incident and injury reporting, hazard identification, risk assessment and control, consultation and participation, incident investigation, record keeping

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This describes the essential skills and knowledge and their level required for this unit.

- the characteristics and composition of the workforce and how they may impact on the management of WHS
- workplace support services e.g. employee assistance providers, workplace counselling and medical services
- relevant WHS training and training providers

Essential skills:

It is critical that the candidate demonstrate the ability to

- Manage WHS processes for a small organisation or group(s) of persons undertaking a range of work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply an action planning process
- Assimilate information from a range of sources to evaluate effectiveness of processes
- Communicate with supervisors, other managers, staff, WHS inspectors and expert advisers in a range of contexts, and using a range of media and formats.
- Conduct effective meetings
- Develop solutions to complex WHS problems, utilising information from a range of sources
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Support others to identify and access appropriate external support services such as medical, social and psychological support
- Take into account and support staff to use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use language and literacy and conceptual skills to analyse and evaluate WHS information
- Use technical skills to access WHS information

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence gathered by an assessor to determine competence will include:
  - written or verbal responses to scenarios and case studies
  - reports from persons who have been involved in the management processes
  - portfolio of workplace documents
- Evidence of performance over time must be obtained to inform a judgement of competence

Products that could be used as evidence include:

- Verbal and written responses to verbal, pictorial or physical scenarios
- Demonstrated action to scenarios, simulations, role plays
- Completed reports to senior managers
- Written directions, emails, memos and other information provided to supervisors in area of responsibility
- Reports from team leaders, senior managers, other managers, specialist advisors

Processes that could be used as evidence include:

- How training needs were identified and addressed
- How action plans are developed, monitored and updated
- How hazard identification and risk assessment occur

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

Assessment of this unit should address and build on the content of related unit:

- HLTWHS300A Contribute to WHS processes

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

WHS legislation varies in different states and will include:

- National Work Health and Safety Model
- Current relevant State/territory WHS legislation
- Relevant state/territory Manual Handling Code of Conduct

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Standards include:	Documents produced by national bodies, WHS regulators or industry bodies, that prescribe preventative action to avert occupational deaths, injuries and diseases Standards are of an advisory nature only, except where a law adopts the standard and thus makes it mandatory They may be called up as evidence in court or other enforcement action
Codes of practice/compliance codes are:	Documents generally prepared to provide advice to employers and workers, of an acceptable way of achieving standards Codes of practice/compliance codes may: • be incorporated into regulations • not relate to a standard • be called up as evidence in court or other enforcement action
Guidance material:	Is an advisory technical document, providing detailed information for use by unions, officers, PCBUs, health and safety committee members and representatives, safety officers and others requiring guidance Advises on ‘what to do’ and ‘how to do it’ Has no legal standing

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Other sources of WHS information include

Persons, organisations and references where knowledge about WHS may be obtained

These sources may be:

Internal, including:

- hazard, incident and investigation reports
- workplace inspections
- incident investigations
- minutes of meetings
- Job Safety Analyses (JSAs) and risk assessments
- organisation data such as insurance records, enforcement notices and actions, workers compensation data, WHS performance data
- reports and audits
- Safety Data Sheet (SDS) and registers
- employees handbooks
- workers including questionnaire results
- Health and Safety Representatives
- manufacturers' manuals and specifications

External, including:

- Employee Assistance Program providers and workplace counselling services
- relevant state WHS Acts, regulations, codes and guidance material
- other relevant legislation
- Safe Work Australia
- State/territory regulatory bodies
- databases such as national and state injury data
- WHS specialists and consultants
- newspapers and journals, trade/industry publications
- internet sites
- industry networks and associations including unions and employer groups
- WHS professional bodies
- specialist advisors
- research information

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WHS information includes:	• Requirements under WHS legislation, regulations, standards, codes of practice/compliance codes and guidelines • Rights and responsibilities • Information on hazards including SDSs • Collated information on hazard incidents and injuries • Investigation and audit reports • Outcomes of hazard identifications and workplace inspections • Risk assessments • Risk controls • Workplace WHS policies and procedures • Work procedures • Training records
Risk controls include:	The devices and methods to, where practicable, eliminate the hazard or, where this is not practicable, minimise the risk associated with the hazard
Legal requirements for record keeping include:	That specified under WHS legislation and regulations for: • Serious incident and injury reporting • Registered plant • Hazardous substances and dangerous goods • Environmental monitoring • Health surveillance • Privacy legislation.

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WHS records may include:

- Hazard, incident and investigation reports
- Workplace inspection reports
- Incident investigation reports
- First aid records
- Minutes of meetings
- Job Safety Analyses (JSAs) and risk assessments
- Safety Data Sheet (SDS) and registers
- Plant and equipment operation records including those relevant to registered plant
- Maintenance and testing reports
- Training records
- Environmental monitoring records
- Health surveillance records

Participative processes include:

Processes that:

- inform workers and other stakeholders of WHS matters
- seek their input
- offer opportunity for stakeholders to participate in decisions that may impact on their health and safety

Participative processes may also be referred to as ‘consultative processes’, however ‘participation’ implies a higher level of involvement

Organisation policies and procedures include:

Policies and procedures underpinning the management of WHS including:

- hazard, incident and injury reporting
- hazard identification, risk assessment and control
- human resources policies and procedures such as harassment and grievance procedures, induction programs, team meetings, alcohol and drug policies
- consultation and participation
- incident investigation
- quality system documentation

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Consultation includes processes for:	Seeking information or the opinions from one or more people prior to decision-making Consultation should particularly include those who may affect the outcomes or be affected by the decisions made but may also include specialist sources
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Common workplace hazards (from Safe Work Australia *Work Health And Safety Risks - Code of Practice)* include:	• Manual tasks - Overexertion or repetitive movement can cause muscular strain • Gravity - Falling objects, falls, slips and trips of people can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death • Electricity - Potential ignition source. Exposure to live electrical wires can cause shock, burns or death from electrocution • Machinery and equipment - Being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death • Hazardous chemicals - Chemicals (such as acids, hydrocarbons, heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis • Extreme temperatures - Heat can cause burns, heat stroke or fatigue. Cold can cause hypothermia or frost bite • Noise - Exposure to loud noise can cause permanent hearing damage • Radiation - Ultra violet, welding arc flashes, micro waves and lasers can cause burns, cancer or blindness • Biological - Micro-organisms can cause hepatitis, legionnaires' disease, Q fever, HIV/AIDS or allergies • Psychosocial hazards - Effects of work-related stress, bullying, violence and work-related fatigue

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Incident includes:	Any event that has caused or has the potential for injury, ill health or damage
Hazard identification is:	The process of identifying sources of harm and may be required: • at design or pre purchase of equipment and materials • at commissioning or pre-implementation of new processes or practices • before new forms of work and organisation of work are implemented • before changes are made to workplace, equipment, work processes or work arrangements • as part of planning major tasks or activities, such as equipment shutdowns • following an incident report • when new knowledge becomes available • at regular intervals during normal operations • prior to disposal of equipment, buildings or materials
Risk:	In relation to any hazard, means the probability and consequences of injury, illness or damage resulting from exposure to a hazard
Risk assessments involve:	Analysing a hazard to: • identify factors influencing the risk and the range of potential consequences • effectiveness of existing controls • likelihood of each consequence considering exposure and hazard level • and combining these in some way to obtain a level of risk

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Hierarchy of risk control (from Safe Work Australia *Work Health And Safety - Risks Code of Practice) includes:*

The ranking of ways control risks ranked from the highest level of protection and reliability to the lowest, including:

- Level 1 controls
  - Eliminate hazards
- Level 2 controls
  - Substitute the hazard with something safer
  - Isolate the hazard from people
  - Use engineering controls
- Level 3 controls
  - Use administrative controls
  - Use personal protective equipment (PPE)

Expert advisors include:

Persons either internal or external to the organisation including:

- safety professionals
- ergonomists
- employee assistance and workplace counselling services
- occupational hygienists
- audiologists
- safety engineers
- toxicologists
- occupational health professionals
- Health and Safety Representatives (HSRs)
- Health and Safety committees (HSCs)

Other persons providing specific technical knowledge or expertise in areas related to WHS including:

- risk managers
- health professionals
- injury management advisors
- legal practitioners with experience in WHS
- engineers (e.g. design, acoustic, mechanical, civil)
- security and emergency response personnel
- workplace trainers and assessors
- maintenance and trade persons

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WHS induction includes:

The processes by which new workers are introduced to, and acquainted with their job and the new workplace, including familiarisation with:

- hazards and risks associated with the work,
- risk control measures,
- welfare facilities and
- emergency response procedures

Stakeholders are:

Those people or organisations who may be affected by, or perceive themselves to be affected by an activity or decision including:

- officers
- PCBUs
- Health and Safety representatives (HSRs)
- Health and Safety committees (HSCs)
- workers and contractors
- the community

WHS action plans include:

Documented plans developed within the workplace to implement a systematic approach to WHS management and contain:

- actions that support an integrated strategy to address deficiencies, meet obligations or provide for improved outcomes
- allocated responsibilities
- timeframes

Unit Sector(s)

Not applicable.

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HLTWHS601A Improve workplace WHS processes

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTOHS601A Improve workplace OHS processes	HLTWHS601A Improve workplace WHS processes	Updated in V5 - Changes to address new national Work Health and Safety (WHS) Bill and updated legislation

Unit Descriptor

Descriptor

This unit specifies the workplace performance required by an individual who is responsible for the review and improvement of a systematic approach to managing WHS, where there is some autonomy regarding development of policies, procedures and processes, and in the allocation of roles and resources

Application of the Unit

Application

Application of this unit should be contextualised to reflect any specific workplace risks, hazards and associated safety practices

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

39) Collect and analyse information	1.1 Identify and access relevant *WHS legislation, standards, codes of practice/compliance codes, guidance material* and other sources of WHS information and evaluate their relevance to workplace performance
	1.2 Analyse other WHS information from a wide range of internal and external sources in relation to organisation needs, including information relating to sustainability issues
	1.3 Identify due diligence requirements of management personnel
	1.4 Identify relationship of WHS to other functional areas and management processes, including management to achieve a range of sustainable outcomes
	1.5 Identify implications for the workplace of any changes in WHS legislation, regulations, standards, codes of practice/compliance codes and guidance materials
	1.6 Identify WHS implications of proposed changes to the workplace, work processes or work organisation
	1.7 Identify valid and reliable indicators of WHS performance in consultation with stakeholders
40) Evaluate information to establish WHS framework	2.1 Evaluate organisation policies and procedures for compliance with legislative requirements and a systematic approach to managing WHS
	2.2 Develop and/or implement processes to ensure that WHS responsibilities and duties are documented and accountability processes are in place
	2.3 Review processes for specification, design, purchasing and commissioning of new buildings, plant, equipment and work processes within a safe design framework to ensure that WHS issues are addressed
	2.4 Analyse information and compare against relevant benchmarks where available
	2.5 Document outcomes of analysis and communicate them to key personnel and *stakeholders*
	2.6 Identify resources for effective management of WHS and develop a budget
	2.7 Recognise limits of own expertise and seek expert advice as required

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41) Initiate improvements	3.1 Determine priorities in consultation with appropriate managers and according to consultative procedures 3.2 Identify potential barriers to improvement 3.3 Develop an WHS plan in consultation with stakeholders and key personnel 3.4 Identify resources required for implementation of plan
42) Maintain improvements	4.1 Establish processes to monitor achievement against the plan and update plans as required 4.2 Monitor effectiveness of the systematic approach to managing WHS on an ongoing basis 4.3 Consult stakeholders and key personnel according to legislative requirements and organisation procedures

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Due diligence and general duty requirements of WHS legislation
- Examples of WHS management benchmarks
- Hazards of the particular work environment and how they cause harm
- Hazard identification procedures relevant to the hazards in their workplace:
  - awards and enterprise agreements that impact on the particular workplace
  - organisation procedures related to WHS including hazard, incident and injury reporting, hazard identification, risk assessment and control, consultation and participation, incident investigation, record keeping
  - the characteristics and composition of the workforce and how they may impact on the management of WHS
- Job and work role design and how this impacts on workplace safety and worker wellbeing (e.g. remote work, shift work, solo worker)
- Legal requirements for WHS record keeping and reporting
- Legislative requirements for consultation
- Principles of risk assessment
- Principles of safe design processes
- Regulatory requirements relevant to the particular industry/type of work site
- Relationship between WHS and managing sustainability issues in the workplace, including environmental, economic, workforce and social sustainability
- Requirements for hazard identification
- Roles and responsibilities of Health and Safety Representatives (HSRs) and Health and Safety committees (HSCs)
- Roles and responsibilities of workers, officers and Persons Conducting a Business or Undertaking (PCBUs)
- Sources of WHS information both internal and external to the workplace, including Safe Work Australia and relevant state/territory regulators
- The difference between hazard and risk
- The hierarchy of risk control and its application
- Use and limitations of a range of WHS performance measures
- WHS management processes including elements of WHS management systems
- Workplace specific information on WHS

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This describes the essential skills and knowledge and their level required for this unit.

Essential skills:

It is critical that the candidate demonstrate the ability to

- Review and improve WHS processes for an organisation or part of an organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse and interpret WHS legislation, regulations, standards, codes of practice/ compliance codes and guidance material for relevance to the organisation context
- Apply a quality improvement process
- Assimilate information from a range of sources to evaluate effectiveness of processes
- Communicate with supervisors, other managers, staff, WHS inspectors and expert advisers in a range of contexts, and using a range of media and formats
- Conduct effective meetings
- Establish and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Identify and support individuals to access external and internal support services as employee assistance programs, workplace counselling and medical services as appropriate
- Relate to people from a range of social, cultural and ethic backgrounds and physical and mental abilities
- Use language and writing skills to develop easily understood policies and procedures
- Use technical skills to access WHS information

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence gathered by an assessor to determine competence will include:
  - verbal and/or written responses to scenarios, case studies and role plays
  - written reports
  - reports from persons who have been involved in review and improvement processes
  - portfolio of workplace documents
- Evidence of performance over time must be obtained to inform a judgement of competence

Products that could be used as evidence include:

- Verbal and written responses to case studies, scenarios
- Responses to scenarios, simulations, role plays
- Completed reports, plans, policies and procedures developed
- Written directions, emails, memos and other information
- Reports from team leaders, senior managers, other managers, specialist advisors

Processes that could be used as evidence include:

- How WHS information was sourced and analysed
- How consultation to determine priorities were conducted
- How achievement against the WHS plan was monitored

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

Assessment of this unit should address and build on the content of related unit:

- HLTWHS300A Contribute to WHS processes

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

WHS legislation varies in different states and will include:

- National Work Health and Safety Model
- Current relevant state/territory WHS legislation
- Relevant state/territory Manual Handling Code of Conduct

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Standards include:	Documents produced by national bodies, WHS regulators or industry bodies that prescribe preventative action to avert occupational deaths, injuries and diseases. Standards are of an advisory nature only, except where a law adopts the standard and thus makes it mandatory. They may be called up as evidence in court or other enforcement action.
Codes of practice/compliance codes are:	Documents generally prepared to provide advice to employers and workers, of an acceptable way of achieving standards. Codes of practice/compliance codes may: • be incorporated into regulations • not relate to a standard • be called up as evidence in court or other enforcement action.
Guidance material is:	Is an advisory technical document, providing detailed information for use by unions, officers, PCBUs, health and safety committee members and representatives, safety officers and others requiring guidance Advises on 'what to do' and 'how to do it' Has no legal standing

Hierarchy of risk control (from Safe Work Australia *Work Health And Safety - Risks Code of Practice) includes:*	The ranking of ways control risks ranked from the highest level of protection and reliability to the lowest, including:
	• Level 1 controls
	  • Eliminate hazards
	• Level 2 controls
	  • Substitute the hazard with something safer
	  • Isolate the hazard from people
	  • Use engineering controls
	• Level 3 controls
	  • Use administrative controls
	  • Use personal protective equipment (PPE)

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WHS information includes:

Persons, organisations and references where knowledge about WHS may be obtained

These sources may be:

Internal, including:

- hazard, incident and investigation reports
- workplace inspections
- incident investigations
- minutes of meetings
- Job Safety Analyses (JSAs) and risk assessments
- organisation data such as insurance records, enforcement notices and actions, workers compensation data, WHS performance data
- reports and audits
- Safety Data Sheet (SDS) and registers
- employees handbooks
- employees including questionnaire results
- Health and Safety Representatives
- manufacturers' manuals and specifications

External, including:

- Employee Assistance Program providers and workplace counselling services
- relevant state WHS Acts, regulations, codes and guidance material
- other relevant legislation
- Safe Work Australia
- State/territory regulatory bodies
- databases such as national and state injury data
- WHS specialists and consultants
- newspapers and journals, trade/industry publications
- internet sites
- industry networks and associations including unions and employer groups
- WHS professional bodies
- specialist advisors
- research information

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Due diligence requirements include:	All precautions reasonable in the circumstances to protect the health and safety of workers and others who may be affected by actions or omissions of the individual or corporation.
Other functional areas and management processes refers to:	Functions other than WHS specific functions that impact on the management of WHS and may include: • strategic planning • purchasing, procurement and contracting • logistics including supply chain and distribution • HR, IR and personnel management, including payroll • engineering and maintenance • information, data and records management • finance and auditing • environmental management • quality management.

Indicators of WHS performance include:	• Lead indicators that assess how successfully a workplace is developing or improving WHS by measuring the activities that drive or 'lead' the safety performance. They may be either:
	  • a quantitative indicator that can be counted or measured and described numerically (for example, number of safety audits conducted) or
	  • a qualitative indicator that describes or assesses a quality or behaviour (such as rating of management commitment to achieving 'best practice' in WHS).
	• Lag indicators that assess how successfully a workplace is developing or improving WHS by measuring outcomes such as numbers or frequency of injuries or claims costs:
	• They measure loss and, as changes to these measures usually take considerable time (or 'lag') behind the implementation of any improvement strategy, they are termed lag indicators.

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Stakeholders are	Those people or organisations who may be affected by, or perceive themselves to be affected by, an activity or decision including: • officers • PCBUs • Health and Safety Representatives (HSRs) • Health and Safety committees (HSCs) • workers and contractors • the community
Organisation policies and procedures include:	Policies and procedures underpinning the management of WHS including: • hazard, incident and injury reporting • hazard identification, risk assessment and control • human resources policies and procedures such as harassment and grievance procedures, induction programs, team meetings, alcohol and drug policies • consultation and participation • incident investigation • quality system documentation.
Legislative requirements include:	• National Work Health and Safety Model • Current relevant State/territory WHS legislation • Other relevant legislation covering: • dangerous goods • workers compensation • environment protection • privacy legislation • contract law • criminal law • common law • industrial relations law • equal employment opportunity and anti-discrimination law.

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Systematic approach to managing WHS includes:

- all the comprehensive processes that are combined in a methodical and ordered manner to minimise the risk of injury or ill health in the workplace
- processes of planning, allocation of resources, communication, consultation, hazard management, record keeping, reporting, training and assessment, and review and evaluation for ongoing improvement.

Accountability includes:

The processes of verification of proper conduct or by which a person with (WHS) responsibilities demonstrates fulfilment of those responsibilities to those to whom they are answerable.

Safe design is:

A process that applies information and data about human capabilities and behaviour to the design of objects, facilities, procedures and environments that people use.

Safe design generally provides for the minimisation of risk through engineering, rather than reliance on human behaviour.

Benchmarks may include:

- legislation
- regulations
- codes of practice/compliance codes
- national standards
- Australian standards
- industry standards
- standards established by other organisations
- standards developed internally by the organisation.

Resources include:

- personnel
- finance
- hardware and equipment.

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Expert advice may be sought from:

Persons either internal or external to the organisation including:

- safety professionals
- ergonomists
- employee assistance and workplace counselling services
- occupational hygienists
- audiologists
- safety engineers
- toxicologists
- occupational health professionals
- Health and Safety Representatives (HSRs)
- Health and Safety committees (HSCs)

Other persons providing specific technical knowledge or expertise in areas related to WHS including:

- risk managers
- health professionals
- injury management advisors
- legal practitioners with experience in WHS
- engineers (e.g. design, acoustic, mechanical, civil)
- security and emergency response personnel
- workplace trainers and assessors
- maintenance and trade persons

Barriers may include:

- language
- literacy and numeracy
- special needs of workers
- shift work and rostering arrangements
- contractual arrangements
- timing of information provision
- workplace organisation structures (e.g. geographic, hierarchical)
- workplace culture related to WHS.

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WHS plan is	The strategy for implementing the WHS policy and includes: • strategic documents developed to improve WHS within an organisation that identifies objectives together with strategies and accountabilities for achieving the objectives and: • WHS performance indicators (i.e. objectives and targets that are achievable and practical) reflecting systematic approaches to managing WHS • is usually developed annually but may be developed for a shorter or longer period • is reviewed regularly • provides the basis for WHS Action Plans which are developed to implement the strategic WHS plan
Key personnel include:	• managers from other areas • people involved in WHS decision making • people who are impacted by decisions

Unit Sector(s)

Not applicable.

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ICAU1128B Operate a personal computer

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to operate a personal computer, including starting the PC, logging in, using and understanding desktop icons and their links to underlying programs, navigating a directory structure, saving work, printing, closing down the PC. The following unit is linked and forms an appropriate cluster: • ICAU1129B Operate a word processing application No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Start the computer	1.1. Check ***peripheral device*** connections for correct position 1.2. Switch on power at both the power point and ***computer***
2. Access basic system information	2.1. Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens 2.2. Navigate through the ***operating system*** to access system information to identify system configuration and application versions in operation 2.3. Use ***on-line help functions*** as required
3. Navigate and manipulate desktop environment	3.1. Create and customise desktop icons 3.2. Select, open and close desktop icons to access ***application programs*** 3.3. Manipulate application windows and return desktop to original condition
4. Organise basic directory/folder structure and files	4.1. Create and name directories and subdirectories 4.2. Identify ***attributes*** of directories 4.3. Move subdirectories between directories 4.4. Rename directories as required 4.5. Access directories and subdirectories via different paths
5. Organise files for user and/or organisation requirements	5.1. Use ***system browser*** to search drives for specific files 5.2. Access the most commonly used types of files in the ***directories*** 5.3. Select, open and rename groups of files as required 5.4. Move files between directories 5.5. Copy files to ***disk*** 5.6. Restore deleted files as necessary 5.7. Erase and format ***disks*** as necessary
6. Print information	6.1. Add a printer if required and ensure correct ***printer settings*** 6.2. Change the default printer if appropriate 6.3. Print information from an installed printer 6.4. View and delete progress of print jobs as required
7. Shut down computer	7.1. Save any work to be retained and close all open

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ELEMENT	PERFORMANCE CRITERIA
	application programs correctly 7.2. Shut down computer correctly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Saving and retrieving files to various locations • Mouse management (button usage) for different applications • Reading and writing at a level where basic workplace documents are understood • Ability to communicate with peers and supervisors • Seeking assistance and expert advice • Interpretation of user manuals and help functions • The ability to input user access details for accessing a personal computer (PC) (possibly a networked environment)
Required knowledge
• Basic keyboarding skills • Computer functions • Basic parts of a computer and various hardware components • Storage devices and basic categories • Basic software operation

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to use software, navigate around the desktop, use system features to perform tasks, and save results of work. To demonstrate competency in this unit the person will require access to: • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software
Context of and specific resources for assessment	Using a personal computer is an essential business function and basic core skill in most workplaces. Demonstration of this competency will require: • Knowledge of PC operations in a narrow range of areas • Basic PC practical skills • Performing a sequence of routine tasks after having received clear direction • Receiving and passing on messages and information. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure: • Demonstration of knowledge by recall in a narrow range of areas; demonstrating basic practical skills, such as the use of relevant tools and applications; performing a sequence of routine tasks given clear

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EVIDENCE GUIDE	
	direction; and receiving and passing on messages or information. • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1 • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1129B Operate a word processing application An individual demonstrating this competency would be

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EVIDENCE GUIDE	
	able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Peripheral device may include but is not limited to:	• mouse • keyboard • visual display unit • monitor • printer
Computer may include:	• laptops • workstations • servers • other devices
Application programs may include:	• database programs • word processors • email programs • internet browsers • system browsers • spreadsheets
Operating System may include but is not limited to:	• Linux 7.0 or above • Windows 2000 or above

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RANGE STATEMENT	
	• Apple OS X or above
System information may include but is not limited to:	• hardware and software components that run a computer
On-line help functions	• An instruction manual or a portion of the manual, integrated into the program
Attributes	• Indicates several properties of the directory. For example, they indicate whether the directory is read-only, whether it needs to be backed up, and whether it is visible or hidden
System browser may include but is not limited to:	• Windows Explorer • Konqueror
Disks may include but are not limited to:	• floppy disks • CDs • CD-RW (compact disks-read write) • DVD RW • zip disks • flash drives • solid state hard drives
Printer settings may include:	• layout • paper size • paper tray • cartridge type • number of copies • orientation
Information may include but is not limited to:	• documents • test pages • web pages • other output

Unit Sector(s)

Unit sector	Use

Co-requisite units

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Co-requisite units		

Competency field

Competency field	

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ICAU1130B Operate a spreadsheet application

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to correctly operate spreadsheet applications and perform basic operations. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create spreadsheets	1.1. Open spreadsheet application and create/open spreadsheet file and enter numbers, text and symbols into cells according to information requirements 1.2. Enter simple formulas using cell referencing where required 1.3. Correct formulas when error messages occur 1.4. Use a range of common ***tools*** during spreadsheet development 1.5. ***Edit*** columns and rows within the spreadsheet 1.6. Use the auto-fill function to increment ***data*** where required 1.7. Save spreadsheet to correct directory or folder
2. Customise basic settings	2.1. Adjust page ***layout*** to meet user requirements or special needs 2.2. Open and view different ***toolbars*** 2.3. Change ***font settings*** so they are appropriate for the purpose of the document 2.4. Change ***alignment*** options and line spacing according to spreadsheet ***formatting features*** 2.5. Format cell to display different styles as required 2.6. Modify margin sizes to suit the purpose of the spreadsheets 2.7. View multiple spreadsheets concurrently
3. Format spreadsheet	3.1. Use formatting features as required 3.2. Copy selected ***formatting features*** from another cell in the spreadsheet or from another active spreadsheet 3.3. Use ***formatting tools*** as required within the spreadsheet 3.4. Align information in a selected cell as required 3.5. Insert headers and footers using ***formatting features*** 3.6. Save spreadsheet in another ***format*** 3.7. Save and close spreadsheet to ***disk***
4. Incorporate object and chart in spreadsheet	4.1. Import an ***object*** into an active spreadsheet 4.2. Manipulate imported ***object*** by using ***formatting features*** 4.3. Create a chart using selected data in the spreadsheet 4.4. Display selected data in a different chart 4.5. Modify chart using formatting features

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ELEMENT	PERFORMANCE CRITERIA
5. Print spreadsheet	5.1. Preview spreadsheet in print preview mode 5.2. Select basic printer options 5.3. Print spreadsheet or selected part of spreadsheet 5.4. Submit the spreadsheet to the ***appropriate person*** for approval or feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Low-level decision making in relation to creating and manipulating spreadsheet data • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals
Required knowledge
• Logging in procedures relating to accessing a PC • Basic mathematics • Basic technical terminology in relation to reading help files and prompts

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm ability to complete basic operations associated with creating, formatting, saving and printing a spreadsheet, including creating basic formulas and working with objects and charts. To demonstrate competency in this unit the person will require access to: • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software • Documents or information containing data suitable for creating spreadsheets
Context of and specific resources for assessment	An individual demonstrating this competency may use pre-existing data (e.g. documents, spreadsheet data, data from database tables) or create new data when creating and manipulating spreadsheets. The use of spreadsheets for business and mathematical applications is widespread. In some cases, spreadsheets can operate as sophisticated computerised ledgers and enable the collation, manipulation and presentation of complex data. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure

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EVIDENCE GUIDE	
	• Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package An individual demonstrating this competency would be

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EVIDENCE GUIDE	
	able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Tools may include:	• help • search and replace • spell check • undo • simple formatting tools
Edit may include but is not limited to:	• add • select • copy • paste • delete • move
Data may include:	• text or symbols added to the document
Layout may include but is not limited to:	• display modes • orientation • size
Toolbars may contain:	• buttons • menus

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RANGE STATEMENT	
	• a combination of both
Font settings may include:	• type • size • colour
Alignment may be:	• left • centred • right • justified
Formatting features may include:	• italics • bold • underline • hyphenation
Formatting tools	• Menu commands within the application, such as: help, search and replace, spell check, undo, cut, copy, paste.
Format	• Saving the spreadsheet as another type of document, such as: HTML, XML, comma separated values or text.
Disk may include but are not limited to:	• disks • CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks • solid state hard drives
Object	• Any item that can be inserted into the spreadsheet, such as: other documents, pictures and sound.
Appropriate person may include:	• supervisor • teacher • authorised business representative • client

Unit Sector(s)

Unit sector	Use

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1132B Operate a presentation package

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to operate presentation applications and perform basic operations. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create presentations	1.1. Open a presentation package application and create a simple design for a presentation according to organisational requirements 1.2. Open a blank presentation and add text and graphics 1.3. Apply existing styles within a presentation 1.4. Use presentation template and slides to create a presentation 1.5. Use various ***tools*** to improve the look of the presentation 1.6. Save presentation to correct directory
2. Customise basic settings	2.1. Adjust display to meet user requirements 2.2. Open and view different ***toolbars*** to view options 2.3. Ensure ***font settings*** are appropriate for the purpose of the presentation 2.4. View multiple slides at once
3. Format presentation	3.1. Use and incorporate organisational charts, bulleted lists and modify as required 3.2. Add ***objects*** and manipulate to meet presentation purposes 3.3. Import ***objects*** and modify for presentation purposes 3.4. Modify slide layout, including text and colours to meet presentation requirements 3.5. Use ***formatting tools*** as required within the presentation 3.6. Duplicate slides within and/or across a presentation 3.7. Reorder the sequence of slides and/or delete slides for presentation purposes 3.8. Save presentation in another ***format*** 3.9. Save and close presentation to ***disk***
4. Add slide show effects	4.1. Incorporate preset animation and multimedia effects into presentation as required to enhance the presentation 4.2. Add slide transition effects to presentation to ensure smooth progression though the presentation 4.3. Test presentation for overall impact 4.4. Use onscreen navigation tools to start and stop slide show or move between different slides as required
5. Print presentation and	5.1. Select appropriate print format for presentation

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ELEMENT	PERFORMANCE CRITERIA
notes	5.2. Select preferred slide orientation 5.3. Add notes and slide numbers 5.4. Preview slides and spell check before presentation 5.5. Print the selected slides and submit presentation to ***appropriate person*** for feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals • Low-level decision making in relation to creating an electronic presentation
Required knowledge
• Basic technical terminology in relation to reading help files and prompts • Organisational benchmarks for keyboarding • Different types of presentations: formal, informal; audience types • Presentation pitfalls

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must ensure the learner can create, format and prepare presentations for distribution and display. To demonstrate competency in this unit the person will require access to: • PC and printer • Documents detailing organisational style guide/policy
Context of and specific resources for assessment	Presentations are an important form of communication and marketing used by organisations to convey information; presentations may be formal or informal. An individual demonstrating this competency will be able to present a set range of data in a simple and direct format using a presentation package. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility

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EVIDENCE GUIDE	
	practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information • Maintain knowledge of industry products and services

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Tools may include:	• help • search and replace • spell check • undo • simple formatting tools
Font settings may include:	• type • size • colour
Objects may include:	• other documents • pictures • tables • sound
Formatting tools	• Menu commands within the application, such as help, search and replace, spell check, undo, cut, copy, paste
Format	• Saving the presentation as another type of document, such as: HTML, XML, comma separated values or text
Disk may include but are not limited to:	• Floppy disks • CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks • solid state hard drives
Print format may include:	• layout • quality • number of copies • colour or black and white
Appropriate person may include:	• supervisor

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RANGE STATEMENT	
	• teacher • authorised business representative • client
User requirements	• How the user wants an application, desktop, computer or document to appear
Toolbars can contain:	• buttons • menus • a combination of both

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1133B Send and retrieve information using web browsers and email

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to complete basic internet search tasks as well as send and receive emails with attachments. The following units are linked and form an appropriate cluster: • ICAS1193B Connect a workstation to the internet • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1213B Conduct on line transactions • ICAS2243B Detect and protect from spam and destructive software No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access the internet	1.1. Open an ***internet browser*** and set a home page of personal choice by setting ***internet options*** 1.2. Adjust the display of the ***internet browser*** to suit personal requirements 1.3. Modify ***toolbar*** to meet user and ***internet browser*** needs 1.4. Access a particular website, note privacy and other conditions of use and retrieve data 1.5. Enter a uniform resource locator (URL), in the address line of the ***internet browser***
2. Search the internet	2.1. Locate and select appropriate ***search engine*** and define search expressions based on the data required 2.2. Save search expression results and present them in a report according to the information requirements 2.3. Create a bookmark within the ***internet browser*** or a link for the required web page and save it in a bookmark folder 2.4. Modify the ***internet browser*** options for printing and print a web page 2.5. Close the internet browser
3. Research and apply 'netiquette' principles	3.1. Select ***search engine*** and using key word search research the concept of ***netiquette*** (or web etiquette) 3.2. Review rules of good online manners from at least two ***netiquette*** sites 3.3. Develop a personal list of ***netiquette*** principles to be applied to email and newsgroup discussions 3.4. Check that these are consistent with organisational policies
4. Send and organise messages	4.1. Open an email application package and create a new email message 4.2. Add addressee to the email message 4.3. Compose the text of an email message according to organisational guidelines 4.4. Create and add an automatic signature for the user, so that it appears automatically in every new email message that the user creates 4.5. Attach ***files*** to the email message, using the attachment feature 4.6. Determine and set a priority for an email message

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ELEMENT	PERFORMANCE CRITERIA
	and spell check and edit text as required 4.7. Send the email message 4.8. Reply to received messages and forward as appropriate, using the carbon copy and forward features 4.9. Open and save an attachment to the relevant folder 4.10. Search for an email message and set a priority setting or delete as necessary 4.11. Sort inbox according to sender's name and date received 4.12. Save email messages in a folder 4.13. Compact folder to save space 4.14. Print an email message
5. Create an address book	5.1. Manually add an email address to the email package address book 5.2. Update the address book by transferring the email address from a received message 5.3. Create a distribution list and send out email message

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Ability to implement workstation adjustment according to OH&S guidelines
- Basic analysis in relation to a limited range of routine tasks
- Low-level decision making in relation to a limited range of routine tasks
- Problem solving skills in known areas during normal routine activities
- Reading and writing at a level where basic workplace documents are understood
- Clear and precise communication
- Ability to interpret user manuals
- Using a PC and peripherals
- Cultural understanding

Required knowledge

- Makeup and structure of an internet addresses

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REQUIRED SKILLS AND KNOWLEDGE
• Basic technical terminology in relation to reading help files and prompts • Log-on procedures for accessing a PC • Modem speed, traffic loads in relation to times of accessing the internet • Evaluating and assessing the authority, reliability and authenticity of information • Organisational guidelines on internet and email usage ('web etiquette' or netiquette) • Different types of search engines (eg. Google, Alta Vista, Infoseek) • Different types of messages that occur (e.g. error messages, updates, need for installing plug-ins)

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to browse the internet, search for information, send and receive emails and organise the email client application on the computer. To demonstrate competency in this unit the person will require access to: • Organisational style guide/policy • Organisational policies on internet and email usage • Personal computer with internet capability
Context of and specific resources for assessment	This competency provides one of the fundamental foundation skills for interacting online. In this context, individuals must recognise their own responsibility in having access to the vast services, sites, systems and people provided by the internet. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility

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	practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAS1193B Connect a workstation to the internet • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1213B Conduct on-line transactions • ICAS2243B Detect and protect from spam and destructive software An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information

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	• Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Internet browser may include but is not limited to:	• Netscape Navigator • Internet Explorer • Mozilla • Opera • Galleon • Phoenix • Konqueror • Lynx
Internet options may include but are not limited to:	• configuring of the following options: home page, location of temporary files, privacy level, security level, type of connection and history
Toolbar can contain:	• buttons • menus • a combination of both
Netiquette	• Is sometimes referred to as web etiquette and is an informal code of manners governing online conduct which may include but is not limited to the use of upper and lower case letters in messages, not spamming other users, not posting commercial messages to newsgroups, learning to lurk before posting, respect for other's time, privacy and bandwidth
Search engine may include:	• Snap • Questfinder • Ask Jeeves • Google

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RANGE STATEMENT	
	• Metacrawler • Alta Vista • Excite • Infoseek • Findlink • Northern Light • AOL Netfind • Hotbot • LookSmart • Yahoo • Netscape • Lycos • Open Text • WebCrawler • Go To Dot Com • Beaucoup • Meta Search • Search.com • Go2Network • Savvy Search • Profusion • Dogpile • Metagopher
Organisational guidelines may include but are not limited to:	• personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk (MS windows OS and Mac OS only)
Files may include but is not limited to:	• html pages • pdf files • text files • pictures • music • email messages

Unit Sector(s)

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Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICPMM263C Access and use the Internet

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to access and use the Internet within the printing and graphic arts industries.

Application of the Unit

Application of the unit	This unit describes the skills needed to access and use the Internet within the printing and graphic arts industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit may be assessed with a range of other units relating to design and production of a multimedia product.	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and use local resources	1.1. Installed Internet ***software applications*** and their purposes are identified 1.2. Internet software applications are used online and offline 1.3. Extracting (decompressing) software and virus scanners are used on downloaded files 1.4. Identify Internet connection and protocols 1.5. Applications and files are downloaded and installed correctly 1.6. Potential security risks are identified and avoided
2. Identify and use remote resources	2.1. Websites are navigated to locate required information 2.2. Files and documents are accessed using the Internet (world wide web) search engines 2.3. The Internet is browsed to find related sites via links 2.4. Files are retrieved from an FTP repository 2.5. Emails are sent, downloaded, read, responded and saved to 2.6. Files attached to incoming email are retrieved and attached files are sent 2.7. Newsgroups relevant to the industry are accessed

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- collecting, analysing and organising information by navigating websites to locate required information
- planning and organising activities by navigating websites to locate required information
- problem-solving skills by extracting files and virus scanning
- use of technology by accessing and using the Internet

Required knowledge

- how to initiate and conclude an Internet connection
- when a connection attempt fails, what could be the cause and what to do
- appropriate uses of different Internet protocols and data types (WWW, email, etc)
- WWW search engines
- what a URL is
- using email to respond to a newsgroup post
- what shareware is
- maintaining (upper/lower) case : URLs, file names, passwords
- "zip" are files and why are they used
- difference between Java and JavaScript
- ways to you use the Internet to obtain product information and technical support
- time it takes to download one megabyte of data using a fast modem
- privacy and security measures related to on line tasks
- information you would refuse to provide when filling out a form on a web page
- what cookies are
- types of files that can carry viruses
- scanning for viruses before and after extracting the files from a compressed archive
- copyright ownership on the types of data you retrieve
- manuals, safety and other documentation that are relevant to this task and where are they kept and information that is included in these documents

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Access the Internet and retrieve data using WWW and email and newsgroups • Send emails or newsgroup posting with correctly formatted attachments • Perform a search and save the text of a web page to disk • Extract and virus-scan downloaded files • Demonstrate an ability to find and use information relevant to the task from a variety of information sources.
Context of and specific resources for assessment	Assessment must ensure: • assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Method of assessment	The following assessment method is appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFMEM12A Update web pages.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Software applications may include:	• a wide range of programs, some current examples of which may be Eudora, Netscape.
Relevant terminology used may include:	• ISDN, PPP, TCP/IP, URL, Java, JavaScript, HTML, Download, WWW, cookies, zip files and others.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Multimedia

Co-requisite units

Co-requisite units		

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LGACOM502B Devise and conduct community consultations

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers devising and conducting community consultations and reporting on results. The vital and unique responsibility councils have to engage and consult with communities in order to respond to the needs of the community in a timely and effective manner is recognised.

Application of the Unit

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Devise consultation strategies**	1.1. A range of consultation strategies is identified and assessed for suitability. 1.2. Interested and affected parties are identified. 1.3. Resources required to conduct consultation are assessed. 1.4. Consultation strategies are chosen that enable and encourage relevant groups or individuals to be involved. 1.5. Legislative and council requirements are reviewed to ensure strategies meet all criteria.
2. **Conduct consultations**	2.1. Information is prepared that is clear, accurate and appropriate to the needs of all parties. 2.2. All people involved in conducting the consultations are briefed on the process of consultation and the parties involved. 2.3. Information is presented to affected parties at an appropriate time and place. 2.4. Access and equity requirements are implemented in the consultations. 2.5. Measures to expedite community consultation are taken to ensure consultation occurs within an identified time frame. 2.6. Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed.
3. **Record**, **analyse and report on results**	3.1. Public consultation responses and processes are formatted to enable informed decision making to proceed. 3.2. Appropriate suggestions for improvement are incorporated into design parameters. 3.3. Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised. 3.4. Other issues raised during consultation are directed to relevant department or person to respond to community concern. 3.5. An accurate report on community consultation that includes recommendations is prepared to enable informed decision making to occur. 3.6. The overall effectiveness of the consultation process is reviewed and evaluated and action is taken where necessary.

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ELEMENT	PERFORMANCE CRITERIA

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- consultation, presentation, negotiation and report writing
- research
- planning and organising
- information gathering and analysis.

Required Knowledge

- relevant council policies and procedures
- relevant legislation, including planning and anti-discrimination
- relevant sections of local government act
- access and equity issues
- strategies for consultation
- codes of conduct and ethics.

Hidden text

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Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to devise and conduct community consultations where: • consultation ensures council's image or reputation is maintained or enhanced • community consultation produces valid and useful information.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a range of real or simulated consultation processes including:

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EVIDENCE GUIDE

- public and community meetings and forums
- surveys and door knocks
- appropriate communications equipment and aids such as overhead projectors and computer-based presentations.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Access and equity may include:	• subject matter • manner in which consultations are conducted • physical accessibility • community profile.
Enabling and encouraging relevant groups to be involved may include:	• physical accessibility • diverse language needs • culture, including Indigenous, youth and non-English speaking background • physical environment • number of people.
Information may include:	• written and oral records • anecdotes • reports • instructions • directions from supervisor or management • interviews • formal and informal team meetings.
Interested and affected parties may include:	• community groups • other authorities • individuals • emergency authorities (police, fire and ambulance) • private sector business interests • special interest groups • experts.
Resources may include:	• human • financial • locations.
Consultation strategies may include:	• public meetings • phone-ins • questionnaires • informal gatherings • door knocks • council meetings.
Legislation may include:	• local government • anti-discrimination

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RANGE STATEMENT

Presentation of information may include:	• planning. • graphics • models • computer animations • video displays • overhead transparencies • handouts • display plans • interpreter service.

Hidden text

Unit Sector(s)

Unit Sector Common Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LMFFT4011B Purchase materials and consumables

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the competency of purchasing materials and consumables required for production within a furnishing enterprise, through existing contracts or other formal purchasing arrangements or through local purchase delegation.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify purchasing requirements	1.1. Purchasing requirements are identified from material specifications, orders and instructions in accordance with workplace procedures 1.2. Purchasing requirements are prioritised, where required, in consultation with others 1.3. Quantities, quality of goods, price limitations and delivery requirements are determined or confirmed in consultation with appropriate personnel
2. Source materials and consumables	2.1. Source/s of materials and/or consumables are identified from workplace preferred supplier lists or through networks and knowledge of local and/or overseas suppliers 2.2. Difficulties in supply are reported in accordance with workplace procedures 2.3. Availability of supply is confirmed
3. Check costings	3.1. Alternative suppliers are contacted to check costings 3.2. Actual costs are compared to predicted costs 3.3. Any recommendations regarding alternative suppliers are communicated to appropriate personnel following workplace procedures 3.4. Delegation to order goods/materials/equipment is exercised
4. Purchase materials and consumables`	4.1. Capacity of supplier to meet price, quality and delivery expectations is checked 4.2. Purchase order/list is developed in accordance with workplace procedures 4.3. Order is placed with supplier and delivery schedules are confirmed 4.4. Appropriate orders and invoices are exchanged according to workplace procedures
5. Maintain and monitor material and consumable supplies	5.1. Stock is regularly monitored using inventory records and physical checks, where applicable, to ensure maintenance of supply 5.2. Up-to-date records of materials and consumables are maintained 5.3. Acquisition requirements are documented in accordance with workplace procedures
6. Liaise with other departments	6.1. Communication channels with other departments are established in accordance with workplace procedures

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ELEMENT	PERFORMANCE CRITERIA
	6.2. Liaison with other departments is conducted to ensure customer requirements are achieved

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collect, organise and understand information related to the purchasing systems and activities, including the relevant technical, regulatory, environmental and safety requirements • communicate ideas and information to enable clarification of the requirements, coordination of purchasing with site supervisor, other workers and customers, and the reporting of outcomes and problems • plan and organise activities to avoid any backtracking, workflow interruptions or wastage • work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity • use mathematical ideas and techniques to correctly, calculate and estimate material requirements • create and apply systematic problem solving techniques to anticipate purchasing problems, avoid re-working and avoid wastage • use the workplace technology related to the purchasing, including calculators and measuring devices and computing/computer-aided systems
Required knowledge
• contemporary supply/purchasing systems theory • company operating procedures, including procedures for purchasing materials and consumables • material and consumable usage rates • operation requirements of equipment and work systems in own work area

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Critical aspects of evidence	• Locate, interpret and apply relevant information • Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment • Purchase materials on a minimum of four occasions, including two different materials and at least one perishable consumable • Suggest improvements to purchasing operations and where authorised, negotiate changes • Modify activities to cater for variations in workplace cultures and environment • Work effectively with others
Resource implications	Production operation with consumable and material requirements, preferred supplier lists and workplace procedures.
Method of assessment	Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge. Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.
Context of assessment	Assessment may occur on the job or in a simulated workplace facility with relevant equipment, simulated work instructions and deadlines.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Unit scope	This unit covers the work involved in sourcing and purchasing materials for production
Unit context	• OHS requirements include legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes and safe operating procedures • Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements • Work requires individuals to demonstrate administrative ability, discretion, judgement and problem solving skills
Workplace environment	• The competency requires a detailed knowledge of the production processes of the enterprise and its support requirements • Work is generally performed with little external assistance and with minimal supervision or direction • Customers may be internal or external
Information and procedures	• Work procedures/instructions • Existing contracts or formal purchasing arrangements • Supply system directories, indexes and catalogues • Machinery/equipment/system technical manuals • Legislation/regulations/national and industry codes and practices related to the materials and consumables • Quality and Australian standards and procedures

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Unit Sector(s)

Unit sector	Furnishing Technology

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PSPETHC301B Uphold the values and principles of public service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to demonstrate ethical conduct required of those in public service. It includes applying ethical standards and dealing with ethical problems.

This unit replaces and is equivalent to *PSPETHC301A Uphold the values and principles of public service*.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services, etc.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply ethical standards	1.1 Interpretation of *ethical values and principles* is reviewed with senior staff to ensure accuracy
	1.2 Personal *work practices* are undertaken in compliance with public sector ethics standards, organisational policy and *guidelines*
	1.3 Verbal and written advice and reports are prepared containing information which is impartial, substantiated, accurate and complete
	1.4 Public *resources* are *used* in accordance with public sector ethics standards, organisational policy and guidelines
	1.5 *Conflicts of interest* are identified, declared, addressed and documented in accordance with policy and procedures
	1.6 Personal behaviour and relationships with the public, suppliers and business contacts are conducted in accordance with ethics standards, policy and guidelines

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ELEMENT	PERFORMANCE CRITERIA
2. Deal with ethical problems	2.1 Situations which pose ethical problems are resolved or *referred* in accordance with organisational guidelines 2.2 Decision-making *processes* used to resolve ethical problems are recorded in accordance with organisational policy and procedures 2.3 Organisational policies/codes on the prevention and reporting of *unethical conduct* are accessed and applied

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- applying objective and impartial evaluation of conflicting requirements
- using ethical decision making
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- tailoring communication to suit different audiences
- responding to diversity, including gender and disability
- applying occupational health and safety procedures relating to ethical work practices

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- the nature of ethics and ethical values
- fundamental ethical principles such as justice, respect for persons, procedural fairness, confidentiality, responsible care
- values of public sector office
- natural justice/procedural fairness
- equal employment opportunity, equity and diversity principles
- where to access ethical decision making/problem solving models, organisational codes and procedures
- procedures for declaring conflicts of interest
- protocols for reporting fraud, corruption and maladministration
- occupational health and safety procedures relating to ethical work practices

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV303B Build and maintain internal networks

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV309A Address client needs

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPIM301A Process claims

PSPLAND302A Investigate tenure and land use history

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

PSPPROC302A Undertake basic procurement

- This unit should be co-assessed with other units to supply the context for ethical behaviour

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EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ethical conduct in a range of (3 or more) contexts (or occasions, over time) where contexts may be generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services etc.

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making/problem solving models
- manager/mentor/network who role models ethical conduct

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- ethical conduct in a range of (3 or more) contexts (or occasions, over time) where contexts may be generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services etc.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Ethical values and principles *may include*

- respect for the law
- integrity
- objectivity
- accountability
- honesty
- openness
- responsibility
- impartiality
- diligence
- trustworthiness
- confidentiality
- respect for persons
- responsible care
- probity
- economy and efficiency
- natural justice/procedural fairness, that is:
- the right to be heard/put your case
- the right to be informed of a complaint or case against you
- the right to know the outcomes/recommendations of an investigation involving you
- the right to know reasons for decisions affecting you
- the right to privacy
- the right to representation
- the right to silence
- the decision maker should not be a judge in his/her own cause

Work practices *may include*

- behaviours
- conduct
- relationships with work colleagues, external individuals and organisations
- the manner in which work activities are carried out

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RANGE STATEMENT

Legislation and guidelines *may include*

- legislation for public sector management
- freedom of information
- privacy legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- Ministerial directions
- State/Territory or Commonwealth codes of ethics
- organisational codes of conduct
- sets of values
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- professional codes of ethics and conduct
- equity guidelines, workplace diversity guidelines

Public resources *may include*

- time
- stationery
- equipment
- telephones
- Internet
- Email

Use of public resources *includes*

- effective use
- efficient use - avoiding/minimising waste
- not for private use

Conflicts of interest *may include*

- potential, perceived and actual conflicts
- bribery
- improper use of official information
- improper use of resources, including plant and equipment
- acceptance of gifts
- entertainment
- previous and outside employment, including voluntary work
- favours for friends and/or relatives
- memberships of organisations
- political activity
- pecuniary and non-pecuniary conflicts

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RANGE STATEMENT

Ethical problems which may need to be referred rather than resolved at this level *may include*

- conflict between public sector standards and personal values
- conflict between public sector standards and other standards such as professional standards
- conflict between public sector standards and directions of a senior officer or Minister
- tension between two 'rights', for example, the right to privacy versus the right to freedom of information
- conflict regarding issues of personal and organisational intellectual property

Referrals of ethical problems *may be made to*

- line management
- chief executive officer
- public service commissioner
- public sector standards body
- organisational ethics committee
- internal grievance mechanisms, including identified officers
- confidant programs (whistleblower protection programs)
- organisational professional reporting procedures
- unions and professional bodies
- ombudsman
- police

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RANGE STATEMENT

Processes for resolving ethical problems *may include*	• accessing relevant standards and other information • withdrawing from a situation • using models of ethical decision making/problem solving • reflection, discussion, seeking clarification from others.
Unethical conduct *may include*	• fraud, corruption, maladministration and waste • unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time • improper actions during contractual processes, such as release of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process • improper public comment on matters relating to the government and/or the organisation • falsifying records • giving false testimonials • dishonesty • improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet • extravagant or wasteful practices • personal favours • preferential treatment • putting barriers in place, hindering, blocking action • compromising behaviour including sexual harassment • lack of confidentiality • directing others to act unethically • oppressive/coercive management decisions • resorting to illegality to obtain evidence

Unit Sector(s)

Not applicable.

Competency field

Competency field	Ethics and Accountability

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PSPETHC401A Uphold and support the values and principles of public service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the ethical conduct required of those in public service and the responsibility to encourage ethical conduct in others - colleagues or supervised staff. It includes contributing to an ethical public sector workplace and participating in ethical decision making.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts etc.

This is a new unit of competency, added to the *Ethics&Accountability* Competency Field of the Training Package in 2004.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to an ethical public sector workplace	1.1 Information on the *ethical values and principles* of the workplace is accessed, its interpretation confirmed with others and applied accordingly 1.2 Application of ethical values and principles is discussed with senior management and colleagues to ensure common understanding and application 1.3 *Others* are assisted to access and use public sector ethics *legislation and guidelines* to ensure their work practices comply with requirements 1.4 The differences between public sector ethics/values and personal beliefs/values are explained to others to encourage understanding and compliance 1.5 Hypothetical work practices that would constitute *unethical conduct* are identified and discussed with work colleagues, and strategies to avoid or deal with them are identified in accordance with organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Participate in ethical decision making	2.1 Real and potential *ethical problems* are identified, and decision making processes are used to resolve or *refer* them in accordance with organisational policy and procedures 2.2 Information is regularly accessed to ensure currency in ethical knowledge, and ethical judgment is developed through involvement in workplace discussions or ongoing professional development related to ethical standards and practices 2.3 Other staff are supported as necessary to contribute to ethical discussions and problem solving to develop their ethical judgment 2.4 Processes for preventing and reporting unethical conduct are used and others are assisted in their application

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- accessing legislation and codes of ethics electronically or in hard copy
- reading complex and formal documents such as legislation and codes of ethics, applying them and assisting others to apply them to work practices
- applying objective and impartial evaluation of ethical problems
- using participative ethical decision making/problem solving
- preparing written reports that contain information that is impartial, substantiated, accurate and complete
- responding to diversity, including gender and disability
- adjusting communication to suit different audiences
- applying occupational health and safety procedures relating to ethical work practices

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- the nature of public sector ethics and ethical values as opposed to personal beliefs/value systems
- fundamental ethical principles such as justice, respect for persons and responsible care
- other ethics standards such as professional standards
- natural justice/procedural fairness
- equal employment opportunity, equity and diversity principles
- ethical decision making/problem solving models
- procedures and protocols for reporting unethical conduct
- environmental and occupational health and safety procedures relating to ethical work practice

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to, a range of (2 or more) generalist or specialist units of competency in the Certificate IV in Government. Choice from the following units is recommended:

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV414A Provide workplace mentoring

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPROC409A Receive and select offers

PSPREG407B Produce formal record of interview

PSPREG410B Give evidence

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EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ethical conduct demonstrated and supported in others in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts, etc

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making models

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- ethical conduct demonstrated and supported in others in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts, etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Ethical values and principles *may include*

- respect for the law
- integrity
- objectivity
- accountability
- honesty
- openness
- responsibility
- impartiality
- diligence
- trustworthiness
- confidentiality
- respect for persons
- responsible care
- probity
- economy and efficiency
- natural justice/procedural fairness, that is:
- the right to be heard/put your case
- the right to be informed of a complaint or case against you
- the right to know reasons for decisions affecting you
- the right to know the outcomes/recommendations of an investigation involving you
- the right to privacy
- the right to representation
- the right to silence
- the decision maker should not be a judge in his/her own cause

Others *may include*

- colleagues
- supervised staff
- contractors

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RANGE STATEMENT

Legislation and guidelines *may include*

- legislation for public sector management
- freedom of information
- privacy legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- Ministerial directions
- State/Territory/Commonwealth codes of ethics
- organisational codes for conduct/ethics
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- professional codes of ethics and conduct
- equity guidelines, organisational workplace diversity guidelines

Unethical conduct *may include*

- fraud, corruption, maladministration and waste
- unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time
- improper actions during contractual processes, such as release of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process
- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet
- extravagant or wasteful practices
- personal favours
- preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- lack of confidentiality
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence

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RANGE STATEMENT

Ethical problems which may need to be referred rather than resolved at this level *may include*	• conflict between public sector standards and personal values • conflict between public sector standards and other standards such as professional standards • conflict between public sector standards and directions of a senior officer or Minister • tension between two 'rights' - for example, the right to privacy versus the right to freedom of information • conflict regarding issues of personal and organisational intellectual property
Referrals of ethical problems *may be made to*	• line management • human resources • workplace relations officer • grievance officer • chief executive officer • public service commissioner • public sector standards body • organisational ethics committee • internal grievance mechanisms • confidant programs (whistleblower protection programs) • organisational professional reporting procedures • unions and professional bodies • ombudsman

Unit Sector(s)

Not applicable.

Competency field

Competency field	Ethics and Accountability

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PSPGOV201B Work in a public sector environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for entry into/working as a trainee in the public sector. It includes compliance with the principles of public sector legislation and guidelines, the use of public sector and organisational procedures when dealing with others at work, respect for individual differences and career planning.

In practice, working in a public sector environment may overlap with other generalist or specialist public sector work activities such as communicating with others, delivering client service, using resources, handling information, etc.

This unit replaces, and for qualification purposes is equivalent to *PSPGOV201A Work in a public sector environment*.

The unit serves as the introductory unit of competency in the *Working in Government* competency themes of *Effective Work* and *Diversity*, and in the Competency Fields of *Ethics&Accountability*, and *Legislation&Compliance*, so provides the introductory unit for:

PSPGOV301B Work effectively in the organisation PSPGOV308B Work effectively with diversityPSPGOV310A Work in and with small, regional and remote organisations PSPETHC301B Uphold the values and principles of public servicePSPLEGN301B Comply with legislation in the public sector

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access and use legislation and guidelines	1.1 The range of *legislation* and *guidelines* common to employment in a public sector organisation is accessed 1.2 The *key principles* contained in the legislation and guidelines are identified 1.3 Information is clarified in order to confirm own understanding 1.4 Work is undertaken in accordance with the principles contained in legislation and guidelines
2. Access and use organisational information	2.1 The staffing and organisational structure is identified 2.2 Procedures for dealing with staff at all levels of the organisation are identified and clarified 2.3 Procedures for dealing with *clients* are identified 2.4 *Sources of assistance* are identified, and types of assistance available from each source are identified 2.5 Work is carried out within *organisational procedures*

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ELEMENT	PERFORMANCE CRITERIA
3. Work with diversity	3.1 Appreciation of the *differences* between *colleagues* is demonstrated through workplace behaviour 3.2 Communication styles are used to take account of workplace diversity and reflect the principles of *emotional intelligence* 3.3 Contribution to the workgroup is made to utilise personal strengths and take any opportunities provided to develop new competencies 3.4 The requirements of multicultural awareness and anti-discrimination legislation are met
4. Investigate career options	4.1 Personal working and learning styles, values and attitudes are identified and weighed against the requirements of current and potential work opportunities 4.2 Personal work goals are identified and prioritised 4.3 *Advice* is obtained on future work/career options 4.4 A range of possible career paths is identified and initial planning undertaken to map out broad competency areas and experiences required to pursue them 4.5 Personal development is planned to prepare for career options 4.6 Learning opportunities are sought and accessed in line with personal work goals

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- accessing and identifying information
- scanning techniques to locate main ideas
- reading written materials such as manuals and codes of practice
- responding to diversity, including gender and disability
- using interpersonal communication including negotiating strategies to clarify understanding
- recognising own and others' emotions in the workplace
- using information technology and the Internet
- applying public sector legislation such as occupational health and safety and environmental procedures in the workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation, regulations and guidelines
- organisation guidelines and procedures
- principles of cultural awareness, workplace diversity and emotional intelligence and their application in the workplace
- codes of conduct
- equal employment opportunity, equity and diversity principles
- principles of personal career planning

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

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EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV205B Participate in workplace change

PSPGOV206B Handle workplace information

PSPGOV208A Write routine workplace materials

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- completing work in a range of (3 or more) public sector contexts, such as different work functions or roles (or 3 or more occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to work in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when working in a public sector environment

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working in a public sector environment, including coping with difficulties, irregularities and breakdowns in routine
- completing work in a range of (3 or more) public sector contexts, such as different work functions or roles (or 3 or more occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.\

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation may include

- anti-discrimination
- duty of care
- employee relations
- employment
- equal employment opportunity
- fraud control
- freedom of information
- government security management
- occupational health and safety
- privacy
- public sector management
- whistleblowers protection
- workplace diversity
- workplace harassment
- international legislation/codes of practice

Guidelines may include

- public sector standards
- relevant public sector code of ethics
- organisational code of conduct
- organisational mission and values statements
- organisational procedures/guidelines
- government policy
- Ministerial directions
- directives from head of organisation
- standard operational procedures

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RANGE STATEMENT

Key principles may include

- honesty and integrity
- confidentiality and non-disclosure of official information
- security of information, resources, facilities and people
- due care and diligence
- avoiding conflicts of interest
- obeying lawful and reasonable direction
- compliance with the law

Clients may include

- the public
- private enterprise
- other public sector organisations
- internal clients
- the Minister

Sources of assistance may include

- colleagues
- immediate supervisor
- line management
- human resources personnel
- workplace representatives/union personnel

Organisational procedures may include

- mission and values statements
- organisational charts
- strategic plans
- business unit and work area plans
- customer service charters
- induction materials
- standard operating procedures
- relevant workplace agreements
- disciplinary processes
- grievance procedures
- advertising materials
- Internet and/or intranet web pages

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RANGE STATEMENT

Individual differences may include

- age
- cultural background
- disability
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

Colleagues may include

- peers
- junior staff
- internal stakeholders
- external stakeholders/clients/customers
- supervisors and senior management

Emotional intelligence is

- widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions
- characterised by self-awareness (personal), self-management (personal), social awareness (social) and relationship management (social)

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RANGE STATEMENT

Advice may include

- formal/informal performance appraisals
- feedback from supervisors and colleagues
- reflection/comment on personal goals
- vocational/career counselling

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

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PSPGOV405B Provide input to change processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers understanding the reasons for change and initiating specific changes related to the work unit. It includes suggesting options and opportunities for change, encouraging commitment to workplace change, monitoring and evaluating change and dealing with ambiguity in the change process.

In practice, providing input to change may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 6 units of competency in the *Working in Government* and *Management* Competency Fields that deal with change. Related units are:

PSPGOV205B Participate in workplace change

PSPGOV306B Implement change

PSPGOV514A Facilitate change

PSPMNGT604B Manage change

PSPMNGT703A Lead and influence change

This unit replaces and is equivalent to *PSPGOV405A Provide input to change process*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Suggest options and opportunities for change	1.1 The need for change in work practice within the work unit is identified, suggestions sought and options devised 1.2 Options and opportunities for change are suggested to improve efficiency and effectiveness of the workgroup and the work environment 1.3 The broader workplace context, including future trends, is taken into account in suggestions for change 1.4 *Risk factors* affecting change are analysed to identify possible constraints
2. Encourage commitment to workplace change	2.1 Positive encouragement is provided to implement workplace *change* 2.2 The needs and viewpoints of individuals are identified and considered when implementing change 2.3 Communication strategies are developed and support is provided to colleagues on adjusting to change 2.4 Issues requiring further action are identified and dealt with in accordance with *legislation, policy and procedures*

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and evaluate change	3.1 Implementation of change is monitored and feedback on individual and group work practices is prompt and constructive 3.2 Suggestions for improvements made by workgroup members are positively received and acted on where appropriate 3.3 Work activities are evaluated based on feedback from workgroup members and other *stakeholders* 3.4 *Evidence and information* is collected on the impact of change, is accurate, relevant and reported according to organisational requirements 3.5 Recommendations for improving methods or techniques to manage change are *negotiated* in accordance with organisational policy and procedures 3.6 Learning from the implementation of change are identified, shared with others and transferred to other change initiatives
4. Deal with ambiguities in the change process	4.1 The need to operate within constraints beyond one's own control is recognised and accepted 4.2 Areas of ambiguity in proposed change are identified 4.3 Options for dealing with ambiguity and criteria for assessing those options are developed and communicated to the workgroup 4.4 Best option is selected, work is undertaken and ambiguity handled in accordance with option determined 4.5 The impact of change and identified related issues are communicated to management as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with a diverse range of individuals at different levels in the organisation
- applying problem solving strategies in the context of managing ambiguity and change
- working in teams
- applying monitoring and observation methods
- giving and receiving feedback, including 'managing upwards'
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policy and procedures relating to public sector workplaces
- a range of change management models and their application to the work environment
- organisational structure and culture
- the nature of change and its effects in the workplace, including occupational health and safety issues such as workplace stress
- group dynamics
- emotional intelligence
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

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EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV414A Provide workplace mentoring

PSPGOV416A Monitor performance and provide feedback

PSPGOV418A Develop internal and external networks

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of input to change in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector environment
- a range of change management models and their application
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing input to change processes

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing input to change processes, including coping with difficulties, irregularities and breakdowns in routine
- provision of input to change in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Risk factors may include

- disturbances to workflow
- confusion/loss of confidence
- budget constraints
- supplier problems
- product/service delivery problems
- time delays
- ineffective communication
- lack of participation/buy in of staff in workplace change leading to resistance and conflict

Change may include

- imposed change
- self-initiated change
- implementation of new work practices
- legislative change
- changes in the machinery of government
- organisational restructuring
- technology transfer to the workplace
- changing work practices and procedures
- staffing changes
- shared services environment

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation
- government policy
- public sector code of ethics
- national standards
- the organisation's policies and practices
- environmental or sustainability practices
- organisational code of conduct

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RANGE STATEMENT

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
- employees at all levels of the organisation
- clients
- other public sector organisations
- community organisations
- private sector organisations
- union and association representatives
- boards of management
- government
- Ministers

Evidence and information may include

- client surveys
- employee satisfaction feedback
- industrial disputes
- supplier feedback
- productivity/efficiency measures
- cost savings.

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RANGE STATEMENT

Negotiation may include

- assertiveness
- collaboration
- solution designing
- confidence building
- conflict reduction
- stress management
- empathising
- techniques such as:
- speaking skills
- presentation techniques
- effective listening
- questioning techniques
- verbal and non-verbal communication
- using personal attributes
- culturally appropriate strategies
- constructive feedback
- issues identification
- exploring options
- identifying areas of agreement
- recording agreements.
- clarifying
- restating position
- summarising progress
- deferring decision
- preparing a compromise
- using a mediator/third party

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

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PSPGOV411A Deal with conflict

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for handling difficult interpersonal situations and addressing the conflicts that may arise in day-to-day work activities. It includes identifying the cause of conflict, establishing and implementing strategies for dealing with conflict and evaluating the response and outcomes. It does not include formal negotiation, counselling or mediation.

In practice, dealing with conflict may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using advanced communication strategies, etc.

This is one of 4 units of competency in the *Working in Government* and *Human Resource Management* Competency Fields that deal with conflict. Related units are:

PSPGOV314A Contribute to conflict management

PSPGOV508A Manage conflict

PSPHR603B Provide advisory and mediation services

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the cause of conflict	1.1 The *conflict situation*, including the *cause*, is analysed and the position of each party established 1.2 Steps are taken to prevent the escalation of the conflict, in accordance with organisational procedures 1.3 All points of view are encouraged, accepted and treated with respect 1.4 Factors and issues relevant to the situation are identified, clarified and confirmed using appropriate *communication techniques* 1.5 Proceedings to settle the dispute/conflict in accordance with *legislation*, *organisational policy and procedures* are initiated with minimal delay

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ELEMENT	PERFORMANCE CRITERIA
2. Establish and implement strategies for dealing with conflict	2.1 All parties involved in the conflict are encouraged to take shared responsibility for finding a solution to the situation 2.2 The strategy is selected for resolution, taking account of *social and cultural differences* and consistency with organisational policies and procedures 2.3 Assertive feedback is provided to the parties and constructive feedback is accepted from the parties non-defensively 2.4 Outcomes are agreed that meet individual, organisational and legislative requirements 2.5 *Assistance* is obtained where necessary in accordance with organisational policy and procedures
3. Evaluate response and outcome	3.1 Records and reports are maintained in accordance with legislation, policy and procedures 3.2 Accurate and constructive observations of incidents are provided in reviewing and debriefing the situation 3.3 Effectiveness of response is evaluated and reviewed in accordance with organisational policy and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using a range of communication strategies/skills with a diverse workforce and client base including assertiveness, listening, non-verbal communication, language style, problem solving
- using problem solving to deal with unexpected issues or attitudes
- dealing with difficult situations and people
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of conflict resolution

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, organisational policies, procedures and guidelines relating to conflict in the public sector workplace
- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play
- organisational structures and workplace culture
- different social and cultural practices
- conflict resolution skills and strategies
- personal power and positional power
- grievance procedures in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of conflict resolution

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV412A Use advanced workplace communication strategies

PSPGOV417A Identify and treat risks

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- conflict dealt with in a range of (3 or more) contexts (or occasions, over time)

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EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to conflict management in the public sector
- grievance procedures in the public sector
- strategies and guidelines for dealing with workplace conflict
- case studies and workplace scenarios to capture the range of situations likely to be encountered when dealing with conflict

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when dealing with conflict in the workplace, including coping with difficulties, irregularities and breakdowns in routine
- conflict dealt with in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

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EVIDENCE GUIDE

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Conflict situations may relate to	• conflicts among work colleagues and/or work teams • work areas • employees and supervisors • customer complaints
Causes of conflict may include	• differences of opinion • different ways of working • poor communication • competing needs • cross-cultural issues • racial or religious issues • abuse of power • workplace bullying • customer dissatisfaction • gender issues • inter-generational issues

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RANGE STATEMENT

Communication techniques may include

- verbal and non-verbal language
- questioning and listening
- cooperative language
- appropriate use of emotions, voice and body language
- constructive feedback
- reflection
- summarising
- re-phrasing
- paraphrasing
- presenting options
- using language and concepts suited to the occasion and the other party
- showing a willingness to compromise

Legislation, policy and procedures may include

- State/Territory or Commonwealth legislation, regulations, organisational policies, procedures and guidelines relating to the management of conflict in the public sector, including equal employment opportunity, equity and diversity, occupational health and safety, privacy, confidentiality, anti-discrimination, harassment
- public sector standards
- codes of practice
- codes of ethics
- security standards

Social and cultural differences may include

- beliefs and values
- social conventions
- family relationships
- codes of conduct
- cultural observances
- cross-cultural issues
- verbal and non-verbal language

Assistance may include

- mediators
- employee assistance providers
- advocates
- supervisors/senior staff
- colleagues

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Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

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PSPGOV414A Provide workplace mentoring

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the establishment and development of a professional mentoring relationship. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating the mentoring relationship, monitoring the mentoring relationship, terminating the mentoring arrangement, and evaluating the effectiveness of mentoring.

In practice, the provision of workplace mentoring may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, etc.

This unit is one of 4 units of competency in the *Working in Government* Competency Field that deal with coaching/mentoring. Related units are:

PSPGOV311A Work with a coach or mentor

PSPGOV415A Provide workplace coaching

PSPGOV506A Support workplace coaching and mentoring

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the need for mentoring	1.1 The purpose of the *mentoring* relationship is identified 1.2 The expectations and goals of the mentoring relationship are clarified with the other party 1.3 Skill sets that may be shared within the objectives/goals of the mentoring relationship are identified and confirmed 1.4 A *mentoring agreement/contract* is negotiated and agreed in accordance with the identified need, personal expectations and *cultural or other considerations*
2. Develop a mentoring plan/framework	2.1 The scope and boundaries of the mentoring relationship are identified in accordance with organisational procedures 2.2 *Ground rules* are established and realistic expectations are negotiated 2.3 Confidentiality of the relationship is established and maintained in accordance with *legislation, policy and procedures* 2.4 The perceptions of others outside the mentoring relationship are managed in accordance with organisational procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Facilitate mentoring relationship	3.1 Confidence, self esteem, respect and trust are developed in the mentoring relationship 3.2 Personal experiences and knowledge are shared with the person being mentored in accordance with agreed objectives 3.3 The person being mentored is supported to develop/use skills in problem solving and decision making 3.4 Personal and professional networks are used to assist/support the person being mentored 3.5 The person being mentored is assisted to identify and access opportunities for development 3.6 *Techniques* are used for resolving differences/problems without damaging the relationship, or assistance is obtained in accordance with organisational policy and procedures
4. Monitor mentoring relationship	4.1 Planning assistance and guidance are provided as requested by the person being mentored in a form and style to suit their requirements 4.2 Feedback is provided to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 4.3 Changes in the mentoring relationship are recognised and discussed 4.4 Closure of the mentoring arrangement is negotiated and managed once objectives have been met or either party wishes to withdraw
5. Evaluate effectiveness of mentoring	5.1 The *benefits* gained from the mentoring process are established and discussed 5.2 The *personal benefits* gained from providing mentoring are reflected on and articulated 5.3 The benefits and outcomes of the mentoring arrangement for the *organisation* are identified and reported in accordance with organisational policy and procedures to improve the mentoring system/program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the provision of workplace mentoring in the public sector
- developing empathy
- networking
- planning and time management
- thinking laterally
- motivating others
- setting goals
- reflecting
- problem solving
- engaging in relationship building including trust, confidentiality and rapport building
- using a range of communication strategies including listening, questioning, giving and receiving feedback
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environmental legislation in the context of workplace mentoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the provision of workplace mentoring in the public sector
- cultural diversity related to mentoring
- codes of conduct
- codes of ethics
- learning styles
- mentoring methodologies and strategies
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environmental legislation in the context of workplace mentoring

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV416A Monitor performance and provide feedback

PSPGOV418A Develop internal and external networks

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of workplace mentoring in a range of (3 or more) contexts (or occasions, over time)

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EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the provision of workplace mentoring, including organisation-specific documents where possible
- current workplace mentoring methodologies and strategies
- case studies and workplace scenarios to capture the range of mentoring situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing workplace mentoring, including coping with difficulties, irregularities and breakdowns in routine
- provision of workplace mentoring in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

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EVIDENCE GUIDE

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

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RANGE STATEMENT

Mentoring

- has a long-term focus on personal growth and learning
- includes a wide range of learning oriented to:
- exchange of wisdom
- support
- guidance in personal or career growth
- is a relationship, not just a procedure or activity
- is one person professionally assisting the professional development of another
- is a developmental effort to build skills and knowledge for advancement based on merit, rather than alliances/politically-based partnerships to advance careers based on politics rather than aptitude
- is provided by a mentor who:
- facilitates the growth of the person being mentored
- provides information, guidance and constructive comments
- evaluates the plans of the person being mentored, decisions, goals and objectives
- supports, encourages and, where necessary, highlights shortfalls in agreed performance
- maintains confidentiality in the relationship
- does NOT take over problems and try to solve them
- does NOT give advice, criticisms or solutions, but supports the person being mentored to make their own decisions
- is not the direct manager of the person being mentored

Mentoring agreement/contract may include

- explicit expectations/purpose
- well-defined objectives
- issues (past, present, future) that may constrain achievement of the objectives
- clear statement of what the mentor will and will not do
- goals set by the organisation
- expected timeframe/time commitments
- meeting arrangements - face-to-face, distance, email

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RANGE STATEMENT

Cultural or other considerations may include

- choosing a mentor with appropriate attributes depending on the purpose and objectives of the relationship
- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- learning/thinking styles
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- work experience
- working styles

Ground rules may include

- relationship is voluntary
- mentoring partners should not be in the same chain of command
- supervisors of both mentoring partners must approve, where mentoring arrangement is internal
- mentor's guidance and counsel does not supersede that of the supervisor in work-related matters
- training for mentoring partners
- a mentoring agreement
- active involvement of both partners in the mentoring process
- internal or external mentoring arrangements
- 'no-fault divorce' provision where either party can end the relationship any time for any reason, or no reason (Gordon F Shea, 1999, Making the most of being mentored)

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RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols

Techniques for resolving differences may include

- finding a mutually beneficial solution
- self-disclosure
- inviting discussion
- providing explanations
- not taking it personally when information provided is rejected
- not laying blame
- using 'I' messages
- accessing assistance
- withdrawing from the mentoring arrangement

Benefits may include

- empowerment
- opportunity to acquire competencies and professional experience
- insights into the organisational culture, attitudes, protocols and expected behaviours
- increased potential for career mobility and promotion
- a supportive environment in which successes and failures can be evaluated
- networking opportunities
- development of professional abilities and self-confidence
- recognition and job satisfaction
- mutual respect

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RANGE STATEMENT

Personal benefits to the mentor may include

- renewed enthusiasm for their role if they are an experienced employee
- challenging discussions with people who may have fresh perspectives
- satisfaction from contributing to another's development
- opportunities to reflect upon and articulate the role of mentor
- improved ability to share experiences and knowledge
- opportunities to test new ideas
- broader picture/strategic overview

Benefits to the organisation may include

- increased productivity
- new competencies in the person being mentored
- staff motivation
- more committed, involved and responsible personnel at all levels
- personal and trusting developmental relationships
- knowledge sharing
- increased people focus
- safeguard investment in high potential people

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

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PSPGOV417A Identify and treat risks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the identification and treatment of risk using the organisation's risk management procedures and treatments. It applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. The unit covers establishment of the risk context, identification, analysis and evaluation of risks, risks treatment, and monitoring and review of risk treatment plan.

In practice, identifying and treating risk occurs in the context of other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, handling classified information, using resources, administering projects, providing parliamentary support, making arrests, using financial processes, undertaking scientific research, awarding contracts, undertaking native title assessments, assessing compensation claims, road transport compliance, etc.

This is one of 4 units of competency in the *Working in Government* and *Management* Competency Fields that deal with risk. Related units are:

PSPGOV517A Coordinate risk management

PSPMNGT608B Manage risk

PSPMNGT704A Undertake enterprise risk management

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	1.1 The nature and extent of the work activity are established within the broader *organisational context* 1.2 The outcomes to be achieved are identified and documented as required 1.3 The relationship between the activity and its environment is analysed and critical *factors* in the environment that may impact on the achievement of outcomes are identified 1.4 *Stakeholders* are identified and consulted to identify their opinions, concerns and needs related to the activity and the management of risks related to it 1.5 *Risk evaluation criteria* are determined for the activity in accordance with *legislation, policy and procedures* related to *risk management* in the organisation

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ELEMENT	PERFORMANCE CRITERIA
2. Identify risks	2.1 *Method/s for identifying risks* are selected in accordance with risk management policy and procedures, budgetary and time constraints relative to the type of activity to be undertaken 2.2 *Sources* of risk are identified and documented as required 2.3 *Risk events* related to each source of risk are identified and recorded in accordance with risk management policy and procedures 2.4 Consultation and communication is undertaken to ensure all possible risks are identified
3. Analyse risks	3.1 The *probability* of identified risks occurring is analysed and rated in accordance with risk management policy and procedures 3.2 The *consequences* of identified risks occurring are analysed and rated according to organisational procedures 3.3 Current *control measures* for any of the identified risks are considered in the risk analysis, and residual risks are analysed and included if necessary 3.4 *Levels of risk* are determined in accordance with risk matrix used by the organisation 3.5 Consultation/communication is undertaken as required to confirm risk levels, and analysis is *documented* in accordance with organisational risk management procedures
4. Evaluate risks	4.1 Risks are evaluated by comparing the level of risk with risk evaluation criteria established at the beginning of the risk management process 4.2 The importance of the activity, its outcomes and the degree of control over the risks are considered 4.3 Potential and actual losses which may arise from the risk are considered 4.4 Benefits and opportunities presented by the risk are taken into account 4.5 Risks are identified as *acceptable* or *unacceptable* in accordance with risk evaluation criteria, and confirmation/approval is obtained in accordance with risk management policy and procedures 4.6 Unacceptable risks are prioritised and the reason/s for acceptance of risks is documented

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ELEMENT	PERFORMANCE CRITERIA
5. Treat risks	5.1 *Options* for treating risks are determined in accordance with risk management policy and procedures 5.2 The best treatment option is selected and a cost-benefit analysis is undertaken to compare the cost of implementing the treatment with the benefits 5.3 A *risk treatment plan* is prepared, approved and communicated to those who will be involved in implementation 5.4 Changes required to operational structure, procedures or staffing in order to implement risk treatments are negotiated in accordance with organisational policy and procedures 5.5 *Resources* are arranged and risk treatment plan is implemented in accordance with risk management policy and procedures
6. Monitor and review risk treatment plan	6.1 *Changes* in the organisational environment and factors impacting on the organisation are monitored for their impact on risks and existing risk treatments 6.2 Risk treatments for unacceptable risks are monitored and adjusted as required to ensure they remain effective 6.3 Acceptable risks are monitored to ensure these risk levels do not increase over time 6.4 Consultations are conducted and data relating to risks and risk treatments are collected, analysed and used to improve risk management in own area of operation 6.5 Risk treatment plan is reviewed in accordance with timetable for review of plan and updated as required 6.6 Input is provided into formal reviews/audits of risk in the organisation to improve risk management outcomes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- estimating and arranging resources needed for implementation of risk treatments
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to risk management
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- the organisation's risk management framework
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- risk management as a core activity of everyday work in the public sector
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of risk management

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPFIN401A Use public sector financial processes

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV409A Provide support to Parliament

PSPGOV422A Apply government processes

PSPGOV419A Work with interpreters

PSPLAND402A Undertake native title assessments

PSPPM405A Administer simple projects

PSPPROC410A Administer contracts

PSPREG406C Make arrests

PSPSEC405A Handle security classified information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time)

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EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to risk management
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- other national and international standards relating to risk management, such as SIRCA 8001:2003
- case studies and workplace scenarios to capture the range of risk management situations likely to be encountered

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying and treating risks, including coping with difficulties, irregularities and breakdowns in routine
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Organisational context may include

- the organisation, how it is organised, and its capabilities
- the organisation's functions:
- political
- operational
- financial
- social
- legal
- commercial.
- the various stakeholders and clients
- any official resources, including physical areas and assets, that are vital to the operation of the organisation
- key operational elements and services of the organisation
- any major projects
- the relationship between the organisation and the environment in which it operates

Environmental factors may be

- social
- economic
- legal
- technological
- environmental

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RANGE STATEMENT

Stakeholders may include

- employees
- managers
- volunteers
- unions
- financial managers
- self-insurers
- clients
- suppliers
- contractors
- service providers
- community organisations
- the public

Risk evaluation criteria are

- used to rank risks and decide whether they are acceptable or not
- affected by:
- legal requirements
- perceptions of internal/external stakeholders
- cost-benefit analysis, for example, cost of risk management being less than financial cost if the risk occurred

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation relating to risk management
- national and international codes of practice and standards, such as SIRCA 8001:2003
- the organisation's risk management policies and practices
- codes of conduct/codes of ethics
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as reviewed
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- international guidelines such as ISO/IEC Guide 73:2002, Risk management - vocabulary, guidelines for use in standards
- professional standards for risk management, for example certified practising risk manager (CPRM)
- jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au

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RANGE STATEMENT

Risk management

- is a logical and systematic process of identifying, analysing, evaluating, treating and monitoring risks related to any strategy, plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities.
- may be considered in relation to an organisation's:
- people
- assets and physical environment
- reputation and image
- legal issues
- business continuity
- finances.
- may include written procedures to ensure staff know:
- what
- how
- when, and
- by whom, action is to be taken to treat risks in the organisation

Methods of identifying risks may include

- analysis of past records
- personal, local or overseas experience
- interviews/discussions with stakeholders
- surveys/questionnaires
- audits and physical inspections
- observation of activity
- analysis of scenarios
- research of external sources
- using industry experts/consultants

Risks may include

- physical injury or death
- failure of machinery or equipment
- breaches of security
- fraud
- litigation
- client dissatisfaction
- unfavourable publicity

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RANGE STATEMENT

Risks may be	• internal • external • random • real • perceived
Sources of risk may include	• human behaviour • technology/technical issues • occupational health and safety • legal • political • property/equipment • environmental • financial/market • natural events
Risk events are	• what can happen, as opposed to the source (how a risk may arise) and the impact (what is the implication if it happens)
Probability of risk may be	• almost certain • likely • possible • unlikely • rare
Consequences of risk may be	• insignificant • minor • moderate • major • catastrophic

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RANGE STATEMENT

Control measures may	• reduce the probability of the risk occurring, the consequences of the risk, or both • include: • training • supervision • minimising/restricting exposure • physical barriers. • relocation
Level of risk may be	• low - treated with routine procedures • moderate - with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high - requiring action, as it has potential to be damaging to the organisation • extreme - requiring immediate action, as the potential could be devastating to the organisation
Documentation of analysis may include	• table showing all risks, any existing controls, probability of occurring, consequences and subsequent level of risk
Acceptable risks are	• those which an organisation has determined have the least potential for harm • not necessarily insignificant
Risks may be acceptable because	• the risk level is so low that it does not warrant spending time and money to treat it • the risk is low and the benefits outweigh the cost of treating it • the opportunities presented are much greater than the threat
Unacceptable risks are	• those which an organisation has determined have the most potential for harm

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RANGE STATEMENT

Options for treating risks may include	• avoiding the risk, for example, by terminating the activity or conducting it in another way (these actions may have different risks attached) • controlling the risk, by reducing the probability of the risk occurring, the consequences of the risk, or both • transferring the risk, for example, by arranging insurance, contracting some or all of the activity to another organisation or person, etc • retaining the risk, and making contingency plans/funds allocation for covering any loss or other negative effect from the risk
Risk treatment plan may include	• sources of risk and risk events • analysis of risks - probability, consequences and risk levels • prioritised list of unacceptable risks • treatment options selected • person/s responsible for implementing treatment options • resources required • performance measures • timeframe for implementation • timetable for review of plan
Resources may include	• physical - equipment, motor vehicles, furniture • human - management, employees, volunteers • financial - funding, budget allocation, sponsorship • resources that are part of the risk treatment, not just implementation of the treatment plan • training and briefing sessions • changes to the organisation's operating structure
Changes may mean that	• new risks are created • existing risks are increased or decreased • risks no longer exist • the priority order of risks changes • risk treatment strategies are no longer effective

Unit Sector(s)

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Not applicable.

Competency field

Competency field Working in Government

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PSPGOV422A Apply government processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the application of a knowledge of government processes. It includes applying information relating to Machinery of Government, and applying knowledge of organisational functions and protocols Legislation/regulations applying across the public sector, such as equal employment opportunity, equity and diversity etc, are not addressed here, as these are covered in *PSPLEGN401A Encourage compliance with legislation in the public sector*.

In practice, knowledge of government processes is applied in the context of other generalist and specialist work activities such as delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts etc.

This is one of 3 units of competency in the *Working in Government* Competency Field that deal with government processes. Related units are:

PSPGOV515A Develop and use political nous

PSPGOV601B Apply government systems

This unit replaces *PSPGOV401A Apply knowledge of government processes*. The units are not equivalent as this unit has additional knowledge requirements, and 2 additional performance criteria for dealing with ambiguity in the public sector; further, an element relating to legislation has been deleted because of overlap with *PSPLEGN401A Encourage compliance with legislation in the public sector*

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply information relating to the Machinery of Government	1.1 Up-to-date information relating to *Machinery of Government* relevant to work responsibilities is identified, accessed and applied 1.2 Ambiguity in the structure and function of the organisation or work area as a result of past, present or future Machinery of Government changes is identified and advice obtained and implemented on required work priorities and outcomes for the transition period 1.3 Role ambiguity as a result of past, present or future Machinery of Government changes is managed in accordance with organisational directions

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ELEMENT	PERFORMANCE CRITERIA
2. Apply knowledge of organisational functions	2.1 Up-to-date *information* relating to the *structure* and functions of the organisation is accessed and applied 2.2 Appropriate persons are identified to ensure correct levels of authority are utilised to deal with responsibilities within the organisation 2.3 Areas of work where delegations apply are identified and delegation levels within the organisation are confirmed in accordance with organisational procedures/guidelines 2.4 Approvals are obtained in the workplace in accordance with organisational delegations
3. Apply knowledge of protocols	3.1 Up-to-date information relating to government *protocols* is identified, accessed and applied 3.2 Protocols are observed in dealings with other organisations and with persons from within and outside the organisation 3.3 Written protocols, formats and standards are adhered to in writing government documents

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- locating and accessing information
- acquiring, retaining and recalling information
- applying information and protocols
- discarding redundant information
- dealing with ambiguity and Machinery of Government changes
- communicating with a diverse workforce
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of work in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- Westminster System
- separation of powers
- systems of government
- Parliamentary structures (bicameral/unicameral)
- role and function of Parliament
- role and structures of Parliamentary committees
- application of statutory requirements imposed by central agencies such as Treasury, Premiers, Prime Minister and Cabinet
- delegations
- Parliamentary procedures impacting on the organisation (such as petitions, Ministerial statements, Question Time, Questions without Notice, Questions on Notice)
- Parliamentary process and how it affects operational objectives and timeframes
- Cabinet processes
- Bill to Act process
- Machinery of Government and administrative arrangements
- range and type of legislation relating to the public sector including occupational health and safety
- public sector code/s of ethics, code/s of conduct and statements of values
- equal employment opportunity, equity and diversity principles

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV404B Develop and implement work unit plans

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV407B Provide a quotation

PSPGOV409A Provide support to Parliament

PSPPROC410A Administer contracts

PSPREG410B Give evidence

PSPREG411A Gather information through interviews

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of government processes in a range of (3 or more) contexts (or occasions, over time) in generalist or specialist work activities such as delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, administering contracts, etc

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EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- organisational structures
- Machinery of Government information
- case studies and workplace scenarios to capture the range of situations likely to be encountered when applying government processes

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying government processes, including coping with difficulties, irregularities and breakdowns in routine
- applying government processes in a range of (3 or more) contexts (or occasions, over time) in contexts relating to generalist or specialist work activities such delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, administering contracts, etc.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Machinery of Government may include

- cycles of government, such as budget cycle
- separation of powers (Executive, Judiciary, Legislative)
- levels of government (Federal, State/Territory, Local)
- legislative process
- role and functions of parliamentary structures (unicameral, bicameral)
- Cabinet
- Ministers
- Ministerial portfolios
- structure and functions of government departments
- quasi-government organisations

Information may include

- documents
- databases
- web sites
- oral information from:
- managers
- supervisors
- colleagues

Organisational structures may include

- bureaucratic structure and hierarchy
- key personnel and their roles
- key organisational functions and accountabilities

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RANGE STATEMENT

Protocols may include

- forms of address
- who may be addressed directly
- written protocols/formats for written materials
- restrictions relating to contact with:
- Minister's office
- media
- members of the public/specific interest groups
- Members of Parliament
- other government departments
- senior management/Board members
- government and opposition parties

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

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PSPGOV517A Coordinate risk management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers coordination of risk management in the business unit/organisation. It includes maintaining infrastructure and processes, supporting staff to manage risk, facilitating risk recovery, and monitoring and reviewing risk management.

In practice, coordinating risk management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy etc.

The unit has been drawn from a draft Business Services unit of competency *BSBMGT508A Manage risk management system*, which is equivalent to this unit, but not vice versa.

This is one of 4 units of competency in the *Working in Government* and *Management* Competency Fields that deal with risk. Related units are:

PSPGOV417A Identify and treat risks

PSPMNGT608B Manage risk

PSPMNGT704A Undertake enterprise risk management

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain infrastructure and processes	1.1 *Resources* are allocated to enable staff to carry out responsibilities in managing risk 1.2 Currency of required information related to risk management and access for staff are maintained in accordance with organisational requirements 1.3 Information, costs and statistics on risk management are collected for monitoring and review purposes in accordance with *legislation, policy and procedures* 1.4 Current information/training is accessed to maintain currency of own knowledge and skills in risk management 1.5 Risk management *audits* are undertaken or contributed to in accordance with legislative and organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Support staff to manage risk	2.1 Staff are provided with *information* relating to risk management and its implementation 2.2 *Advice* is provided to staff in relation to risk management 2.3 Staff *learning and development* in risk management is managed and recorded according to organisational requirements 2.4 Problems arising in risk management are addressed with relevant staff 2.5 Projects and workgroups addressing issues in risk management are coordinated to facilitate treatment of risk 2.6 Application of the organisation's risk management processes is *promoted* to all staff
3. Facilitate risk recovery	3.1 Contingency plans are implemented in the event of identified risks eventuating 3.2 *Processes for recovery* are implemented 3.3 Continuity of operations is facilitated in accordance with contingency plans 3.4 Following recovery, analysis is undertaken to determine strategies for minimising likelihood of recurrence and minimising impact
4. Monitor and review risk management system	4.1 A valid and reliable *monitoring methodology* is developed and implemented 4.2 Effectiveness of policy and procedures for managing risk is analysed against expected *outcomes* 4.3 Review results are used to make recommendations for improvement to policy and practices, and approval/s are gained for implementing changes 4.4 Revised policy and practices are implemented in accordance with organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to risk management
- undertaking research and analysis of the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- applying problem solving using conceptual and reasoning skills
- using formal language and style for written plans
- undertaking discussion using exchange of complex oral information
- using a variety of words and language structures to explain complex, formal documents and assisting others to apply them in the workplace
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to risk management
- risk management strategy
- organisational structure, functions and operation
- audit requirements
- Australian and New Zealand risk management standard - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- risk management cycle
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- approval processes
- range of evaluation methodologies
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of risk management

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV509A Conduct evaluations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV515A Develop and use political nous

PSPGOV516A Develop and use emotional intelligence

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPOL501A Develop organisation policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- coordination of risk management in a range of (3 or more) contexts (or occasions, over time)

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EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to risk management
- Australian and New Zealand risk management standard - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- other national and international risk management standards such as SIRCA 8001:2003
- case studies and workplace scenarios to capture the range of risk management situations likely to be encountered

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing risk management system, including coping with difficulties, irregularities and breakdowns in routine
- coordination of risk management in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Resources may include

- information in paper-based or electronic format
- risk analysis tools
- briefings, information sessions, training

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation relating to risk management
- national and international risk management codes of practice and standards, such as SIRCA 8001:2003
- the organisation's risk management policies and practices
- codes of conduct/codes of ethics
- Australian and New Zealand risk management standard - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- international guidelines such as ISO/IEC Guide 73:2002 Risk management - vocabulary, guidelines for use in standards
- professional standards for risk management, for example certified practising risk manager (CPRM)
- jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au

Audits may be

- undertaken by trained staff and/or external auditors according to documented schedules in risk management strategy

Information provided to staff may include

- paper-based or electronic information such as via intranet
- information sessions
- briefings
- training programs
- arrangements such as coaching and mentoring

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RANGE STATEMENT

Advice to staff may include	• verbal advice • documented advice • references to existing information in paper-based or electronic format
Learning and development may include	• formal training through a Registered Training Organisation • in-house training • on-the-job learning • coaching or mentoring • information sessions provided internally or by external consultants
Methods of promotion may include	• information sessions • briefings • written materials • training
Recovery processes may include	• repair or replacement of equipment • retraining • alternative suppliers, production sources or methods • temporary outsourcing
Monitoring methodology may include	• observations • physical inspections • incident reports • questionnaires • interviews with stakeholders • regular reviews of risk treatment procedures • repeat of the risk management process
Expected outcomes may be documented in	• risk management strategy • key performance indicators • risk management policies and procedures

Unit Sector(s)

Not applicable.

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Competency field

Competency field Working in Government

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PSPGOV603B Develop a tender submission response

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the preparation of a written submission responding to a tender to provide goods or services on a cost-recovery or for profit basis. It includes identifying opportunities to provide goods or services, analysing tender requirements, determining proposal methodology, preparing estimates, submitting a tender and reviewing the tender process.

In practice, developing a tender submission response may overlap with other generalist or specialist public sector work activities such as applying government systems, acting ethically, complying with legislation, managing resources, managing risk, etc.

This is one of 2 units of competency in the *Working in Government* Competency Field dealing with quoting/tendering for work. The related unit is:

PSPGOV407B Provide a quotation

This unit replaces and is equivalent to *PSPGOV603A Develop a tender submission*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities to provide goods or services	1.1 The *business* unit's or organisation's place in the market is identified 1.2 Organisational resources/expertise available for purchase by others are identified and matched to opportunities 1.3 *Business case* is developed to demonstrate viability of opportunities and is submitted for approval in accordance with organisational policy and procedures
2. Analyse tender requirements	2.1 Scope of the *tender* requirement is identified 2.2 Requirements are confirmed with the funder/purchaser in accordance with organisational policy and procedures 2.3 Cultural issues are identified and clarified where necessary particularly when responding to international opportunities to sell services
3. Determine proposal methodology	3.1 Methodology is selected based on available resources, available expertise and client requirements 3.2 Methodology is selected in accordance with organisational and public sector requirements for probity and accountability

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ELEMENT	PERFORMANCE CRITERIA
4. Prepare estimate	4.1 Estimate is prepared to take account of all requirements and allows for contingencies 4.2 Estimate is structured to provide for cost recovery or return a profit according to *legislation, policy and procedures* 4.3 Costs are estimated to enable provision of goods or *services* to the standards required by the *client* 4.4 Estimate is checked for accuracy and detailed in accordance with organisational procedures and client requirements
5. Submit a tender	5.1 Tender is prepared in accordance with organisational policy and procedures 5.2 Required details are addressed and client requirements met in preparing tender response 5.3 Tender is submitted within required timeframe 5.4 Organisational recordkeeping requirements for tender responses are met
6. Review tender process	6.1 Changes and variations to the tender are negotiated to meet the needs of the client and the organisation in accordance with contractual arrangements, organisational policy, procedure and delegated authority 6.2 Tender response, outcome and preparation process are evaluated using feedback from a range of *stakeholders* and the results are used to improve subsequent quotations

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, policy and guidelines
- using numeracy in selecting and applying mathematical concepts, estimating, checking reasonableness of results
- using a range of mathematical language to communicate mathematical information
- managing financial and other resources
- using literacy for oral and written clarification of issues and for negotiating variations and changes with clients
- using required language and style for writtensubmissions
- using technical and other vocabulary
- networking strategically with clients, suppliers and stakeholders
- evaluating and reviewing information
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- State/Territory or Commonwealth legislation and guidelines that apply to selling government services locally, nationally and internationally
- organisational guidelines, policies and practices
- financial accountability requirements
- legal requirements of selling government services
- implications of different contracting agreements
- whole-of-life considerations
- delegations
- approval processes
- range of evaluation methods
- tender management processes
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of developing tender responses

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPGOV605A Persuade and influence opinion

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPMNGT610A Manage public sector financial resources

PSPMNGT613A Develop partnering arrangements

PSPPM601B Direct complex project activities

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- development of tender submission responses in a range of (3 or more) contexts (or occasions, over time)

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EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to development of tender responses
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing tender submission responses

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing tender submission responses, including coping with difficulties, irregularities and breakdowns in routine
- development of tender submission responses in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Business unit may refer to

- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Business case may be in the form of

- memo
- report
- email (for electronic signature)
- letter
- formal business case format

Tender may include

- expression of interest
- request for proposal
- request for offer
- request for tender

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RANGE STATEMENT

Legislation, policy and procedures may include	• State/Territory and Commonwealth legislation and regulations such as: • public sector management acts • privacy legislation • freedom of information • equal employment opportunity, anti-discrimination and harassment legislation • employment legislation • occupational health and safety legislation. • ethics and accountability standards • public sector standards • organisational policy, procedures and protocols • international legislation/codes of behaviour • enterprise bargaining agreements • award conditions/requirements • strategic and business plans • delegation guidelines
Services quoted may include	• electronic • computerised • bureau services • procedural systems • training • mechanical
Clients may include	• private sector organisations • Commonwealth, State/Territory or Local Government organisations • intra-agency units

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RANGE STATEMENT

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
- employees at all levels of the organisation
- clients
- other public sector organisations
- union and association representatives
- boards of management
- government
- Ministers

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

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PSPLEGN301B Comply with legislation in the public sector

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers compliance with legislation and related public sector policy guidelines and procedures. It includes identifying and complying with legislative requirements and reporting incidents of non-compliance.

In practice, complying with legislation is demonstrated in the context of other generalist or specialist work activities such as delivering client services, using financial resources, procuring goods or services, etc.

This unit replaces and is equivalent to *PSPLEGN301A Comply with legislation in the public sector*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify legislative requirements	1.1 Information is accessed that covers the range of *legislation and guidelines* relating to the workplace and is current and comprehensive 1.2 Key requirements of relevant pieces of legislation are identified and confirmed with senior staff 1.3 Requirements of legislation are clarified to confirm understanding and ensure consistency of interpretation and application 1.4 Clarification is obtained of the way various pieces of legislation are integrated to provide a legislative framework for public sector work 1.5 Advice is obtained when apparently *conflicting legislative directives* are found
2. Comply with legislative requirements	2.1 Work practices are carried out in accordance with the requirements of legislation relating to the work environment 2.2 Own conduct is reviewed and feedback from others is used to confirm continuing compliance with legislative requirements
3. Report incidents of non-compliance	3.1 Possible breaches of legislation are raised promptly with an authorised person/body in accordance with organisational procedures 3.2 *Inadequacies in workplace procedures* which may contribute to non-compliance are raised in accordance with organisational procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking research and evaluation
- undertaking self-assessment
- reading complex and formal documents such as legislation and related materials to apply them to work practices and to identify inappropriate conduct
- communicating with others involving exchanges of complex oral and written information
- using technology to access legislative requirements
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of legislation relating to the public sector (including occupational health and safety and environment) and the key requirements of each
- public sector codes of ethics/conduct
- equal employment opportunity, equity and diversity principles
- organisational processes/procedures for responding to legislative issues

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

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EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPIM301A Process claims

PSPPROC302A Undertake basic procurement

PSPSEC301A Secure government assets

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when complying with public sector legislation

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when complying with legislation in the public sector, including coping with difficulties, irregularities and apparently conflicting legislative requirements
- compliance with legislation in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

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RANGE STATEMENT

Legislation and guidelines may relate to

- public sector standards:
- codes of conduct/ethics
- guarantee of service
- legislated standards
- State/Territory/Commonwealth/organisational standards
- technical/industrial standards
- professional standards
- industry competency standards
- anti-corruption legislation
- whistleblowers' protection.
- public sector employment:
- employee relations
- chief executive officer's instructions
- Commissioner's instructions
- public sector notices.
- workplace environment:
- equal employment opportunity
- affirmative action
- workplace diversity
- anti-discrimination
- workplace harassment
- occupational health and safety
- duty of care.
- security, storage, handling and classification of documents
- financial management and accountability:
- Treasurer's instructions
- contractual obligations.
- transparency:
- freedom of information
- professional reporting
- accountability
- fair trading.
- business and community:
- privacy
- trade practices
- competition
- road transport legislation.
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law,

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RANGE STATEMENT

	employment law and administrative law, including judges' rules • international legislation/codes of behaviour
Conflicting legislative directives may include	• apparent contradiction between statutes • apparent conflict between statutes and policy requirements
Inadequacies in workplace procedures may include	• insufficient financial/other controls • insecure Internet/fax access • non-auditable records processes • ambiguous guidelines • no guidelines • unnecessary complexity • use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Competency field	Legislation&Compliance

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PSPMNGT605B Manage diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers productive diversity management to maximise workforce effectiveness. It includes contributing to, promoting and monitoring a diversity strategy; facilitating the development of a workforce that promotes and values diversity; and facilitating communication with a diverse workforce.

In practice, managing diversity occurs in the context of other generalist or specialist work activities such as managing compliance, managing people and performance, managing recruitment and selection, managing employee relations, managing client service etc.

This unit is one of a series of 6 competencies relating to diversity in the public sector, located in the Competency fields of *Working in Government* and *Management*. Related units of competency are:

PSPGOV201B Work in a public sector environment

PSPGOV308B Work effectively with diversity

PSPGOV408A Value diversity

PSPGOV505A Promote diversity

PSPMNGT702A Influence and shape diversity management

This unit replaces and is equivalent to *PSPMNGT605A Manage diversity*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of a diversity strategy	1.1 The organisational context and framework for the diversity strategy are identified and key result areas are established
	1.2 A *diversity strategy* is developed that identifies *diversity issues* and objectives to enhance business unit and organisational effectiveness in accordance with *public sector legislation and policies*
	1.3 The strategy is used to identify *benefits and opportunities* provided by a diverse workforce and complies with legislative requirements, organisational policies and practices
	1.4 Diversity objectives in the strategy are linked with the demographic profile of the client base, the organisation's strategic goals and the core business of the *business unit*
	1.5 The strategy is developed in consultation with *stakeholders*, including people from key equity groups and the organisation's clients
	1.6 The strategy is designed to provide a mechanism through which diversity issues can be integrated within *organisational policies and procedures*, for example, recruitment and selection
2. Promote and review diversity strategy	2.1 The strategy is communicated and *promoted* within the business unit and the organisation in accordance with audience needs and organisational requirements
	2.2 The need for diversity support programs is identified and programs are established in accordance with the objectives of the diversity strategy
	2.3 Individuals are encouraged to align everyday work with the diversity strategy in recognition that individuals are the implementers who will ensure the strategy's success
	2.4 Progress of diversity strategies within business plans is monitored and reported on in accordance with organisational policy and procedures
	2.5 The effectiveness of the strategy in contributing to organisational effectiveness is monitored and reviewed according to its specifications, and recommendations for enhancements are identified and acted upon
3. Facilitate the development of a workforce that promotes and values diversity	3.1 Benefits of a *diverse workforce* are identified and communicated to those working within the business unit and the organisation
	3.2 Initiatives and resources to address *barriers* to equal employment opportunity within the organisation are developed or adopted in accordance with the diversity strategy
	3.3 A range of leadership styles is employed to facilitate

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ELEMENT	PERFORMANCE CRITERIA
	intercultural management and to manage diverse teams
	3.4 The diersity factors associated with individuals within the workforce are identified and utilised in the delivery of services to diverse clients
	3.5 A range of working styles that are reflective of a diverse workforce is accepted and encouraged, unified to the organisational context
	3.6 Diversity training and awareness programs are utilised, as appropriate, to promote the benefits of a diverse workforce
4. Facilitate communication within a diverse workforce	4.1 Language, literacy and numeracy issues are identified and addressed to facilitate full participation of all members of the workforce in work and development activities
	4.2 A range of *communication strategies* is employed to meet the needs of a diverse workforce and client base
	4.3 The tar get audience is identified and tailored communications strategies are adopted
	4.4 Resources to facilitate effective communication within the workplace are identified and utilised in accordance with organisational policy and procedures
	4.5 Ineffective and inappropriate communication strategies are identified and adjusted to meet the information needs of a diverse workforce and client base

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

monitoring and reporting on the progress of diversity strategies

using communication involving exchanges of complex oral information

communicating with people from diverse backgrounds (including gender and disability)

managing diverse teams

applying intercultural management

using a variety of words and language structures to explain complex ideas to diverse audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

preparing written advice and reports requiring reasoning and precision of expression

using plain English in written documents

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

the concept of diversity and its integration within and across all human resource and management functions and areas

cultural diversity, including issues of racism, discrimination, harassment and victimisation

the organisation's policies and strategic goals relating to diversity and the implications of these for current and future human resource management

the relationship between management of diversity and organisational effectiveness

equal employment opportunity, access and equity principles

productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism

institutional racism and resulting indirect discrimination

jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity

public sector policies, practices and procedures related to diversity

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT603B Facilitate people management

PSPMNGT606B Manage quality client service

PSPMNGT615A Influence workforce effectiveness

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- diversity management in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- information on diversity management in the context of public sector management and human resource management
- legislation, policy, procedures and guidelines relating to/impacting on diversity
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing diversity

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

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EVIDENCE GUIDE

encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine

- management of diversity in a range of (2 or more) contexts (or occasions, over time)
- a variety of management contexts (2 or more) such as managing compliance, managing people and performance, managing recruitment and selection, managing employee relations, managing client service etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

A diversity strategy is

- an expression of what a business unit or organisation intends to do to utilise diversity as a productive resource in order to maximise effectiveness and efficiency

Diversity issues may include

- equal employment opportunity issues such as:
- direct and indirect discrimination - discriminatory systems and practices
- harassment
- racism
- under-representation of equity groups in the public sector
- employment of equity groups concentrated at lower levels in the public sector
- women making up more than half of the public sector workforce but disproportionately represented at lower salary levels
- barrier (or glass ceiling) that prevents equity group members progressing to higher salary levels
- disproportionate representation of equity group members in non-permanent, casual or contract positions
- inappropriate supervisory treatment of equity group members
- sidelining staff from diverse backgrounds to 'diversity roles' rather than the opportunity to pursue what interests them, or where they add most value
- workplace systems or practices that don't allow a balance between work and family responsibilities
- inequitable access to acting opportunities, workplace training and development
- culturally inappropriate workplaces
- making reasonable adjustment to work processes
- enabling access to buildings to people with a disability
- quality of service delivery to clients from diverse backgrounds
- people from recognised diversity groups not choosing to be identified through usual statistical collection methods
- questioning/disregarding the dominant paradigm of the organisation
- inappropriate treatment of those who don't fit the dominant

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RANGE STATEMENT

	paradigm of the organisation • risks associated with diversity not managed • different values: • uncertainty avoidance • collectivist/individualist • power/distance • masculine/feminine • resolving communication issues • developing cultural competence • negotiating commonalities • resolving conflict • negotiating difference
Public sector legislation and policies (*relating to diversity*) *may include*	• Commonwealth legislation addressing diversity issues, for example: • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 • Disability Discrimination Act 1992 • Workplace Relations Act 1996 • Privacy Act 1988 • Human Rights and Equal Opportunity Commission Act 1984 • State/Territory legislation addressing diversity issues, such as Victoria's Racial and Religious Tolerance Act • public service/public sector management acts • workplace diversity guidelines • national and international codes of practice and standards • the organisation's plans, strategies and policies relating to diversity • policies relating to language services • government policy mandating equal employment opportunity and/or workplace diversity requirements, such as: • Managing diversity in the Western Australian public sector, August 1995 • Valuing cultural diversity, State of Victoria, 2002 • public sector ethics/values/codes of conduct • public sector management standards (subordinate law) • Commissioner's directions/instructions • community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)
Benefits and opportunities of diversity in the workplace may include	• improved client service (internal and external) • improved access to government services and programs • improved relationship with the community

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RANGE STATEMENT

	• wider sources of recruitment • greater responsiveness to change • cultural enrichment • a workplace reflective of local demographics • promotion of creativity • retention of staff • community public relations • facilitation of attainment of organisation goals • improved service delivery • promoting equity and fairness • creation of a harmonious and supportive work environment • increased skills and experience added to the workplace • balanced workforce in terms of age, gender, race and culture
Business unit may include	• a program • sub-program • cost centre • area • division • branch • production unit or section located within the organisation
Stakeholders may include	• all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including • employees at all levels of the organisation • other government and non-government organisations • union and association representatives • boards of management • government • Ministers • community • clients
Organisational policies and procedures may relate to	• recruitment and selection • learning and development • performance management • promotion and retention of staff • employment conditions • organisational mission and values • performance assessment
Methods of promoting diversity plans may	• written documentation • manuals

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RANGE STATEMENT

include	• policy and procedure statements • guides • information brochures and pamphlets • oral advice and guidance • one-on-one meetings • small group meetings • telephone contact and/or electronic mail • training programs • online resources
Diverse workforce refers to	• a workforce comprising employees with differences in: • age • culture • disability • educational background • ethnicity • expertise • family responsibilities • gender • interests • interpersonal approach • language • learning styles • life experience • marital status • not fitting the dominant paradigm of the organisation • personality • physical capability • race • religious belief • sexual orientation • socio-economic status • thinking styles • work experience • working styles
Barriers to equal employment opportunity may include	• individual and structural/institutional racism, sexism and other forms of exclusion and discrimination • direct and indirect discrimination • issues related to cultural diversity • exclusionary workplace practices
Communication strategies	• small group information sessions

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RANGE STATEMENT

may include

- use of plain English
- translated information
- use of bilingual staff

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

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PSPPM501B Design complex projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers planning and development of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes identifying project opportunities, undertaking scoping, analysing the feasibility of projects, developing project plans and managing the establishment of projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, designing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

When this unit is completed in conjunction with *PSPPM502B Manage complex projects*, and *PSPPM503B Close complex projects*, the three units together are equivalent to the nine private sector Business Services project management competencies: BSBPM501A - BSBPM509A inclusive.

This unit replaces and is equivalent to *PSPPM501A Initiate projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify project opportunities and undertake scoping	1.1 A *critical analysis* of the need for a project is conducted in accordance with organisational *policy and procedures*
	1.2 A project definition study is undertaken, where necessary, to determine the scope of the project
	1.3 Project scoping is completed in accordance with organisational policy and procedures and identifies a rationale for the project that includes the purpose, outcomes/expected benefits
	1.4 *Stakeholders* are identified and canvassed to ensure that their requirements are addressed in project planning
2. Analyse project feasibility	2.1 Research and analysis is undertaken to identify impacts and risks, *constraining factors* and alternate options
	2.2 Technical feasibility, supportability and cost effectiveness of the project are analysed and the outcome is reported to key stakeholders
	2.3 Alternatives for project design are assessed and a preferred option that fits the strategic direction of the organisation/work unit is identified and reported
	2.4 Relevant specialists are consulted to determine the extent of financial, technical, security, scheduling, *whole-of-life support* and probity, and other risks
	2.5 A business case is prepared and *approvals* to proceed with project development are obtained in accordance with organisational policy, procedures and guidelines
3. Develop project plans	3.1 Project aims, objectives and impacts are defined in the *project plan*, and timeframes and resources to complete quality deliverables on time and within budget are identified
	3.2 Projected outcomes are recorded in measurable and achievable forms and indicators to monitor the performance of the project are developed and agreed by relevant parties
	3.3 Potential risks are investigated and identified in the project plan and a risk management process is established to analyse information and *options to manage risks*
	3.4 Skills, roles and responsibilities of team members and stakeholders are clarified and agreed, and reporting requirements are identified
	3.5 *Management* of project *parameters* is addressed in the project plan and evaluation criteria are designed in accordance with organisational policy and practice
	3.6 *Project management tools* are utilised for planning in accordance with project requirements and the project is designed and *documented* in consultation with *specialists* to

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ELEMENT	PERFORMANCE CRITERIA
	meet user requirements
4. Manage establishment of project	4.1 If required, stakeholders are lobbied in accordance with organisational policy and procedures, to negotiate endorsement for the project
	4.2 Terms of reference are written and agreed to by stakeholders and resources are obtained in accordance with organisational procedures to establish the project
	4.3 Project scope and objectives are reviewed and analysed, and a strategy is developed to establish *work breakdown structures* to implement the project
	4.4 Project *infrastructure* is identified and established in accordance with organisational policy and procedures
	4.5 Specialist and technical support relevant to the project is obtained in accordance with the project plan
	4.6 Project governance structure and processes are established as detailed in the project plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

using project planning techniques related to projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects

detailing requirements, writing recommendations and preparing plans requiring precision of expression

negotiating timelines, roles and responsibilities with stakeholders and team members

scheduling project activities

communicating with stakeholders using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

using project management tools suited to planning reasonably complex projects

applying risk management techniques in project establishment including risk sharing and transfer

using public relations strategies to promote and gain endorsement for projects

including workplace safety issues in project planning requirements

accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on the project and management of the project, for example:

public sector codes of ethics/conduct

occupational health and safety and environmental and sustainability requirements

project governance requirements

financial management requirements

quality standards

risk management

procurement

human resources

equal employment opportunity, equity and diversity principles

project planning methods which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects

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REQUIRED SKILLS AND KNOWLEDGE

project management tools suited to planning reasonably complex projects
principles relating to the planning phase of project management
the project specifications
market capability
resource plans
project approval processes
scheduling packages
cost schedule control systems
integrated logistics support
work breakdown structures
change management in the context of designing complex projects

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPPM502B Manage complex projects

PSPPM503B Close complex projects

PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see table Following for examples)
- complex projects designed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project planning and management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

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EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when initiating projects, including coping with difficulties, irregularities and breakdowns in routine

- complex projects designed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Critical analysis may include	• internal and external environment scan • political imperatives • previous and current related projects • policies likely to be impacted • cost-benefit analysis
Policy and procedures may include	• government legislation (Federal, State and Local) affecting organisation's administration such as: • public sector management acts • financial management and accounting legislation and regulations • privacy legislation • environmental/sustainability legislation • government and organisational guidelines and procedures relating to: • project governance • resourcing • security • strategic plans • recruitment • risk management • procurement guidelines • designation approvals • industrial agreements
Stakeholders may include	• project sponsor/funding bodies • clients or customers (internal and external) • industry • other agencies • general public • relevant interest groups • unions • functional areas • the organisation's senior management • Ministers

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RANGE STATEMENT

	• project team • steering committee members • end user • supplier/service provider
Constraining factors may include	• political • industrial • legislative • technical • financial • social • cultural • security/privacy • environmental • logistical support • resources
Whole-of-life support may include	• maintenance • supply • technical data • personnel • training • facilities • packaging, handling • storage and transportation • support and test equipment • computing support
Approval may be required from	• project sponsor • business owner of the project • program manager • line manager • specialist project management office • chief executive officer, manager or management representative • funding body • customer or client
Project plan will include some or all of	• acquisition strategies • budget and financial management strategy • contract management • cost estimates • evaluation criteria • expected outcomes/measurable benefits of the project • facilities

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RANGE STATEMENT

- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Risk management may include

- acceptance
- avoidance
- minimisation
- transfer

Management may include

- risk management
- schedule management
- financial management
- communication, including reporting
- resources management
- logistics management
- scope management
- change management
- quality management
- people management
- procurement management
- occupational health and safety management

Project parameters

- project scope - outcomes, objectives, project deliverables

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RANGE STATEMENT

include	• feasibility • skills required for project team • people required for project including specialist expertise • communications including reporting requirements • risks associated with project including people, environment, resources, technology change during the life of the project, if applicable • steering committee arrangements • timeframe and milestones • cost • resources for project • acquisition/procurement • organisational structure for project • project quality control and operational flexibility • project governance structure • monitoring through staged rollout • project delivery requirements • pilot outcomes • intellectual property • integration of project within organisation • transition arrangements • change management • project evaluation
Project management tools may include	• risk analysis • organisational project governance framework • communications plan • reporting framework • project management software and other tools: • Gantt and bar charts • Program Evaluation and Review Technique (PERT) charts • Critical Path Method • cost schedule control system • logistics support analysis • life cycle cost analysis • spreadsheets • recording systems - electronic and manual
Documented information may include	• reports detailing strategy • statement of requirement/work • industry development proposals • project plans

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RANGE STATEMENT

	• resource plans • project team work plans • risk and issues plan and log • performance evaluation criteria • reports to industry • whole-of-life support proposals • project definition study
Relevant specialists may include	• legal • technical • financial • other functional areas • other relevant agencies • logistics
Work breakdown structures may include	• how the work is to be performed and how cost and schedule data are to be tracked and reported • identification of the project tasks (deliverables) • identification of specific management responsibilities for tasks
Project infrastructure may include	• staffing levels/need for recruitment action and training • equipment and technical support • resource requirements including travel, finance etc • project office accommodation • management infrastructure

Unit Sector(s)

Not applicable.

Competency field

Competency field	Project Management

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PSPPM502B Manage complex projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes managing start-up, project implementation, project integration and follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

When this unit is completed in conjunction with *PSPPM501B Design complex projects*, and *PSPPM503B Close complex projects*, the three units together are equivalent to the nine private sector Business Services project management competencies: BSBPM501A - BSBPM509A inclusive.

This unit replaces and is equivalent to *PSPPM502A Manage projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage start-up activities	1.1 *Project plans* are refined in consultation with steering committee and team members, and precise details are included for schedules of activities, milestones and resources
	1.2 *Required systems* are established and maintained throughout the project in accordance with the complexity of the project and in line with the project plan
	1.3 Project team members' understanding of and commitment to fulfilling the project requirements and their roles and responsibilities for the duration of the project are confirmed
	1.4 *Project management tools* are selected and applied effectively to achieve project outcomes
2. Manage project implementation	2.1 *Integration* and *management* of complex project activities are handled in accordance with the project plan
	2.2 Leadership and required *development* are provided to the project team, and morale, stress levels and triggers are managed throughout the life of the project in accordance with organisational *policy and procedures*
	2.3 *Stakeholder* input and expectations are managed throughout the project in accordance with the communication plan
	2.4 Disagreements and disputes are resolved to the satisfaction of stakeholders or referred to a higher authority in accordance with organisational policy and procedures
	2.5 Project *change proposals* are negotiated, agreed and documented in accordance with policy and procedures
3. Manage project integration	3.1 All aspects of the project and related projects are integrated and links are established to ensure objectives are met in accordance with the project plan
	3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan and staff and contractors are regularly consulted to discuss progress and ensure effective results
	3.3 Project integration is monitored, and management plans and any related contracts are reviewed and amended as appropriate, with results reported in accordance with mechanisms identified in the communication plan
	3.4 Ongoing progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the project
	3.5 Programmed review of objectives and achievement is planned and implemented in accordance with the project plan
4. Coordinate project	4.1 Significant judgment is applied in the analysis of project

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ELEMENT	PERFORMANCE CRITERIA
follow-up activities	deliverables against *specifications*, performance standards and project objectives, and the results are reported to stakeholders
	4.2 Support package arrangements are identified and offered to stakeholders who will be required to apply the project results
	4.3 Options for stakeholders to take account of environmental and cultural factors in applying the project results are included in the support package
	4.4 Operational and support authorities are consulted to investigate any testing/trialling/building and evaluation requirements resulting from the project, and funding implications estimated in project report

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

leading and mentoring people to achieve project outcomes

maintaining agreement of stakeholders and team members to timelines, roles and responsibilities

negotiating with stakeholders and team members using communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

using project management tools applicable to reasonably complex projects

applying ethical decision making and problem solving related to project management of reasonably complex projects

writing recommendations and preparing project reports requiring precision of expression

applying workplace safety procedures in line with project requirements

accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on project implementation, for example:

public sector codes of ethics/conduct

occupational health and safety and environmental and sustainability requirements

project governance requirements

quality standards

risk management

procurement guidelines

financial management and budgetary framework

human resources

equal employment opportunity, equity and diversity principles

project management tools to suit a range of reasonably complex projects in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project

project management systems

organisational and political context

critical analysis in a project management context

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REQUIRED SKILLS AND KNOWLEDGE

business and commercial issues related to the projects managed

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPPM501B Design complex projects

PSPPM503B Close complex projects

PSPPROC501A Manage contract risk

PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management in the organisation and the public sector
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

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EVIDENCE GUIDE

encountered when managing complete projects, including coping with difficulties, irregularities and breakdowns in routine

- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Project plans will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Required systems for project management may include

- planning and monitoring system
- financial management including:
- budget allocation/funding

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- income generated
- expenditure
- recordkeeping for documented information such as:
- correspondence
- quality data including survey, needs, test results
- contracts
- time allocated and spent on each aspect of the project
- progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models

Project management tools may include

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Integration of project activities may include

- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Management may include

- scope management
- communication and reporting
- schedule management
- financial management
- fraud control
- quality management
- resources management
- people management
- logistics management
- risk management

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- contract management
- project implementation
- transition
- change management

Development may include

- regular meetings
- feedback
- encouragement
- mentoring and coaching
- additional physical and human resources (within allocated budget) if and as required

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
- public sector management acts
- financial management and accounting legislation and regulations
- privacy legislation
- government and organisational guidelines and procedures relating to:
- project governance
- resourcing
- security
- strategic plans
- recruitment
- risk management
- procurement guidelines
- designation approvals
- industrial agreements
- environment and sustainability

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user

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Contract change proposals may include	• supplier/service provider • administration • cost • engineering, technical, technology changes • resources • scope • specifications • time
Specifications may include	• functional • technical • performance • material

Unit Sector(s)

Not applicable.

Competency field

Competency field	Project Management

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PSPPM503B Close complex projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers closure of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes reviewing project activity and managing project closure. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, closing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

When this unit is completed in conjunction with *PSPPM501B Design complex projects* and *PSPPM502B Manage complex projects*, the three units together are equivalent to the nine private sector Business Services project management competencies: BSBPM501A - BSBPM509A inclusive.

This unit replaces and is equivalent to *PSPPM503A Finalise projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review project activity	1.1 Evaluation of project process, supplier performance and achievement against objectives is undertaken in consultation with *stakeholders* and results are reported in accordance with the *project plan* evaluation framework and organisational *policy and procedures*
	1.2 The extent to which clients needs were met is evaluated and action to rectify problems is identified and documented
	1.3 Implications of project outputs/outcomes for policies and operating procedures are identified and recommendations are made for their amendment
	1.4 Information obtained from the evaluation of the project is provided in accordance with organisational requirements so it may be used to improve relevant policy and practice
2. Manage project closure	2.1 Any funding associated with the project is acquitted against project budget items, and financial records are checked for accuracy and completed in accordance with organisational procedures
	2.2 Project wind-down is *managed* and *documentation*, records and *approvals* are handled in accordance with project plan and organisational policy and procedures
	2.3 Project stakeholders are debriefed, and infrastructure and resources are redeployed in accordance with organisational policy and procedures
	2.4 Project hand-over to user/s is completed in accordance with organisational procedures, and lessons learnt are documented and reported to stakeholders to assist in continuous improvement
	2.5 Stakeholders are advised of procedures and authorities for initial support to apply project results where relevant, and strategies are provided to manage long-term project momentum in accordance with organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

analysing results and evaluating outcomes against objectives

writing recommendations and preparing reports requiring precision of expression

communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

debriefing stakeholders and redeploying resources and infrastructure

acquitting and reporting on resource expenditure including time and costs

using project management tools applicable to reasonably complex projects

applying workplace safety procedures in line with project requirements

accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on project finalisation, for example:

public sector codes of ethics/conduct

occupational health and safety and environmental and sustainability requirements

project governance requirements

quality standards

risk management

procurement guidelines

financial management

human resource management and development

equal employment opportunity, equity and diversity principles

project specifications and objectives

project management tools to suit a range of reasonably complex projects in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project

project management principles and systems

critical analysis in a project management context

business and commercial issues related to the projects managed

organisational and political environment

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPGOV517A Coordinate risk management

PSPPM501B Design complex projects

PSPPM502B Manage complex projects

PSPPROC504A Finalise contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- reviewing and closing complex projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project close-out
- workplace project documentation
- scenarios and case studies
- examples of project management tools suited to reasonably complex projects

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EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing and closing complex projects, including coping with difficulties, irregularities and breakdowns in routine
- reviewing and closing complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project plan will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy

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RANGE STATEMENT

	• purpose • quality assurance • quality control • quality standards for project • rationale • required project resources • resource management • risk management • roles and responsibilities • schedule/timeline • task/work breakdown structure (WBS)
Policy and procedures may include	• government legislation (Federal, State and Local) affecting organisation's administration such as: • public sector management acts • financial management and accounting legislation and regulations • privacy legislation • government and organisational guidelines and procedures relating to: • project governance • resourcing • security • strategic plans • recruitment • risk management • procurement guidelines • designation approvals • industrial agreements • environment and sustainability
Management of project wind-down may include	• risks • issues • assets • consultants • project team • support staff
Documentation may include	• project completion report • supplier performance reports • whole-of-life support plans • transfer documents • financial reports and acquittals

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RANGE STATEMENT

Approvals may be required from	• evaluation reports • transition plans • project sponsor/funding body • business owner of the project • program manager • line manager • project governance office/personnel in the organisation • chief executive officer, manager or management representative • customer or client

Unit Sector(s)

Not applicable.

Competency field

Competency field	Project Management

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PSPPM504A Carry out complex project activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the work activities required to carry out complex project activities or multiple projects simultaneously. Typically this work is undertaken by project officers who are required to work on projects for multiple clients, or all aspects of larger projects. They are sometimes responsible for all the project deliverables, and at other times they work in teams on aspects of a number of projects. Contract management requirements are not included, as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

The unit includes reviewing and confirming requirements of each project/activity, organising and undertaking project activities, managing the progress of multiple projects/activities and finalising projects/activities.

In practice, conducting complex project activities overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Project Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Review and confirm project requirements	1.1 Limits of own responsibility and reporting requirements are confirmed for each of the projects/project activities assigned 1.2 Information and supporting materials for each project/project activity are obtained in accordance with project requirements, organisational *policy and procedures* 1.3 *Project plans* are analysed and requirements, timeframes, roles, responsibilities and *stakeholder* involvement are confirmed for each 1.4 Project management procedures and controls are confirmed in accordance with each project plan, and any required changes are negotiated according to the project plan change management strategy 1.5 Project plans are updated with confirmed information for milestones, resources, team members and steering committee details
2. Organise and undertake project activities	2.1 Personal work plans are prepared to assign activities, timeframes and milestones for all projects/project activities to a single planning management framework to meet the progress requirements for each project/project activity 2.2 Where project requirements cannot be accommodated and clashes occur, negotiations are conducted with project managers and/or supervisory staff to find a compromise satisfactory to all stakeholders 2.3 Project tasks are accomplished in accordance with project plans and any changes are managed in accordance with the approved project change strategy 2.4 *Project data* is captured and recorded in accordance with project requirements 2.5 Specialist advice and support are provided to project managers, steering committees and stakeholders as required to achieve project objectives
3. Manage progress of multiple projects/activities	3.1 *Project management tools* are used for integration and timing of project activities and achievement of project outcomes 3.2 *Risks* to progress and achievement of project objectives are anticipated and reported to project management for action in accordance with risk management plans 3.3 Completion of project activities and progress against targets and milestones are monitored and corrective action is taken if needed, in accordance with project plans and in *consultation* with project managers 3.4 Problem solving to find innovative *solutions* to project problems or unplanned-for contingencies is undertaken in consultation with project management

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Progress reports are provided as required by project communication plans
4. Finalise project activities	4.1 Project deliverables for each project/activity are completed to the required standard in the required timeframes
	4.2 Recordkeeping associated with each project is completed as required by project plans
	4.3 Project processes are evaluated, issues identified and recommendations made for continuous improvement of projects/activities
	4.4 Project reports are prepared containing required information completed to the required standard using agreed style, voice and formats
	4.5 Project hand-overs of deliverables and return of borrowed/unused materials are completed in accordance with project plans and organisational procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

managing the logistics of dealing with multiple projects/activities, masters and milestones

managing self, time and costs

using project management tools

negotiating changes to timelines, roles and responsibilities

communicating with project managers and other stakeholders using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

recording information, writing recommendations and preparing reports requiring complex language structures and precision of expression

applying workplace safety procedures in line with project requirements

accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on projects and management of the projects, for example:

public sector codes of ethics/conduct

occupational health and safety and environmental and sustainaibilty standards

project governance requirements

quality standards

risk management

procurement

financial management

human resources

equal employment opportunity, equity and diversity principles

principles of project management

project management tools to suit the combination of projects/activities carried out

risk management strategies for carrying out multiple projects

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPPROC501A Manage contract risk

PSPPROC502A Establish contract management arrangements

PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

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EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when conducting multiple project activities, including coping with difficulties, irregularities and breakdowns in routine

- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
- public sector management acts
- financial management and accounting legislation and regulations
- privacy legislation
- government and organisational guidelines and procedures relating to:
- project governance
- resourcing
- security
- strategic plans
- recruitment
- risk management
- procurement guidelines
- designation approvals
- industrial agreements
- environmental and sustainability standards

Project plans will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- occupational health and safety plan
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human

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RANGE STATEMENT

	resource development • performance criteria/indicators • project control mechanisms • project implementation strategy • project governance strategy • purpose • quality assurance • quality control • quality standards for project • rationale • required project resources • resource management • risk management • roles and responsibilities • schedule/timeline • task/work breakdown structure (WBS)
Stakeholders may include	• project sponsor/funding bodies • clients or customers (internal and external) • industry • other agencies • general public • relevant interest groups • unions • functional areas • the organisation's senior management • Ministers • project team • steering committee members • end user • supplier/service provider
Project data may include	• research data • quality data including trials or test results • draft materials • samples, prototypes, models • project outcomes • record of time spent on project and progress in completing project • correspondence • financial data including costs, expenditure, income generated, purchases

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RANGE STATEMENT

Project management tools may include	• risk analysis • organisational project governance framework • communications plan • reporting framework • project management software and other tools: • Gantt and bar charts • Program Evaluation and Review Technique (PERT) charts • Critical Path Method • cost schedule control system • logistics support analysis • life cycle cost analysis • spreadsheets • recording systems - electronic and manual
Risk management may include	• removing the risk • transferring the risk • minimising the risk • accepting the risk • preparing a contingency plan • keeping reserves
Consultation with project managers may also include	• steering committees • project sponsors • business owners of the projects • program managers • specialist project management office • chief executive officer, manager or management representative • funding body representatives • customers or clients
Solutions to problems may include	• reducing costs • researching and applying more efficient methods of completing project tasks • seeking further resources to meet deadline • negotiating an extension of deadline or redefining completion or quantities or quality of outcomes • sharing of ideas to gain improvements to work undertaken within the project • outsourcing aspects of the project • changing roles and responsibilities within project team

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Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

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PSPPM601B Direct complex project activities

Modification History

Not applicable.

Unit Descriptor

Not applicable.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Identify project scope in a strategic context	1.1 Organisational requirements are anticipated/identified and communicated to project developers and managers
	1.2 Project definition studies are undertaken and the results are analysed against similar projects already conducted to determine/approve the scope of projects
	1.3 Project *infrastructure* is approved in accordance with organisational *policy and procedures*
	1.4 Projects are initiated in accordance with the organisation's strategic direction in consultation with clients
	1.5 Conceptual and analytical skills are applied to develop a management strategy to ensure project objectives and client requirements are met
	1.6 An effective *risk management* system is developed and applied to ensure project objectives are met within the organisation's accountability framework
2. Manage establishment of projects	2.1 The political context is managed and *stakeholder* expectations are influenced in accordance with organisational policy and procedures, to ensure endorsement and *whole-of-life support* for the project
	2.2 Project scope and objectives are analysed to determine the *work breakdown structures* to achieve project objectives on time and within budget, and project infrastructure is acquired and allocated
	2.3 *Project plans* are approved and a personal work plan for checking progress, mentoring, reading reports, providing feedback and authorising approvals is developed in accordance with project requirements
	2.4 Processes identified for monitoring, evaluating and reporting performance against project objectives are established in accordance with project requirements
3. Manage integration of project activities	3.1 All aspects of the project and related projects are *integrated* and links are established to ensure objectives remain appropriate
	3.2 Consultation and reporting mechanisms are applied in accordance with project requirements to regularly consult with and provide advice to staff and contractors, and to discuss progress to ensure effective results
	3.3 Stakeholders' motivations are identified and considered in the management of the project
	3.4 Progress is monitored to ensure time, performance, cost and quality of project are achieved, and change proposals are investigated, negotiated and approved in consultation with stakeholders
	3.5 High-level judgment is applied to provide ongoing advice and

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ELEMENT	PERFORMANCE CRITERIA
	to resolve disagreements and disputes to the satisfaction of parties involved
4. Finalise and review project activities	4.1 Finalisation plans are developed to ensure all objectives are achieved, whole-of-life support will be maintained, and transition to next/following projects is facilitated
	4.2 *Documented information* is evaluated, and lessons learnt are analysed and reported to stakeholders to assist in continuous improvement
	4.3 Evaluation of project achievement against objectives is monitored in accordance with the evaluation framework and is reported to approval authorities and stakeholders in accordance with organisational policy and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

managing projects

leading and mentoring people to achieve project outcomes

maintaining commitment of stakeholders and project teams

negotiating with stakeholders and team members using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

using project management tools applicable to complex project activities

applying risk management techniques including risk sharing and transfer

managing finances to bring in complex projects within budget

applying ethical decision making and problem solving related to project management of complex projects

writing recommendations and preparing reports requiring precision of expression

applying workplace safety procedures in line with project requirements

accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational/jurisdictional policies and procedures that may impact on project implementation, for example:

public sector codes of ethics/conduct

occupational health and safety and environmental and sustainability requirements

project governance requirements

quality standards

risk management

procurement guidelines

budgetary framework

financial management requirements

human resources

public relations

equal employment opportunity, equity and diversity principles

project specifications and objectives

project management tools and techniques suited to a range of complex projects activities

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REQUIRED SKILLS AND KNOWLEDGE

project management systems
organisational and political context
critical analysis in a project management context
cost schedule control systems to handle potential budget blow-outs
business and commercial issues related to the projects managed

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV601B Apply government systems

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPOHS602A Manage workplace safety

PSPPOL601A Develop public policy

PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- complex project activities directed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies to capture the range of situations likely to be encountered when directing complex project activities

Where and how to

Valid assessment of this unit requires:

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EVIDENCE GUIDE

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when directing complex project activities, including coping with difficulties, irregularities and breakdowns in routine
- project activities directed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Project infrastructure may include	• resources including budget • specialist and technical support • contractors • project management skills required • make-up of project team • developing the team • steering committee • project site, equipment, technology, consumables
Policy and procedures may include	• government legislation (Federal, State and Local) affecting organisation's administration such as: • public sector management acts • financial management and accounting legislation and regulations • privacy legislation • government and organisational guidelines and procedures relating to: • project governance • resourcing • security • strategic plans • recruitment • risk management • procurement guidelines • designation approvals • industrial agreements • environment and sustainability
Risk management may include	• acceptance • avoidance • transfer • minimisation
Stakeholders may include	• project sponsor/funding bodies • clients or customers (internal and external) • industry

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RANGE STATEMENT

	• other agencies • general public • relevant interest groups • unions • functional areas • the organisation's senior management • Ministers • project team • steering committee • end user • supplier/service provider
Whole-of-life support may include	• maintenance • supply • technical data • personnel • training • facilities • packaging, handling • storage and transportation • support and test equipment • computing support
Work breakdown structures may include	• how the work is to be performed and how cost and schedule data are to be tracked and reported • identification of project tasks • identification of specific management responsibilities for tasks
Project plans will include some or all of	• acquisition strategies • budget and financial management strategy • contract management • cost estimates • evaluation criteria • expected outcomes/measurable benefits of the project • facilities • inclusions and exclusions from project • information/communication strategy • intellectual property strategies • milestones • objectives • outputs/project deliverables and their acceptance criteria • people plan including human resource management and human resource development

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RANGE STATEMENT

- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Integration of project activities may include

- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement
- organisational project management framework

Documented information may include

- statement of requirement/work
- industry development proposals
- project plans
- risk and issues plan and log
- transition plans
- project completion report
- supplier performance reports
- whole-of-life support plans
- reports detailing strategies
- performance evaluation criteria
- project team work plans

Unit Sector(s)

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Not applicable.

Competency field

Competency field Project Management

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PSPPOL402A Assist with specialist policy development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assistance in the planning, research and writing of policy, typically provided by a policy research officer. It includes assisting with policy development planning, researching, contributing to the developments of policy options, and assisting with drafting and dissemination of policy.

Contribution to the development of policy expected of all public sector staff is covered in *PSPPOL401A Contribute to policy development*, rather than this specialist unit.

In practice, assisting with specialist policy development may overlap with other generalist or specialist work activities such as applying government processes, providing client services, gathering and analysing information, providing input to change etc.

This is a new unit of competency, added to the *Policy* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with policy development planning	1.1 Research is conducted into the wider internal and external environment to identify related policies for context and identify other policies likely to be impacted
	1.2 Internal and external *stakeholders* are identified and prioritised and their contact details are checked to ensure that key individuals and groups are engaged as early as possible and throughout the *policy* development process
	1.3 *Key aspects* to be included in the policy development plan are identified and research assistance is provided to determine the content of each in accordance with organisational requirements
2. Research information for policy development	2.1 *Sources* of information are identified and *evaluated*
	2.2 Information required to support the policy development process is gathered and collated in accordance with organisational requirements
	2.3 Gaps, ambiguity and conflicting views in the information are identified, recorded and referred to the principal policy developer, or additional research is conducted to clarify them
3. Contribute to the development of policy options	3.1 Possible policy options are formulated and analysed under guidance, to identify their strengths and weaknesses
	3.2 Possible *criteria for choosing* preferred policy option are researched and prioritised in terms of their applicability to the task
4. Assist in drafting policy	4.1 Initial drafts or selected sections of the policy are written in accordance with organisational requirements
	4.2 Written and oral feedback from stakeholders is captured and included in re-drafting as required
	4.3 The progress of policy development against the timeframe and milestones is monitored and reminders are provided to keep the process on track in accordance with the policy development plan
	4.4 Policy writing is undertaken in accordance with *organisational requirements for style, format and contents*
5. Assist with policy dissemination	5.1 Recipients for approved policy documents, particularly those who will be responsible for implementing the new or revised policy, are identified and information is provided on the *outcomes* in accordance with organisational requirements
	5.2 Routine enquiries on the release and content of the policy are dealt with or referred in accordance with organisational procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading and evaluating complex and formal documents such as policy and legislation

researching, analysing and presenting information

preparing written reports requiring precision of expression and language and structures suited to the intended audience

working with others to consult on and validate policy

adjusting communication to suit different audiences

responding to diversity, including gender and disability

reconciling different points of view and conflicting information

accessing policies and legislation electronically or in hard copy

identifying and addressing the environmental, sustainaibility and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

policy development processes and practices in the public sector

the policy cycle

current policies underpinning the work area

policy research methods and protocols

organisation and government procedures and protocols

public sector code/s of ethics and code/s of conduct

principles of community engagement in policy development

equal employment opportunity, equity and diversity principles

environmental, sustainability and occupational health and safety implications of policy/s being developed

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assistance with specialist policy development in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines
- guidelines for public sector research

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assisting with the development of policy, including coping with difficulties, irregularities and breakdowns in routine
- assistance with specialist policy development in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

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literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's conduct, actions, products and services, including:
- employees at all levels of the organisation
- other public sector organisations
- private sector organisations
- non-government organisations
- other jurisdictions
- union and association representatives
- boards of management
- government
- Ministers
- clients
- the public
- special interest groups

Policy may include

- public policy
- public sector policy
- central agency policy
- whole of government policies
- international policy
- organisational policy relating to a range of functions, such as:
- human resources
- administration
- financial management
- work practices
- training
- information technology
- technical/professional requirements
- environmental and sustainability practices

Key aspects of the policy development plan may include

- context
- rationale
- issues to be addressed
- expected outcomes

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	• timeframe • research methods • resource requirements for development • key stakeholders • communication strategy • feedback mechanisms for review • milestones • precedents • risk analysis • possible complications • success measures • possible resource implications for implementation
Sources of information may include	• stakeholder consultation and submissions • focus groups • developments in other public sector or private sector organisations • similar policies and practices that may be benchmarked • current and closed files • surveys • literature reviews • Internet
Evaluation of information sources may be in terms of	• sufficiency • authenticity • appropriateness • currency
Criteria for choosing preferred policy option may include	• likely effectiveness • implementation timeframe and costs (including infrastructure) • interaction with other policies (existing or being developed) • consistency with broader government agendas
Organisational requirements for style, format and contents may require policies to be	• forward-looking • outward-looking • principles-based • innovative, creative, flexible • evidence-based • inclusive • consistent • self-contained, with adequate coverage of the subject matter • accessible to the intended audience/understandable to all users • in gender-neutral non-discriminatory language
Outcomes of the policy	• nature of the policy change

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RANGE STATEMENT

development process may include	• match with stakeholder expectations • implementation requirements • expected costs • timelines • contextual factors (including any impact on other related policies)

Unit Sector(s)

Not applicable.

Competency field

Competency field	Policy

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PSPPOL403A Give and receive policy information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of routine information on operational policy in an organisation. It includes assisting with the development of policy guidelines, responding to routine policy enquiries, receiving policy feedback and contributing suggestions based on that feedback.

In practice, giving and receiving organisation policy may overlap with other generalist and specialist work activities such as applying government processes, providing client services, gathering and analysing information, providing input to change etc.

This is a new unit of competency, added to the *Policy* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with the development of policy guidelines for the organisation	1.1 Existing procedures impacted by the *policy* are researched and analysed for consistency with the policy
	1.2 Intended audience/s for *policy guidelines* is researched and the required structure, language style and format are confirmed in accordance with organisational requirements
	1.3 *Consultation* is undertaken to obtain information on the requirements of policy guidelines
	1.4 Guidelines are written under direction in accordance with organisational requirements
	1.5 Guidelines are developed that address the requirements of workplace *diversity* and meet requirements for language, style and format
2. Respond to routine policy enquiries	2.1 Policy implications and requirements are confirmed in accordance with organisational procedures
	2.2 Routine information and advice on the application of relevant acts, regulations, procedures, codes of practice, standards and guidelines are provided in accordance with policy guidelines
	2.3 When documentation is provided it supports the information and advice given
	2.4 Intended use and consequences are considered when providing advice on organisational policy, and advice is communicated in a manner that addresses the requirements of users
	2.5 Non-routine policy enquiries are referred for advice in accordance with organisational policy and procedures
3. Gather and analyse policy feedback	3.1 Policy feedback is gathered on implementation issues, and analysed and reported in accordance with organisational procedures
	3.2 Information relating to the intended and actual outcomes of organisation policy is gathered during and following policy implementation, and analysed and reported in accordance with organisational procedures
	3.3 Suggestions related to continuous improvement, termination or succession of organisation policy are based on policy feedback and are contributed in accordance with organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading complex and formal documents such as policy and legislation and providing information on their application

researching and providing information

preparing written reports requiring accuracy of expression and language and structures suited to the intended audience

working with legislation drafters and legal advisers

writing guidelines in plain English

working as a member of a team to consult on and prepare policy guidelines

adjusting communication to suit different audiences

responding to diversity, including gender and disability

gathering and analysing policy feedback

accessing policies and legislation electronically or in hard copy

identifying and addressing the environmental and occupational health and safety implications of policy/s being implemented

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

practices and procedures for developing policy guidelines

policy feedback mechanisms

current organisation policies

whole of government policies and international policy obligations that impact on organisation policy

organisation and government procedures and protocols

public sector code/s of ethics and code/s of conduct

equal employment opportunity, equity and diversity principles

environmental and occupational health and safety implications of policy/s being implemented

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- policy information given and received in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- guidelines and protocols for developing policy guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving and receiving organisation policy, including coping with difficulties, irregularities and breakdowns in routine
- policy information given and received in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

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- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses methods

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Organisation policy may include	• any aspect of an organisation's business, such as policies relating to: • core business • client services • business structure • human resources • administration • financial management • work practices • training • information technology • technical/professional requirements
Policy guidelines may include	• advice on: • interpretation of policy intent • application of principles-based policy • policy implementation • processes and procedures
Consultations may be with	• policy developer • legal advisers (as policy is increasingly expressed in legislation rather than administrative directions) • legislation drafters • management • end users
Diversity may include	• age • cultural background • educational level • ethnicity • expertise • family responsibilities • gender • interests • interpersonal approach • language

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RANGE STATEMENT

- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

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PSPPOL404A Support policy implementation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the identification and application of policy in a public sector work environment. It includes identifying relevant policy, implementing policy, and monitoring and reporting on policy implementation.

In practice, supporting policy implementation occurs in the context of other generalist or specialist work activities such as delivering client services, providing input to change, implementing workplace safety procedures, awarding contracts etc.

This unit replaces and is equivalent to *PSPPOLI401A Support policy implementation*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify relevant policy	1.1 *Work situations* that are shaped by government or organisation policy are identified in accordance with public sector guidelines
	1.2 *Policy* relating to particular work situations is identified and located
2. Implement policy	2.1 Policy to be implemented is interpreted under direction to identify and plan for change in work practices
	2.2 The implications of policy for individual work practices are identified, and practices are confirmed/adjusted to reflect policy requirements in accordance with organisational procedures
	2.3 Others affected by policy requirements are supported to accommodate those requirements
	2.4 Policy is implemented to support achievement of outcomes intended in specific work areas
3. Monitor and report on policy implementation	3.1 Information that will assist with the evaluation of the effectiveness of policy implementation is gathered, recorded and reported under direction in accordance with organisational procedures
	3.2 *Information* that will assist with the evaluation of the impact of policy implementation on organisational outcomes is gathered, recorded and reported under direction in accordance with organisational procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading complex and formal documents such as policy and legislation and providing information on their application

researching and providing information

preparing written reports requiring accuracy of expression and language and structures suited to the intended audience

working with legislation drafters and legal advisers

writing guidelines in plain English

working as a member of a team to consult on and prepare policy guidelines

adjusting communication to suit different audiences

responding to diversity, including gender and disability

gathering and analysing policy feedback

accessing policies and legislation electronically or in hard copy

identifying and addressing the environmental and occupational health and safety implications of policy/s being implemented

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

practices and procedures for developing policy guidelines

policy feedback mechanisms

current organisation policies

whole of government policies and international policy obligations that impact on organisation policy

organisation and government procedures and protocols

public sector code/s of ethics and code/s of conduct

equal employment opportunity, equity and diversity principles

environmental and occupational health and safety implications of policy/s being implemented

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to, public sector generalist and specialist units in the Certificate IV in Government.

Choice from the following is recommended:

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPREG407B Produce formal record of interview

PSPREG410B Give evidence

PSPPROC409A Receive and select offers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- policy implementation supported in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- relevant policy and legislation
- public sector standards, procedures and protocols
- policy guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when supporting policy implementation, including coping with difficulties, irregularities and breakdowns in routine

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- policy implementation supported in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Work situations may include	• processes • outcomes • priorities • client services • core business • service delivery mode/s • organisational structure
Policy may include	• government policy • organisation policy
Information for evaluation may include	• statistical data • qualitative data • anecdotal feedback • survey data • stakeholder opinions

Unit Sector(s)

Not applicable.

Competency field

Competency field	Policy

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PSPPROC410A Administer contracts

Modification History

Unit Descriptor

This unit covers the administration of contracts by officers who administer contracts as part of their role, rather than as their primary role. They are not specialist contract managers. Specialist contract managers are catered for by the units PSPPROC501A - 504A, added to the **Procurement&Contract Management** Competency field of the Training Package in 2004, which address in depth the aspects of contract management performed by specialist contract managers.
NB: **PSPPROC404A Manage contracts** (from PSP99) is equivalent to the three units: PSPPROC502A Establish contract management arrangements + PSPPROC503A Manage contract performance + PSPPROC504A Finalise contracts
This unit includes undertaking preparations, establishing and maintaining contract administration arrangements, monitoring and maintaining contract performance, and completing and reviewing contracts.
In practice, administration of contracts overlaps with other public sector generalist and specialist work activities such as acting ethically, complying with legislation, applying government processes, working with diversity, using resources, etc.
This is a new unit of competency added to the **Procurement&Contract Management** Competency field of the Training Package in 2004.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.
Together, performance criteria specify the requirements for competent performance. Text in **bold italics** is explained in the Range Statement following.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Prepare to administer a contract**	1.1 **Contract** requirements, approvals and funding arrangements are confirmed and clarified where necessary, and obligations and limits of authority as contract administrator are identified in line with contractual and organisational requirements
	1.2 Operational elements of the contract are confirmed and contact is made with **specialists** to clarify and assist with contract administration issues
	1.3 **Key contract clauses** are identified and their content is clarified as necessary to ensure contract requirements are understood
	1.4 The process, timings, and key performance indicators are identified from the contract and confirmed with stakeholders
	1.5 **Risks** are confirmed and a risk management plan is developed in line with contract requirements and organisational policy and procedures
	1.6 A **contract administration strategy** is developed or **obtained** and key details are entered from the contract
2 **Establish and maintain contract administration arrangements**	2.1 Start-up or transition arrangements are confirmed and implemented in accordance with contract requirements and organisational procedures
	2.2 **Communication**/information strategies are established to meet contractor and organisational needs
	2.3 Risks management plan is monitored for effectiveness and adapted as necessary during the life of the contract
	2.4 Relationship with contractor is established and managed in accordance with organisational policy and procedures
	2.5 Specialist expertise is obtained as necessary for progress meetings and for advice on/resolution of

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		contract issues
	2.6	Contract information/documentation is maintained for organisational purposes in accordance with organisational policy and procedures
3 **Monitor and maintain the performance of a contract**	3.1	Obligations to the contractor are met in accordance with contractual arrangements and the organisation's financial management requirements
	3.2	Performance of the contract is monitored against performance indicators to ensure all obligations under the agreement are being met
	3.3	Contract **variations** are managed in accordance with the contract and organisational policy and procedures
	3.4	**Disputes**/complaints are investigated and **resolved** or referred in accordance with contractual requirements
	3.5	**Negotiation** of issues relating to the contract is managed and approvals are obtained in accordance with stipulations in the contract proper
	3.6	Communication/reporting on the performance of the contract is maintained with all stakeholders in accordance with organisational protocols and public sector standards
4 **Complete and review contract**	4.1	Contracts are finalised, amended, cancelled or terminated in accordance with contractual arrangements
	4.2	Strategies to manage close-out, renewal of the contract or transition to a new contract meet organisational guidelines and public sector standards
	4.3	**Review** is undertaken of contract administration, contractor performance relevant to measures at each stage of the contract, user satisfaction and audit results, when necessary
	4.4	Where measures or outcomes are not met in full, variances are documented and explained
	4.5	Information from the review (and audit) is used to report on contractor performance, to review

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contract administration practice and make recommendations for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

using communication and negotiation with contractors and other stakeholders involving oral and written exchanges

networking with diverse clients, contractors and end users

responding to diversity, including gender and disability

reading and applying complex documents such as contracts, legislation and guidelines

applying occupational health and safety and environmental requirements in the context of contract administration

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

Commonwealth/State/Territory Government legislation, policies, practices and guidelines relating to contract administration, including environmental purchasing guidance

contract performance management

privacy and confidentiality issues

probity principles and issues

whole-of-life considerations

equal employment opportunity, equity and diversity principles

financial and accounting issues relevant to the contract

public sector legislation including occupational health and safety and environment

Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	**Pre-requisite units** that **must** be achieved **prior** to this unit: **Nil** **Co-requisite units** that **must** be assessed **with** this unit: **Nil** **Co-assessed units** that **may** be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: PSPETHC401A Uphold and support the values and principles of public service PSPGOV404B Develop and implement work unit plans PSPGOV408A Value diversity PSPGOV411A Deal with conflict PSPGOV412A Use advanced workplace communication strategies PSPGOV422A Apply government processes PSPLEGN401A Encourage compliance with legislation in the public sector PSPPOL404A Support policy implementation
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) administration of contracts in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: legislation, policy, procedures and protocols relating to contract administration

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case studies and workplace scenarios to capture the range of contract administration situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering contracts, including coping with difficulties, irregularities and breakdowns in routine

administration of contracts in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **italics** in the Performance Criteria is explained here.

Contracts may also include	memoranda of understanding/memoranda of agreement in-house option directives common use arrangements/standing offers inter/intra-government agreements letters of intent licensing agreements
Specialists may include	procurement and/or contracting area corporate finance area outsourced procurement/contracting advisers legal advisers functional/business area business owner of the contract appropriate cross-government department experts
Key contract clauses may include	variation insurances notices disputes intellectual property privacy confidentiality milestones payments breaches penalties

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Risks might include	contractor inability to meet agreements end user or buyer inability to meet obligations limited number of suppliers
Contract administration strategy may include	formal contract administration plan contract administration check list setting up routines checking quality assurance systems transfer of legal responsibility avoiding implied acceptance of varied conditions through non-enforcement of contractual obligations
Contract administration strategy may be obtained from	procurement/contracting area specialist contract managers central agencies such as state supply boards, contract and management services finance area legal advisers outsourced providers of contracting services
Effective communication strategies may include	setting regular times to talk, meet or check on progress protocols for dealing with other stakeholders emergency contact arrangements a diary system to monitor milestones, timeframes, receipt of deliverables etc strategies for ensuring information flow at critical stages of the contract
Variation to agreements may include	change of scope negotiation of new terms and conditions dissolution of contracts in writing verbal variations, confirmed in writing variations by action/inaction
Disputes may include	disputes over:

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	requirements delivery schedules price changes additional tasking payment schedules complaints from third parties
Techniques available to resolve disputes include	conference negotiation mediation arbitration resort to contractual agreements legal considerations
Negotiation of issues may include	contract variations continuous improvement innovations non-compliance consequences
Review may include	planning process evaluation considerations at each stage of the contract sources and methods of gathering data role of audit trails, where applicable measuring outputs meeting client needs innovation strategies for continuous improvement

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Unit Sector(s)

Competency field

Procurement&Contract Management

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PSPPROC501A Manage contract risk

Modification History

Unit Descriptor

This unit covers management of risks associated with contracts. It includes assessing risk, and preparing, implementing and reviewing a risk management plan.
In practice, managing contract risk may overlap with other public sector generalist and specialist work activities such as acting ethically, complying with legislation, providing client service, providing leadership, developing policy, undertaking negotiations etc.
This is one of 4 units of competency in the **Procurement&Contract Management** Competency field that address the requirements of contract management performed by specialist contract managers.
Related units are:
PSPPROC502A Establish contract management arrangements PSPPROC503A Manage contract performancePSPPROC504A Finalise contracts
This is a new unit of competency, added to the **Procurement&Contract Management** Competency field of the Training Package in 2004.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.
Together, performance criteria specify the requirements for competent performance. Text in **bold italics** is explained in the Range Statement following.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Assess risk**	1.1 **Legislation, policies**, business processes and resources impacting on the contract are identified
	1.2 Contract deliverables and internal inputs necessary for effective contract performance are identified
	1.3 Critical success factors necessary for the achievement of contract deliverables are identified and confirmed
	1.4 Non-trivial business risks relating to the contract are identified
	1.5 Causes of risk are analysed and their potential impact is determined
	1.6 Likelihood of risks is determined and **risk ratings** are developed
2 **Prepare risk management plan**	2.1 A preliminary **risk management** plan is developed that addresses risks identified in the planning phase of the contract
	2.2 Risks that will be accepted and those requiring treatment are identified
	2.3 Treatments that reduce risks to an acceptable level are designed in accordance with organisational requirements
	2.4 A plan for implementing new treatments, additional controls or modifications to existing controls is developed
	2.5 Where risks relate to the business context, risk management policies and procedures are reviewed and developed/amended
	2.6 Risk level is re-checked in the contract development phase, and the risk management plan is reviewed and adjusted to cover contract management risks not already identified

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3	**Implement and review risk management plan**	3.1	**Risk controls** and treatments are implemented in accordance with the treatment plan
		3.2	The risk management plan is implemented, and regularly reviewed and revised to include potential or emerging risks during the life of the contract
		3.3	Review results are used to improve risk treatments and controls

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

analysing risks associated with procurement and contracting

interpreting complex, formal documents

writing plans requiring reasoning and precision of expression

responding to diversity, including gender and disability

applying occupational health and safety and environmental requirements in the context of contract risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

Commonwealth/State/Territory Government legislation, policies, practices and guidelines relating to contract risk management, including environmental purchasing guidance

risk management procedures

probity principles and issues

risks associated with financial and accounting issues relevant to the contract

public sector legislation including occupational health and safety and environment

aspects of law of contracts, trade practices law and commercial law relevant to contract risk management relating to complex procurement

equal employment opportunity, equity and diversity principles

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Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	**Pre-requisite units** that **must** be achieved **prior** to this unit: **Nil** **Co-requisite units** that **must** be assessed **with** this unit: **Nil** **Co-assessed units** that **may** be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: PSPETHC501B Promote the values and ethos of public service PSPGOV504B Undertake research and analysis PSPGOV505A Promote diversity PSPGOV511A Provide leadership PSPGOV517A Coordinate risk management PSPLEGN501B Promote compliance with legislation in the public sector PSPPROC502A Establish contract management arrangements PSPPROC503A Manage contract performance PSPPROC504A Finalise contracts
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) management of contract risk in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: legislation, policy, procedures and protocols

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relating to contract risk management

case studies and workplace scenarios to capture the range of contract risk situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing contract risk, including coping with difficulties, irregularities and breakdowns in routine

management of contract risk in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **italics** in the Performance Criteria is explained here.

Information sources used to assess risk may include	computer modelling sensitivity analysis structured interviews statistical data questionnaires fault trees analysis of consequences - loss of money, time, labour, intangibles
Legislation and policies may include	Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law national and international codes of practice and standards the organisation's policies and practices government policy codes of conduct national competition policy
Risk ratings	differentiate between risks that have: high impact/consequence/likelihood and those having low impact/consequence/likelihood
Risk management is	a logical and systematic process of identifying, analysing, assessing, treating, and monitoring risks related with any strategy, plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities often considered in relation to an

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	organisation's: people assets and physical environment reputation and image legal issues business continuity finances stated outcomes
Risk controls may include	hierarchy of controls aversion risk mitigation reduction in likelihood reduction of consequences transfer of responsibility retention

Unit Sector(s)

Competency field

Procurement&Contract Management

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PSPPROC502A Establish contract management arrangements

Modification History

Unit Descriptor

This unit covers the establishment of arrangements for contract management by officers whose primary role is contract management, and who may or may not have had involvement in the procurement process preceding execution of the contract.
PSPPROC410A Administer contracts is the appropriate unit for officers undertaking contract management as a minor part of their work role.
The unit includes confirming contract requirements, preparing a contract management plan, implementing contract strategies and implementing contractual arrangements.
In practice, establishing contract management arrangements may overlap with other public sector generalist and specialist work activities such as acting ethically, complying with legislation, providing client service, providing leadership, developing policy, undertaking negotiations.
This is one of 4 units of competency in the **Procurement&Contract Management** Competency field that address the requirements of contract management performed by specialist contract managers.
Related units are:
PSPPROC501A Manage contract riskPSPPROC503A Manage contract performancePSPPROC504A Finalise contracts
The superseded unit **PSPPROC404A Manage contracts** is equivalent to the three units:
PSPPROC502A Establish contract management arrangements + PSPPROC503A Manage contract performance PSPPROC504A Finalise contracts
Equivalence may be claimed for EITHER:
PSPPROC410A Administer contracts ORPSPPROC502A - 504A inclusive, but not both.
This is a new unit of competency, added to the **Procurement&Contract Management** Competency field of the Training Package in 2004.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.
Together, performance criteria specify the requirements for competent performance. Text in **bold italics** is explained in the Range Statement following.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Confirm contract requirements**	1.1 **Legislation**, **public sector standards and organisational requirements** relating to **probity**, financial management, approvals and **other considerations** are identified for inclusion in the **contract** management plan
	1.2 Contract **requirements** are re-confirmed with all parties
	1.3 Obligations to the contractor, limits of authority and **delegations** relating to the contract are determined in accordance with contractual arrangements and organisational policy and procedures
	1.4 Start-up or transition arrangements are confirmed
2 **Prepare contract management plan**	2.1 Contract **risks** are identified and a risk management plan is developed in line with contract requirements and organisational policy and procedures
	2.2 Procedures to identify, receive and address contract **variations** are determined in accordance with the contractual requirements and organisational procedures
	2.3 **Procedures** to investigate, resolve or refer **disputes**/complaints are determined in accordance with contractual requirements and organisational procedures
	2.4 Key performance indicators are developed/negotiated and **administrative processes** are identified and approved for the life of the contract in accordance with organisational

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			procedures
		2.5	**Contract management plan** that addresses all key elements is documented, approved and maintained in accordance with organisational requirements
		2.6	Ethical behaviour, probity and privacy principles are applied to all elements of the contract management plan
3	**Implement contract strategies**	3.1	The requirements of confidentiality/freedom of information are identified for the contract
		3.2	Communication requirements are identified/confirmed in line with contractual obligations and the needs of **stakeholders**
		3.3	A **communication/information strategy** is developed that matches the needs of the organisation, the contract and the contractor's business environment
		3.4	Contract review requirements are established with stakeholders
		3.5	A **contract review strategy** is developed to review management of the contract, contractor performance and user satisfaction
4	**Implement contractual arrangements**	4.1	Business relationship with contractor is established and managed in accordance with organisational policy and procedures
		4.2	Start-up or transition arrangements are implemented
		4.3	Financial, administrative and information management processes are established
		4.4	Contractual arrangements are implemented in accordance with the contract management plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

communication and negotiation with contractors and other stakeholders involving complex oral and written exchanges

networking with diverse clients, contractors and end users

responding to diversity, including gender and disability

reading and applying complex documents such as contracts, legislation and guidelines

applying occupational health and safety and environmental requirements in the context of contract management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

Commonwealth/State/Territory Government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing guidance

contract management planning for a range of contractual situations

privacy and confidentiality issues

probity principles and issues

whole-of-life considerations

equal employment opportunity, equity and diversity principles

financial and accounting issues relevant to the contract

public sector legislation including occupational health and safety and environmental

Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	**Pre-requisite units** that **must** be achieved **prior** to this unit: **Nil** **Co-requisite units** that **must** be assessed **with** this unit: **Nil** **Co-assessed units** that **may** be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: PSPETHC501B Promote the values and ethos of public service PSPGOV505A Promote diversity PSPGOV507A Undertake negotiations PSPGOV508A Manage conflict PSPGOV511A Provide leadership PSPGOV512A Use complex workplace communication strategies PSPLEGN501B Promote compliance with legislation in the public sector PSPPROC501A Manage contract risk PSPPROC503A Manage contract performance PSPPROC504A Finalise contracts
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) contract management arrangements established in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out	These resources include:

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assessment	legislation, policy, procedures and protocols relating to contract management case studies and workplace scenarios to capture the range of contract management situations likely to be encountered
Where and how to assess evidence	Valid assessment of this unit requires: a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when establishing contract management arrangements, including coping with difficulties, irregularities and breakdowns in routine contract management arrangements established in a range of (3 or more) contexts (or occasions, over time) Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: people with disabilities people from culturally and linguistically diverse backgrounds Aboriginal and Torres Strait Islander people women young people older people people in rural and remote locations Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies demonstration portfolios projects questioning scenarios authenticated evidence from the workplace and/or training courses

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For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **italics** in the Performance Criteria is explained here.

Legislation, **standards and organisational requirements may include**	financial management legislation government procurement/purchasing/contracting legislation, policy and guidelines public sector standards ethics standards codes of conduct/ethics environmental purchasing
Probity principles are	accountability transparency confidentiality management of conflicts of interest maintained to: ensure conformity to processes facilitate accountability ensure proponents are treated in a fair and equitable manner encourage commercial competition, where appropriate preserve public and private sector confidence in government processes
Other considerations may include	corporate governance intellectual property privacy freedom of information requirements public liability insurance considerations
Contracts may include	memoranda of understanding/memoranda of

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	agreement
	in-house option directives
	common use arrangements/standing offers
	inter/intra-government agreements
	letters of intent
	licensing
	purchases from suppliers
Contract requirements may include	terms and conditions
	specifications
	risk
	managing hospitality
	clauses dealing with:
	variations
	insurance/s
	notices
	disputes
	intellectual property
	privacy
	confidentiality
	milestones
	payments
	breaches
Delegations may include	compliance with instructions or finance circulars
	special consideration if they concern:
	long-term travel deals
	long-term computer deals
	long-term lease deals
	issuing of indemnities
	other delegates
	confirmation by chief financial officer
	Ministerial authorisation

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Risks might include	environmental factors suppliers' inability to meet agreements end users' or buyers' inability to meet obligations limited number of suppliers implications if dependence on one suppler is enshrined versus risks in lack of continuity and consistency of services provided
Variation to agreements may include/arise from	change of scope negotiation of new terms and conditions dissolution of contracts
Procedures to resolve disputes may include	conference negotiation mediation arbitration resort to contractual agreements legal considerations
Disputes may include	disputes over: requirements delivery schedules price changes additional tasking payment schedules complaints from third parties
Administrative processes may include	file/records management audit trail recording meetings notes and follow-ups of meetings and actions agreed management reporting
Contract management plan may include	risk management plan contingency plan

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	communication/public relations plans human resource management plan disposal plan contract review plan setting up routines checking quality assurance systems transfer of legal responsibility insurances strategies to avoid implied acceptance of varied conditions through non-enforcement of contractual obligations environmental/green issues industry policy
Stakeholders may include	contractor organisation board of management steering committee industry advisory panel clients users Parliamentarians the public
Communication/ information strategies may include	setting regular times to talk, meet or check on progress protocols for dealing with other stakeholders appeals mechanisms for resolving conflict between clients and service providers clear communication reliability emergency contact arrangements a diary system to monitor milestones, timeframes, receipt of deliverables etc strategies for ensuring information flow at critical stages of the contract

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Contract review strategymay include	planning process
	evaluation considerations at each stage of the contract
	sources and methods of gathering data
	role of audit trails
	measuring outputs
	meeting client needs
	innovation
	strategies for continuous improvement

Unit Sector(s)

Competency field

Procurement&Contract Management

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PSPPROC503A Manage contract performance

Modification History

Unit Descriptor

This unit covers the implementation of strategies that ensure effective contract performance by officers whose primary role is contract management, and who may or may not have had involvement in the procurement process preceding execution of the contract.
PSPPROC410A Administer contracts is the appropriate unit for officers undertaking contract management as a minor part of their work role.
The unit includes managing of the business relationship, managing performance of the contract, managing contract issues, and implementing a communication/information strategy.
In practice, managing contract performance may overlap with other public sector generalist and specialist work activities such as acting ethically, complying with legislation, providing client service, providing leadership, developing policy, undertaking negotiations etc.
This is one of 4 units of competency in the **Procurement&Contract Management** Competency field that address the requirements of contract management performed by specialist contract managers.
Related units are:
PSPPROC501A Manage contract riskPSPPROC502A Establish contract management arrangements PSPPROC504A Finalise contracts
The superseded unit **PSPPROC404A Manage contracts** is equivalent to the three units:
PSPPROC502A Establish contract management arrangements + PSPPROC503A Manage contract performance + PSPPROC504A Finalise contracts
Equivalence may be claimed for EITHER:
PSPPROC410A Administer contracts ORPSPPROC502A - 504A inclusive, but not both.
This is a new unit of competency, added to the **Procurement&Contract Management** Competency field of the Training Package in 2004.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.
Together, performance criteria specify the requirements for competent performance. Text in **bold italics** is explained in the Range Statement following.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Manage the business relationship**	1.1 **Probity** is managed in accordance with organisational requirements, **legislation, policy and public sector standards**
	1.2 Obligations to the contractor are met in accordance with contractual arrangements
	1.3 Consideration of conflicts of interest and their resolution are recorded in accordance with public sector standards and organisational requirements
	1.4 Relationship with contractor is managed through **formal and informal mechanisms** in accordance with organisational policy and procedures
	1.5 Business relationship is managed in the public interest in accordance with public sector standards and organisational requirements
2 **Manage performance of the contract**	2.1 Start-up or transition arrangements are implemented in accordance with contract requirements and organisational procedures
	2.2 **Contract management plan** is monitored for effectiveness on a regular basis and adapted as necessary during the life of the contract
	2.3 Performance of the **contract** is monitored against key performance indicators and tracking milestones to ensure all obligations under the agreement are being met
	2.4 E-procurement, financial and other resources are managed as necessary in accordance with contractual requirements and organisational procedures

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		2.5 Emerging and potential **risks** are identified and managed in accordance with organisational risk management procedures
3	**Manage contract issues**	3.1 Contract **variations** are managed in accordance with the contract management plan and organisational policy and procedures
		3.2 **Early signs of under-performance** are identified and **action** is taken to improve performance to the agreed level and is documented in accordance with the contract communication/information policy
		3.3 **Disputes**/complaints are investigated and **resolved** or referred in accordance with contract management plan and contractual arrangements
		3.4 **Negotiation** of issues relating to the contract is conducted and approvals are obtained in accordance with stipulations in the contract
		3.5 Conflict is addressed and resolved where possible or other **actions** are taken in accordance with contractual arrangements
4	**Implement communication/information strategy**	4.1 **Communication** on the performance of the contract is maintained with all stakeholders in accordance with organisational protocols and public sector standards
		4.2 Management reporting is carried out in accordance with tracking milestones and organisational requirements
		4.3 Contract information is maintained for **organisational purposes** in accordance with organisational policy and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

using communication and negotiation with contractor and stakeholders involving complex oral and written exchanges

reading and applying complex documents such as contracts, legislation and guidelines

resolving disputes/conflict/complaints or making judgments about when to refer them to others

building/managing effective working relationships

writing management reports and keeping records of meetings, liaisons, notes and follow-up action, requiring precision of expression

responding to diversity, including gender and disability

applying occupational health and safety and environmental requirements in the context of contract management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

Commonwealth/State/Territory Government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing guidance

contract management for a range of contractual situations

privacy and confidentiality issues

probity principles and issues

whole-of-life considerations

equal employment opportunity, equity and diversity principles

financial and accounting issues relevant to the contract

public sector legislation including occupational health and safety and environment

legal aspects of negotiation

aspects of law of contracts, trade practices law and commercial law relevant to the management of contracts relating to complex procurement

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Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	**Pre-requisite units** that **must** be achieved **prior** to this unit: **Nil** **Co-requisite units** that **must** be assessed **with** this unit: **Nil** **Co-assessed units** that **may** be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: PSPETHC501B Promote the values and ethos of public service PSPGOV505A Promote diversity PSPGOV507A Undertake negotiations PSPGOV508A Manage conflict PSPGOV511A Provide leadership PSPGOV512A Use complex workplace communication strategies PSPLEGN501B Promote compliance with legislation in the public sector PSPPROC501A Manage contract risk PSPPROC502A Establish contract management arrangements PSPPROC504A Finalise contracts
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) management of contract performance in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out	These resources include:

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assessment	legislation, policy, procedures and protocols relating to contract management case studies and workplace scenarios to capture the range of contract management situations likely to be encountered
Where and how to assess evidence	Valid assessment of this unit requires: a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing contract performance, including coping with difficulties, irregularities and breakdowns in routine management of contract performance in a range of (3 or more) contexts (or occasions, over time) Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: people with disabilities people from culturally and linguistically diverse backgrounds Aboriginal and Torres Strait Islander people women young people older people people in rural and remote locations Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies portfolios questioning scenarios authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can

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achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **italics** in the Performance Criteria is explained here.

Probity principles are	accountability transparency confidentiality management of conflicts of interest maintained to: ensure conformity to processes facilitate accountability ensure proponents are treated in a fair and equitable manner encourage commercial competition, where appropriate preserve public and private sector confidence in government processes
Legislation, policy and standards may include	financial management legislation government procurement/purchasing/contracting legislation, policy and guidelines public sector standards ethics standards codes of conduct/ethics cross-cultural and social justice issues environmental purchasing
Formal and informal mechanisms may include	non-confrontational interaction hospitality formal contract variations formal negotiations
Contract management plan may include	risk management plan

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	contingency plan
	communication/public relations plans
	human resource management plan
	disposal plan
	contract review plan
	setting up routines
	checking quality assurance systems
	transfer of legal responsibility
	insurances
	strategies to avoid implied acceptance of varied conditions through non-enforcement of contractual obligations
	environmental/green issues
	industry policy
Contracts may include	memoranda of understanding/memoranda of agreement
	in-house option directives
	common use arrangements/standing offers
	inter/intra-government agreements
	letters of intent
	licensing
	purchases from suppliers
	standing offers
Risks might include	suppliers' inability to meet agreements
	end users' or buyers' inability to meet obligations
	limited number of suppliers
	client considerations not fully understood
	options for people with limited language/literacy skills
	implications if dependence on one supplier is enshrined versus risks in lack of continuity and consistency in services provided
	other environmental influences
Variation to agreements may include arise	change of scope

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from	negotiation of new terms and conditions dissolution of contracts inability to deliver
Early signs of under-performance may be detected through	tracking milestones regular meetings meeting records and follow-ups file management - audit trail stakeholder surveys on performance ongoing review of deliverables
Actions to improve performance may include	discussion with contractor regular interaction ongoing performance feedback expert advice
Disputes may include	disputes over: requirements delivery schedules price changes additional tasking payment schedules complaints from third parties formal versus informal eg unethical versus criminal behaviour
Techniques available to resolve disputes include	conference negotiation mediation arbitration resort to contractual agreements legal considerations
Negotiation of issues may include	contract variations continuous improvement innovations

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	non-compliance consequences
Actions (as a result of unresolved conflict) may include	mediation court action termination of contract
Effective communication strategies may include	clear communication understanding the needs of the service provider and the client setting regular times to talk, meet or check on progress protocols for dealing with other stakeholders emergency contact arrangements a diary system to monitor milestones, timeframes, receipt of deliverables etc strategies for ensuring information flow at critical stages of the contract
Organisational purposes may include	probity governance requirements relevant details extracted, collated and arranged in a format for reports and other documents

Unit Sector(s)

Competency field

Procurement&Contract Management

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PSPPROC602B Direct the management of contracts

Modification History

Unit Descriptor

This unit covers management of contracts for strategic purchases to effectively minimise risks and achieve value for money to meet an organisations core objectives. It includes managing contract establishment, performance and evaluation.
In practice, directing the management of contracts may overlap with other public sector generalist and specialist work activities such as acting ethically, applying government systems, managing resources, managing client services, managing risk, etc.
This unit replaces and is equivalent to PSPPROC602A Direct the management of contracts.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.
Together, performance criteria specify the requirements for competent performance. Text in **bold italics** is explained in the Range Statement following.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Manage contract establishment**	1.1 The requirements of **contracts and strategic initiatives** are discussed, clarified, and agreed by all parties
	1.2 Responsibilities for establishing and carrying out procedures are assigned to achieve contract

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		outcomes
	1.3	Effective communication strategies and processes are established and implemented to assist ongoing communication between **stakeholders** and contractors
	1.4	Relationship management is undertaken at all levels of personnel involved in procurement and contract management
	1.5	Strategic relationships are established and managed to improve procurement capability and performance
	1.6	Risk management plans are updated in accordance with organisational policy and procedures
2 **Manage contract performance**	2.1	Progress of contracts is **monitored** against set targets and performance measures to ensure success of procurement activities
	2.2	Should monitoring find that set targets and performance measures are not being met, action is taken to rectify performance in a timely manner
	2.3	Advice and support are provided to solve problems, make improvements and maintain progress
	2.4	Opportunities to improve procurement outcomes are sought and negotiated with contractors
	2.5	Approvals are provided/gained for contract **variations** negotiated and agreed between the parties
	2.6	Opportunities are provided for stakeholders and contractors to have input into and receive feedback on progress during the performance contracts
3 **Manage contract evaluation**	3.1	Evaluation of contract performance is undertaken relative to planned performance measures and in consultation with stakeholders and contractors
	3.2	Where stakeholders and contractors do not agree, dispute resolution is undertaken in accordance with organisational policy and procedures
	3.3	Conclusions are detailed against agreed criteria to provide a complete picture of **performance of**

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contractors, the organisation's **procurement processes** and **value for money**

3.4 The performance of strategic initiatives is measured relative to planned outcomes in consultation with industry and other stakeholders

3.5 Lessons learnt from evaluations of contracts and strategic initiatives are documented in accordance with organisational requirements and used to continuously improve future procurement activities

3.6 Contractors and stakeholders are advised of evaluation outcomes in a timely manner in accordance with organisational guidelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

managing strategic relationships

reading and applying complex, formal documents such as contracts, legislation and guidelines and applying them to contract management and industry development

networking with diverse clients, contractors and end users

responding to diversity, including gender and disability

problem solving, including conceptual and reasoning skills

undertaking research and analysis

managing financial and other resources

measuring the performance of strategic initiatives

applying occupational health and safety and environmental requirements in the context of contract management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

Commonwealth/State/Territory Government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing guidance

aspects of law of contract, trade practices law, commercial law relating to contract management

probity principles and issues

government procurement environment

legal requirements of government contracting

financial rules and regulation requirements

implications of particular contracting arrangements

whole-of-life considerations

procurement management processes

equal employment opportunity, equity and diversity principles

cultural issues relating to contract management and industry development

relationship management at all different levels of personnel

public sector legislation including occupational health and safety and environment

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Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	**Pre-requisite units** that **must** be achieved **prior** to this unit: **Nil** **Co-requisite units** that **must** be assessed **with** this unit: **Nil** **Co-assessed units** that **may** be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: PSPETHC601B Maintain and enhance confidence in public service PSPLEGN601B Manage compliance with legislation in the public sector PSPGOV601B Apply government systems PSPMNGT602B Manage resources PSPMNGT604B Manage change PSPMNGT606B Manage quality client service PSPMNGT608B Manage risk PSPPROC604A Plan for strategic procurement PSPPROC605A Coordinate strategic procurement PSPPROC606A Negotiate strategic procurement
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) direction of contract management in a range of (3 or more) contexts (or occasions, over time) including 1 non-traditional

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procurement/finance activity such as a strategic initiative for industry development

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to contract management

case studies and workplace scenarios to capture the range of situations likely to be encountered when directing the management of contracts

Where and how to assess evidence

Valid assessment of this unit requires:

a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when directing the management of contracts, including coping with difficulties, irregularities and breakdowns in routine

direction of contract management in a range of (3 or more) contexts (or occasions, over time) including 1 non-traditional procurement/finance activity such as a strategic initiative for industry development

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

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	questioning scenarios authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **italics** in the Performance Criteria is explained here.

Contracts and strategic initiatives may include	non-traditional procurement/finance activities
	strategic procurement activities such as industry development
	in-house option directives
	inter/intra-government agreements
	memoranda of understanding/memoranda of agreement
	public private partnerships
	purchases from suppliers
Stakeholders may include	end users
	customers/clients
	sponsors
	potential providers/suppliers
	current providers/suppliers
	technical or functional experts or advisers
	Federal, State/Territory and/or Local Government
	the organisation
	other public sector organisations
	employees
	unions or staff associations
	industry bodies
	local communities and society as a whole
	lobby groups, special user groups
Monitoring may involve	progress meetings
	visits to the contractor's premises

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	provision of samples regular progress reports from the contractor independent audit end user feedback
Contract variation may include	modification of: targets performance measures procurement plans resourcing monitoring and evaluation processes
Evaluation of contractor performance may include	strengths and weaknesses client acceptance of service delivery (client satisfaction) achievements in meeting delivery and completion dates compliance with other contractual requirements performance in relation to relevant policy objectives such as industry development, care for the environment, occupational health and safety, and affirmative action achievement of the contractor in developing Australian and New Zealand supply networks general relationships including effectiveness of communication at all levels performance of key technical personnel acceptability and cost of whole-of-life technical support including lead times and availability of spares and maintenance services achievements in innovation and quality improvement programs acceptability and suitability for future agreements including potential status as an approved contractor
Evaluation of the organisation's	effectiveness of project management including the project plan and the

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procurement processes may focus on	responsibilities and accountabilities set out in it quality of the business case, as indicated by the achievement of planned outcome and the contribution to program objectives effectiveness of contractor qualification processes value obtained in bid clarification and post-tender negotiation effectiveness of project management systems, focusing particularly on management information effectiveness of risk management methods for controlling variations in cost, time, quality and performance from the initial planning to completion adequacy of safeguards against fraud, error and impropriety incidence of material losses due to waste or inefficiency overall performance in terms of cost, time, service and quality
Value for money must reflect	whole-of-life program benefits residual values costs of parts servicing and maintenance industry benchmarks

Unit Sector(s)

Competency field

Procurement&Contract Management

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PSPREG410B Give evidence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements of giving evidence in a range of legal proceedings. It includes preparing for proceedings, presenting evidence, and following up outcomes of proceedings.

In practice, giving evidence may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with public sector legislation, applying government processes, working with interpreters, etc.

This unit replaces and is equivalent to *PSPREG410A Give evidence*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for proceedings	1.1 Arrangements for, role and involvement in proceedings are confirmed
	1.2 Documentation and exhibits are prepared in accordance with legislation, policy and procedures
	1.3 Any witnesses are supported as required, in accordance with organisational policy and procedures, to attend proceedings and give evidence
2. Present evidence	2.1 Protocols and rules of evidence relevant to the setting and the organisation involved are adhered to throughout proceedings
	2.2 Feedback from counsel and/or police and comments by deciding authority are noted and incorporated
	2.3 Evidence is presented in a clear, concise and articulate manner in accordance with organisational standards
	2.4 Quality and standard of evidence and presentation enhance the reputation and image of the organisation with the public, legal profession and colleagues
	2.5 Considered expert evidence is provided on request in accordance with the organisation's policy and consistent with qualifications and expertise
3. Follow up outcomes of proceedings	3.1 The outcomes of the proceedings are noted and filed, and reports are completed where required according to organisational requirements
	3.2 Any required actions are implemented in accordance with organisational policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

presenting evidence clearly and concisely

writing reports

word processing

taking notes

communicating with people from diverse backgrounds

responding to diversity, including gender and disability

making comparisons and exercising judgment about facts in written materials

report writing using formal structures and language

applying public sector standards and legislation such as occupational health and safety and environment in the context of giving evidence

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

court prosecution processes

common law versus judicial precedent versus legislation

specific powers of the organisation

court/tribunal/commission structures

jurisdiction of each court/tribunal/commission

appeals systems

role of legal personnel in judicial or quasi-judicial systems

procedures and protocols in different judicial or quasi-judicial systems

types of offences

general principles of criminal liability

exemptions and defences

types of evidence admissible in judicial or quasi-judicial systems

legislative requirements of presenting evidence

use of notes in court/tribunal/commission

organisation policies and procedures relating to preparation of documents and evidence and providing expert opinion

public sector legislation such as occupational health and safety and environment relating to the presentation of evidence

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV408A Value diversity

PSPGOV419A Work with interpreters

PSPGOV422A Apply government processes

PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- giving evidence in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to presentation of evidence
- case studies and workplace scenarios to capture the range of likely offences for which evidence needs to be presented

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving evidence, including coping with difficulties, irregularities and breakdowns in routine
- giving evidence in a range of (3 or more) contexts (or occasions, over time)

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EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Arrangements for, role and involvement may include	• confirmation of time, date and location of proceedings • confirmation of evidence required to be presented • working with/briefing legal counsel
Proceedings may include	• criminal, coronial and civil courts • defence tribunals • industrial relations commissions • State industrial tribunals • workers compensation tribunals • human rights commissions • equal opportunity commissions • land and environment courts • royal commissions • disciplinary hearings • administrative reviews • Parliamentary hearings
Documentation and exhibits may include	• reports • photographs • items of evidence • media footage • reports of incidents • files, correspondence, meeting notes • radio/telephone record logs
Legislation, policy and procedures may include	• legislation relevant to proceedings • legislation relevant to the organisation • operational performance standards • organisational personnel practices and guidelines • organisational quality standards
Witnesses may include	• those directly involved • bystanders • experts • organisational personnel • distressed or unwilling witnesses

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RANGE STATEMENT

	• complainants
Protocols may include	• rules of court • correct mode of address for judges, magistrates and other court users, in and out of court • procedures for entering and leaving a courtroom • complying with security procedures • file handling procedures • procedures for handling exhibits
Rules of evidence include	• admissibility • contemporaneousness
Deciding authority may include	• magistrate • judge
Evidence may include	• different aspects in chief, cross-examination and re-examination
Standards for giving evidence may include	• voice clarity • language • impartiality • respect for people and offices held • standards of dress • forms of address
Required action may include	• follow-up action with legal authorities • re-listing for conciliation conference or arbitration • dealing with evidence, which may include disposal • preparing agreed orders • updating files • closing files

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

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PUACOM009B Manage media requirements at major incident

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the development of a media strategy and the management of the media and provision of information for a major incident.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Assess scene and organisation requirements**	1.1 Restricted and/or special access areas are clearly defined to media personnel to safeguard the operation and prevent contamination of evidence 1.2 Media access to personnel/volunteers/victims/casualties is controlled 1.3 Operational responsibilities and provision of information to media is assessed
2. **Develop media strategy**	2.1 Media plan is used to form the media strategy 2.2 Arrangements are made to meet ***media requirements*** according to incident characteristics and current developments 2.3 Organisational media representative is selected and briefed according to availability, knowledge of incident, media presence and role played in the incident 2.4 Media briefing area is allocated with required resources where possible 2.5 Media co-operation is gained in order to co-ordinate ***information*** flow and to provide information to the public on matters of safety and public interest 2.6 Media strategy is changed at any time to suit operational demands and level of incident 2.7 Approval is gained for information releases where appropriate 2.8 Information briefing sessions and tours are scheduled at appropriate times in line with operational responsibilities and media requirements 2.9 Media personnel and VIP are provided with Occupational Health and Safety clothing where appropriate
3. **Provide information to media**	3.1 Organisational protocols are followed when liaising with the media 3.2 Organisational media representative provides current developments of incident where appropriate 3.3 Interview and photo opportunities are scheduled and conducted to provide information where appropriate

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Other organisations are consulted with at the incident to ensure a consistent presentation of information to the media
	3.5 Accurate records of media enquiries and interviews are maintained
	3.6 A two-way communication process between organisation and media is maintained
4. **Promote the organisation via the media**	4.1 Work and achievements of organisation, volunteer and other organisation personnel at incident is promoted throughout the incident to assist in maintaining morale and public profile
	4.2 Own demeanour and presentation reflects the professional standards of the organisation and support for victims and others affected by the incident

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attention to detail
- communicating facts in a fluent, clear and interesting manner
- conducting press conferences and group interviews
- empathy with victims and operational personnel
- liaison with media and other organisation personnel
- media presentation
- public speaking
- retaining professionalism under duress

Required Knowledge

- knowledge of current practices for media liaison
- legal and organisation requirements relating to confidentiality, libel, accuracy, discrimination
- newsworthiness of information
- requirements of different medianewspapers, magazines, radio, television
- requirements of local v's regional v's national media
- requirements of media to present information in a newsworthy/entertaining manner
- role of media in disseminating information

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Manage media to ensure integrity of information being disseminated **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment **Specific resources for assessment** No special requirements
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Media requirements may include	technical eg lighting/sound access for crew and equipment photographic/film opportunities on-site interviews interviews with particular personnel newsworthiness news angles human interest interviews and stories technical and other requirements of local vs regional vs national media of print vs radio vs television and of community vs commercial vs government-owned media individual requests from media personnel food shelter personal protective equipment telephones facsimiles power outlets bilingual briefing
Information which needs to be disseminated to the public may include	emergency hotlines road closures facility closures warnings danger zones persons police are seeking to interview public information/assurance

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RANGE STATEMENT

	evacuation details
Organisation and legal requirements may include	relating to occupational health and safety public safety operational priorities confidentiality
Organisational requirements for press conferences etc may include	operational requirements policies and procedures currency of information need for public assistance
Sources of information may include	other organisations eyewitnesses weather forecasters own organisation personnel volunteer workers

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUACOM010B Promote the organisation's mission and services

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency of building networks which facilitate the promotion and representation of the organisation.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUACOM007B Liaise with other organisations (Fire specific)

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Build networks and develop working relationships**	1.1 Formal and informal networks are established at the local, regional and national levels to support ongoing and future liaison and collaboration 1.2 The roles and responsibilities of ***stakeholders*** are recognised and taken account of in interactions 1.3 Working relationships are developed with stakeholders and used in a way which provides identifiable benefits to the organisation and the community from shared expertise and resources 1.4 Dealings with stakeholders are conducted in line with ethical and professional standards to develop a relationship of trust and mutual understanding 1.5 Feedback is obtained from other organisations and governments to inform and improve service delivery
2. **Represent the organisation**	2.1 The organisation's message is imparted accurately and in a clear, concise and confident manner to gain stakeholder's understanding and commitment 2.2 The organisation's representation is sought and promoted on external bodies 2.3 Opportunities to promote the organisation through media, government and the community are utilised in a positive and constructive manner, in line with organisational requirements 2.4 Advice to stakeholders is provided consistent with organisation policy, needs, quality standards and legislative responsibilities 2.5 Advice is provided in the context of strategic planning for the organisation 2.6 Advice is provided confidentially on matters sensitive to governments and the organisation, in line with privacy and confidentiality legislation and guidelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- building networks and relationships
- gaining cooperation of others
- speaking publicly

Required Knowledge

- confidentiality requirements
- goals and objectives of the organisation
- legislation
- organisation policies
- regulation
- responsibilities of three levels of government relevant to the organisation
- roles and responsibilities of other agencies and relevant organisations
- statutes impacting on the organisation

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in establishment and maintenance of networks which will promote the organisation and achieve the organisation's outcomes **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment **Specific resources for assessment** No special requirements
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Scope of management may include	a significant part of a large or highly complex organisation or a specific function affecting all in an organisation
Stakeholders may include	local state/territory and federal governments industry national and international associations other emergency management and non-government organisations eg Red Cross/Salvation Army/Cave Rescue volunteers community groups technical advisers consultants work groups and individuals internal to the organisation customers utilities
Confidentiality relating to may include	industrial processes and procedures death and injury security criminal events

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s Nil

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PUADEFCH001B Provide pastoral care

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to provide pastoral care and counsel to members of an organisation.

Chaplains are required to be religious leaders immersed in the practices of their accredited faith group and to operate within a spiritual framework. This includes the provision of spiritual advice and support on a day-to-day basis to members of the organisation and their family members.

This competency is required by all Defence chaplains.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Encourage spiritual formation in the organisation**	1.1 Mental, emotional and spiritual well being of the ***organisation*** community is monitored and documented 1.2 Frameworks for responding to crises are provided in accordance with ***organisational requirements*** 1.3 Opportunities for the organisation community to deepen spiritual awareness are provided 1.4 Spiritual quests of the organisation community are attended to
2. **Provide supportive networks**	2.1 Information on availability of chaplaincy and other pastoral services is provided to the organisation and organisation members 2.2 ***Pastoral care*** and welfare programs are implemented in accordance with organisational requirements 2.3 Collaborative relationships with local clergy are established 2.4 Family members are supported in their home in accordance with organisational requirements 2.5 Liaison with support agencies is undertaken and maintained
3. **Administer the pastoral care of the organisation**	3.1 The specific needs of organisation members are determined through consultation 3.2 An appropriate program is developed in liaison with the organisation members and coordinating authority 3.3 Pastoral care is provided for organisation members in accordance with organisational requirements 3.4 Pastoral support to organisational members in their work, home and leisure environments is provided in accordance with organisational requirements 3.5 Pastoral support is provided to family members in crisis in accordance with organisational requirements 3.6 Pastoral issues and trends are reported in accordance with organisational requirements
4. **Counsel organisation members and their**	4.1 Assessment of the organisation's members seeking counsel is conducted in accordance with

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families	organisational requirements 4.2 Relationship is established and maintained with community members 4.3 ***Pastoral counselling*** is conducted in accordance with organisational requirements 4.4 Community members are referred to ***appropriate agencies*** in accordance with organisational requirements 4.5 Post trauma pastoral care programs are implemented as required
5. **Maintain records**	5.1 Pastoral care and counselling proceedings are documented in accordance with organisational policy 5.2 ***Records*** are maintained in accordance with organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- meet denominational or multi-faith requirements
- communication skills including the capacity to:
- read and interpret spoken and written texts which include abstract ideas and symbolism
- present abstract and symbolic ideas to groups and individuals
- take part in and facilitate interpersonal exchanges with groups and individuals, selecting language style suitable to audience and context for the purpose of establishing, maintaining and developing relationships, exploring issues and or problem solving
- actively listen, summarise and clarify ideas
- provide positive and empathetic feedback
- use a variety of verbal and non-verbal communication techniques including body language, language style and gesture
- follow instructions and report information
- organisational
- planning
- counselling
- facilitate small group discussion
- liaison
- analytical and evaluation
- retain professionalism under duress
- encourage members of faith group

Required Knowledge

- world religions together with associated religious beliefs and practices
- denominational doctrines, worship and practices
- principles of chaplaincy care
- relevant organisational processes and protocols
- relevant records maintenance requirements
- relevant support agencies
- code of behaviour
- organisation guidelines and standards for privacy, confidentiality, defamation, duty of care
- professional codes of practice
- ethical standards
- verbal and non-verbal communication techniques including body language, language style, active listening, questioning

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REQUIRED SKILLS AND KNOWLEDGE

- composition of faith group

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to meet denominational or multi-faith requirements and to facilitate the spiritual formation of the organisation It is essential that competency in this unit is demonstrated through the provision of pastoral care in a caring, non-intrusive and non-judgemental manner **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated pastoral care contexts to ensure competency is demonstrated in a full range of pastoral care, support and counselling activities
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated work environment. When assessing this unit consideration should be given to limitations placed on the provision of pastoral care due to specific organisational policies. **Specific resources for assessment** There are no special resource requirements for this unit
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisations may include	Australian Defence Force Police forces Fire services Emergency services
Organisational requirements may include	Legislation Policies Procedures Practices Standards Conventions Denominational or multi-faith requirements Goals, objectives, plans, systems and processes Access, equity and diversity principles and practices Quality and continuous improvement processes and standards Ethical standards Performance plans Defined resource parameters
Pastoral care may include	Maintenance of the spiritual well being of the individual Conduct of religious observances and activities Provision of support services Provision of pastoral advice Pastoral counselling Management of a chapel
Pastoral counselling may include such matters as	Relationship Family/domestic situations Professional

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RANGE STATEMENT

	Career Denominational Ecumenical Vocational Multi-faith Secular contexts
Appropriate agencies may include	Welfare agencies Legal agencies Financial agencies Government departments
Records to be maintained may include	Ecclesiastical records required by legislation or faith group Specific records that are required by the organisation

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUADEFCH002C Provide ethical and pastoral advice

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to provide ethical and pastoral advice to members of an ***organisation***. It includes the requirement to identify the issues surrounding the provision of ethical and pastoral advice and the review of that advice in order to improve the advice being provided.

This competency is required by all Defence chaplains.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the issue(s)**	1.1 Circumstances that require the provision of ***ethical and pastoral advice*** are observed, received and clarified 1.2 Issues are identified and confirmed if necessary through consultation with appropriate personnel
2. **Analyse and *research* the issue(s)**	2.1 Circumstances are analysed and the issue(s) are interpreted and clearly defined 2.2 ***Research*** related to the issue(s) is conducted and the findings are analysed and recorded 2.3 Manner of pastoral advice to be provided is determined
3. **Provide ethical and pastoral advice**	3.1 An affiliation is established with the organisation member(s) 3.2 Ethical and pastoral advice is provided within specified time, confidentiality constraints and in accordance with ***organisational requirements*** or ***ethical and moral guidelines*** 3.3 Decisions are made in consultation with appropriate personnel, based on the advice provided
4. **Review ethical and pastoral advice**	4.1 Ethical and pastoral advice is analysed in accordance with standard review procedures 4.2 Conclusions on the ethical and pastoral advice are determined following the analysis 4.3 Identified deficiencies in ethical and pastoral advice are addressed and corrected

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- meet denominational or multi-faith requirements
- communication skills include the capacity to:
- gather information from a variety of sources and using range of media
- analyse complex personal and organisational issues
- take part in and facilitate interpersonal exchanges with groups and individuals, selecting language style suitable to audience and context for the purpose of establishing, maintaining and developing relationships, exploring issues and/or problem solving
- actively listen, summarise and clarify ideas
- provide positive and empathetic feedback
- liaison
- facilitation
- retain professionalism under duress
- empathy

Required Knowledge

- world religions together with associated religious beliefs and practices
- denominational doctrines, worship and practices
- specialised information sources
- research techniques
- analysis and interpretation processes
- relevant organisational requirements
- code of behaviour
- organisation guidelines and standards for privacy, confidentiality, defamation, duty of care
- professional codes of practice
- ethical standards
- verbal and non-verbal communication techniques including body language, language style, active listening, questioning

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Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to identify the issues, conduct research, analyse and interpret information and to meet denominational or multi-faith requirements in the framing and presenting of ethical and pastoral advice. The chaplain must at all times comply with professional code of practice ethical standards and demonstrate an awareness of access, equity and diversity principles and practices. **Consistency in performance** Competency should be demonstrated in a range of actual or simulated ethical and pastoral advisory contexts.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed by observing a chaplain in an advisory role within the workplace or simulated environment. When assessment is conducted in a simulated environment, the simulation should re-create realistic workplace scenarios which may include role plays based on a full range of ethical and pastoral advice, covering all of the critical aspects of evidence. **Specific resources for assessment** There are no special resource requirements for this unit.
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisation may include	Australian Defence Force Police forces Fire services Emergency services
Ethical and pastoral advice may be	Provided by a chaplain dealing with ethical, personal, professional, vocational, religious, spiritual, morale, or moral problems or circumstances Provided to members of an organisation as individuals or in their capacity as supervisors/managers Formal or informal, written or verbal
Research may include	The chaplain seeking assistance from the organisation staff or chaplains of other faiths to analyse and interpret information Research may be limited by time or confidentiality constraints
Organisational requirements may include	Legislation Policies Procedures Practices Standards Conventions Goals, objectives, plans, systems and processes Access, equity and diversity principles and practices Quality and continuous improvement processes and standards Performance plans Defined resource parameters
Ethical and moral guidelines should	Comply with professional codes of practice, ethical standards and may include denominational or multi-faith requirements

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RANGE STATEMENT

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAEMR002B Identify, analyse and evaluate risk

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to develop a prioritised list of risks for a community through the consideration of sources of risk, elements at risk and taking into account likelihood, consequence and vulnerability.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAEMR001B Establish context and develop risk evaluation criteria

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify risk**	1.1 ***Sources of risk*** are identified by considering the interaction of ***hazards***, communities and ***the environment***
	1.2 Elements at risk are identified by examining the interaction of ***communities***, the environment and the sources of risk which affect them
	1.3 Organisations and communities are consulted to finalise a list of perceived risks
2. **Analyse risk**	2.1 Perceived risks are analysed by considering the likelihood of an occurrence, and the consequence of an impact on the community/environment
	2.2 The vulnerability of communities and/or environments is determined by analysing their susceptibility and resilience to risks
	2.3 Levels of risk are identified and documented according to organisational guidelines and procedures
3. **Evaluate risk**	3.1 Risks are prioritised using agreed risk evaluation criteria
4. **Monitor and review**	4.1 Evaluated risks are monitored in accordance with ***standards and guidelines***
	4.2 Evaluated risks are reviewed in accordance with standards and guidelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- evaluate and prioritise risks
- facilitation
- identification of stakeholders
- negotiation with stakeholders
- problem definition
- risk analysis
- use emergency risk modelling processes to estimate risk

Required Knowledge

- emergency management concepts
- knowledge of current principles and practices to conduct activities which exercise elements of public safety management
- principles and guidelines
- problem solving and decision making techniques
- research, demographic and economic analysis techniques

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that the interactions between hazards, communities and environments be fully identified and described. Evaluation of risk must be undertaken against established criteria in consultation with relevant communities **Consistency in performance** Candidates should be expected to present evidence from within a real environment
Context of and specific resources for assessment	**Context of assessment** Evidence of competence in this unit should be collected from within a real environment **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to work within a real life environment. Underpinning knowledge may be assessed through written assignments project reports, debriefings and action learning projects
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Sources of risk may include	commercial and legal relationships economic human behaviour natural events political circumstances technology/technical issues management activities and controls individual activities
Communities which are groups with shared associations may include	Geographically-based groupings of people such as: • households • neighbourhood • suburbs • towns • local government areas • cities • regions • states and the nation Shared-experience groupings of people such as: • particular-interest groups • ethnic groups • professional groups • language groups • age groupings Those exposed to a particular hazard Sector based groupings such as: • agriculture • manufacturing • commercial • mining Education sectors. It may be necessary to consider groups within these sectors (eg within the

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RANGE STATEMENT

	manufacturing sector The food processing group) Functionally-based groupings such as service providers responsible for systems or networks which provide for the movement of people Goods Services and information on which health, safety comfort and economic activity depends (lifelines) Organisationally-based groupings such as Government organisations non-government organisations Members of Parliament
Hazards may include	any situation condition or thing that has the potential to disrupt damage or bring loss to things people value Natural hazards. These include events such as: • bushfire • severe storm • flood • cyclone • storm surge • earthquake • and extreme heat or cold Technological hazards are those events caused by the failure of socio-technical systems. These include events such as: • dam/levee failure and systems failures related to • agriculture (eg drought) • food contamination • industrial sites • infrastructure and transportation Biological hazards. These include the spread of disease among plants, animals or people Civil/political hazards. These include events such as: • terrorism • sabotage

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RANGE STATEMENT

	• civil unrest • hostage situations and enemy attack
The environment	is a set of conditions or influences which surround or interact with communities and hazards Built Environment - elements such as buildings and infrastructure which provide for the movement of people, goods and services Physical Environment - elements from the natural environment such as: • topographical features • water bodies • vegetation communities • and ecosystems
Concepts of the environment may include	Social Environment - elements such as: • politics • economics • commerce culture and public safety service provisions which relate to how the community functions
Characteristics of hazards communities and environments include	Determination of information about significant fields such as: • likelihood • spatial distribution • intensity speed of onset • duration and the concern that the hazard arouses in the community
Standards and guidelines are to include	Australian Standard AS/NZS 4360 Emergency Risk Management Guidelines 1999

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAEMR009B Facilitate emergency risk assessment

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to develop an agreed list of prioritised risks using an emergency risk management process developed in close cooperation with the *community* and consistent with the Australian Standard AS/NZS 4360.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify, define and engage the community**	1.1 A community profile is developed to identify broad characteristics and special needs 1.2 Known risks, ***stakeholders***, community and agency ***sources of information*** are used to identify networks that may be useful 1.3 A working group is established with an appropriate balance of expertise, representation and authority 1.4 Group's knowledge of emergency risk management principles, terminology and processes is developed 1.5 Means of implementing the emergency risk management process is negotiated with the community 1.6 Feasible ***consultation and project management strategies*** are developed with stakeholders 1.7 Need for specialised information, additional skills and expertise is identified
2. **Develop context and risk evaluation criteria**	2.1 Community concerns, ***drivers***/***triggers***; applicable ***legislative***, ***regulatory and organisational requirements***; ***policies***, ***procedures*** and desired outcomes are identified 2.2 Information on community characteristics, safety expectations, risk perceptions and the roles and requirements of stakeholders is collected 2.3 ***Practical constraints***, existing treatment strategies and community expectations are considered when developing relevant ***risk evaluation criteria*** 2.4 Draft criteria and supporting explanations are circulated widely for comment
3. **Identify and analyse risks**	3.1 ***Sources of risk*** are identified and described using research and broad input from specialists and stakeholders 3.2 Elements at risk are identified by examining the interaction between sources of risk, communities and ***the environment*** 3.3 Vulnerability of communities and/or the environment is determined by considering their susceptibility and resilience to sources of risk 3.4 Risk statements are developed that clearly

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ELEMENT	PERFORMANCE CRITERIA
	describe the interaction between sources of risk and the elements at risk
	3.5 Risk statements are analysed by considering the likelihood and consequences of impacts on the community and/or environment
	3.6 Levels of risks are established and documented so that they can be understood by a wide range of audiences
4. **Evaluate risks**	4.1 ***Criteria to evaluate risks*** are agreed
	4.2 Risks are prioritised by considering vulnerability and priority for treatment
	4.3 Stakeholder agreement is sought through their involvement in refining the risk register
	4.4 A risk assessment report is disseminated to relevant stakeholders
5. **Promote ongoing commitment and ownership for the process and outcomes**	5.1 Consultation is undertaken at all stages of the process using a wide range of networks and individuals
	5.2 A variety of communication strategies is used
	5.3 All stages of the process, decisions taken and outcomes are documented accurately in accordance with accountability and audit requirements
	5.4 Information is provided to the community in ways that suit their language, literacy and cultural needs
6. **Monitor and review the process and outcomes**	6.1 Emergency risk assessment is completed efficiently
	6.2 All relevant data and contact information for key individuals and organisations is regularly reviewed for currency and updated
	6.3 Risk register is reviewed in accordance with the review schedule or in response to drivers/triggers
	6.4 Opportunities for improving emergency management processes are reported

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- define and solve problems
- demonstrate effective interpersonal interactions
- gain cooperation of stakeholders
- listen actively
- locate and interpret community information
- manage projects
- maximise the participation of committee members
- monitor and enhance team work
- negotiate agreed outcomes despite incomplete and/or uncertain information
- recognise the relevance and significance of information for the emergency risk management process
- resolve conflicts between participants constructively
- summarise and explain key information clearly
- value diversity of views and perceptions of risks

Required Knowledge

- Australian Standard AS/NZS 4360
- culture, diversity and history of communities, environments and associated concerns, issues and sensitivities, perception of risks
- decision making techniques
- Emergency Risk Management Guidelines (1999)
- emergency risk management process (Australian Standard AS/NZS 4360) and the kinds of outcomes and benefits for communities
- emergency risk management terminology, risk, PPRR concepts and principles, mitigation
- emergency risk management tools
- group dynamics, strategies for team building and resolving conflict
- ISO9000 and 14000 series quality standards
- legislative and regulatory requirements relevant to emergency risk management
- meeting procedures
- research tools and demographic and economic analysis techniques
- state/territory emergency risk management guidelines

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Evidence Guide

EVIDENCE GUIDE

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • explain emergency risk management concepts, the process and how to promote its benefits to a wide range of audiences • apply the emergency risk management process (Australian Standard AS/NZS 4360) • facilitate the development of an appropriate and sustainable emergency risk management process in cooperation with the community and stakeholders • work with committee members to translate a wide range of risk perceptions, issues of concern and risk evaluation criteria into an agreed set of prioritised risks • promote community cooperation, input and ownership for the emergency risk management process used and the outcomes • produce an agreed risk register for a community • obtain feedback, monitor and review the process and outcomes • maintain momentum and achieve the project outcomes within available resources • establish a project and see it through to produce a risk register that has broad community and stakeholder support **Consistency in performance** Competency should be demonstrated in a range of contexts throughout the life of a community emergency risk management project, or during components of a number of projects
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed facilitating a group emergency risk management process in the workplace or in a simulated workplace environment **Specific resources for assessment** Access to a community and the opportunity to facilitate an actual, or simulated emergency risk assessment process
Guidance information for	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00

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EVIDENCE GUIDE

assessment	Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communities are groups with shared associations and may include	Geographic groups of people such as: • neighbourhoods • cities, towns, suburbs • local government areas, regions, states/territories and the nation Groups of people exposed to a particular hazard Groups such as government organisations, non-government organisations, members of parliament Providers of goods, services and information (lifelines) • transport, utilities, communications • health, safety, comfort Shared-experience groups of people such as: • particular-interest groups, professional groups • age, ethnic groups, language groups • tourists Workers in industry sectors such as: • agriculture • manufacturing (eg. food processing) • commercial • mining • emergency services
Stakeholders may include	Emergency services (eg. fire, police, SES, ambulance, recovery agencies) Event organisers (eg. concerts, car rallies, sport) Hospital/medical personnel and care givers Interest, community, professional and industry groups Local business people Local government (eg. elected representatives, shire engineers, community development officers) Managers of critical infrastructure (eg. telecommunications, mining, petrochemical and gas) Managers of high occupancy facilities (eg. shopping

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RANGE STATEMENT

	centres, high rise apartment/office blocks) Providers of utilities (power, water, radio/TV) School staff State/territory/commonwealth agencies (eg. public works, human services, health, transport, natural resources, primary industry, environmental protection, emergency management) Tourist operators Venue operators
Sources of information may include	Community information booklets Credible individuals, group and community leaders Documented risk assessments by companies, organisations Family and historical records Libraries, research reports, Australian Bureau of Statistics data Special needs groups, significant cultural organisations Media, council and emergency service personnel and records
Consultation and project management strategies may involve	Advertising in local media Broadcast facsimile and email messages, web sites Contacting individual organisations, professional bodies, unions and recreational/sport associations Distributing pamphlets Focus groups, workshops, surveys Initiating media interviews Letters and articles written for specific audiences Meetings with groups, key individuals and leaders of minority/ethnic/cultural groups Preparing media releases Presentations to a variety of community groups; speaking at community functions
Information may include	Characteristics of natural, local and built environments Demographics (population distribution, social, cultural,

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RANGE STATEMENT

	health status and education data) Details of key infrastructure and emergency/support services Economic activity reports (employment, products, services, revenue) Government reports (eg. environmental impacts)
Risk evaluation criteria may be based on	Economic Environmental Humanitarian Legal Social Technical Other criteria determined by stakeholders
Drivers/triggers may include	Changes in community demographics Changes in insurance policies and premiums Changes in legislation, policies and disaster/emergency management plans New sources of risk or changed perception of risk Recent emergency incident reports/debriefs, safety issues Strategic and corporate plans
Legislative, regulatory and organisational requirements may include	Acts dealing with disasters, emergencies, occupational health and safety and the environment Land use planning Local government regulations Regulations for handling and transport of dangerous goods Safety standards
Policies and procedures may include	Agreements between agencies and/or organisations Emergency management arrangements specified in legislation or policies Existing disaster or emergency management plans Standard operating procedures

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RANGE STATEMENT

Practical constraints may include	Arrangements, roles and responsibilities set down in existing emergency management plans Availability of technical expertise, technology, equipment Budgets, time, availability and capability of people Land use planning Legislation covering emergency management, environmental management, safety standards, local government regulations Limited community knowledge of emergency risk management processes and benefits Political, social and cultural considerations
Sources of risk may include	Commercial activity and legal relationships Economic Human behaviour and individual activities Management activities and controls Natural events Political circumstances Technology/technical issues Terrorism
The environment may include	Range Statement Range Statement Range Statement Range Statement Range Statement

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s PUATEA003B Lead, manage and develop teams

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PUAEMR010B Undertake emergency planning

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to collaboratively develop new/revised emergency plans by organisations such as: local government, emergency service or government agencies and departments; event organisers; managers of utilities, critical infrastructure or high occupancy buildings; and service providers.

The unit recognises that emergency planning requires processes and outcomes to be regularly checked, tested, revised and updated as conditions change. Planning is also seen as an important way of building the resilience of organisations and *communities* through their active involvement in the process.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Establish the planning context and framework**	1.1 A planning committee is established with an appropriate balance of expertise, representation and authority to achieve desired outcomes 1.2 Authority to plan is confirmed by reference to legislation, government direction, community or other managerial agreement 1.3 Planning environment is clarified by analysing ***drivers*** 1.4 ***Legislative***, ***regulatory and organisational requirements***, ***policy***, ***procedures***, existing arrangements and plans that may impact on the planning framework are identified and analysed 1.5 Key ***stakeholders***, are identified along with their potential interests, sensitivities, roles and responsibilities 1.6 Planning aims and objectives are developed and refined with management and other key stakeholders
2. **Develop agreed planning processes and methodology**	2.1 ***Practical constraints*** are considered when developing a feasible project scope 2.2 Frameworks for project planning, management and evaluation are jointly developed 2.3 Processes for negotiating outcomes and making decisions are developed within existing accountabilities 2.4 ***Consultation and community education strategies*** are developed 2.5 Information management, reporting and accountability strategies are developed and agreed 2.6 Project is broken down into a logical sequence of manageable and time related activities and the required resources identified 2.7 Ability of committee members and their organisations to undertake specific planning activities is jointly assessed 2.8 Sources of expertise are identified to contribute specialised information and analysis as required 2.9 Accountability for specific tasks or planning components is negotiated with the appropriate individual, organisation or service provider

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ELEMENT	PERFORMANCE CRITERIA
3. **Undertake research and analysis**	3.1 Project scope is regularly reviewed in response to new information or changes in resources and planning environment 3.2 Appropriate ***research tools*** and consultation strategies are chosen 3.3 A comprehensive body of ***community information***, risks and safety expectations is built/updated using credible sources 3.4 Effectiveness of current prevention/mitigation, response and recovery strategies is assessed 3.5 Vulnerability of communities and environments is determined by analysing their susceptibility and resilience to risk 3.6 Need for new/updated response, ***evacuation*** and ***recovery*** plans is confirmed for risks that have the potential to become an emergency event
4. **Develop/refine *planning outcomes***	4.1 Emergency management arrangements related to the effective control of operations and coordination of resources are reviewed or developed 4.2 Potential gaps or duplication in roles and responsibilities of all organisations are identified 4.3 Broad categories and types of resources and services that are likely to be required are identified 4.4 Financial and contractual arrangements for accessing or acquiring resources and services are developed 4.5 Arrangements for the command, control and coordination of the response to an emergency incident are addressed in the plan 4.6 Round trip nature of the evacuation process and the ***stages of evacuation*** are addressed in the plan 4.7 Arrangements for the restoration of the community structure and facilities and provision of support to affected people are addressed in the plan 4.8 Potentially critical resource/service shortfalls and communication deficiencies between organisations are identified 4.9 Contingencies to address potential problems are developed with relevant organisations and

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ELEMENT	PERFORMANCE CRITERIA
	service providers 4.10 Implications of new/revised plans for business planning, review of legislation/policy/procedures and provision of training and community education programs are assessed
5. **Document the planning outcomes**	5.1 Draft plan is jointly developed 5.2 Draft plan's structure enables all users to quickly access essential information and any amendments 5.3 Draft plan's purpose, control/coordination arrangements and any functional/threat specific sub plans are specified in sufficient detail 5.4 Language used is clear, concise and appropriate for the community 5.5 Plans and sub plans are consistent 5.6 Planning records, supporting documentation and contact information are maintained by the organisation responsible for version control
6. **Validate and implement planning outcomes**	6.1 Feedback on the draft plan is obtained from stakeholders 6.2 Crucial arrangements and systems are tested for robustness and flexibility in response to likely scenarios 6.3 Outcomes of testing plan components or sub plans by lead/supporting organisations are used to refine the draft plan 6.4 Compatibility, links and interactions between the draft plan, sub plans and other community safety strategies are tested 6.5 Revisions are signed off by lead/supporting organisations prior to seeking formal plan endorsement by the relevant authority 6.6 Endorsed plan is published and distributed to all relevant parties 6.7 Support for the plan is established by promoting its specific benefits to stakeholders
7. **Monitor and review the planning process and outcomes**	7.1 A maintenance and audit schedule is established in accordance with relevant legislation, policy or procedures 7.2 Plans or components are exercised according to priorities identified in risk assessment

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ELEMENT	PERFORMANCE CRITERIA
	7.3 Deficiencies in operational systems and procedures identified during audit, activation or exercising of the plan are analysed and reported to the relevant party 7.4 Significant changes in risk, vulnerability or available resources are recognised and accommodated 7.5 Contact information for key personnel is regularly updated 7.6 Plan amendments are negotiated, documented and authorised in accordance with version control procedures 7.7 Opportunities for improving emergency planning processes are reported 7.8 Audit and reporting requirements are completed

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- consider wide range of alternatives before making logical decisions
- define and solve problems
- demonstrate attention to detail
- demonstrate effective interpersonal interactions
- encourage the participation of other committee members
- gain cooperation of stakeholders
- listen actively
- locate and interpret community information
- manage components of projects
- negotiate collective outcomes
- provide credible, reliable and timely information and well reasoned advice and opinions
- recognise the relevance and significance of information for the planning process
- resolve conflicts constructively with a minimum of fuss
- summarise and explain key information clearly
- think creatively ('big picture', 'outside the box')
- value diversity of views and perceptions of risks
- work cooperatively
- work within organisational boundaries and cultures
- write clearly, concisely using accurate terminology

Required Knowledge

- Australian Standard AS/NZS 4360
- culture, diversity and history of communities, environments and associated concerns, issues and sensitivities, perception of risks
- decision making techniques
- emergency risk management terminology, concepts and principles
- group dynamics, strategies for team building and resolving conflict
- meeting procedures
- planning process and the kinds of outcomes and benefits for communities
- relevant legislative and regulatory requirements
- research tools and demographic and economic analysis techniques, emergency risk management tools

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Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • explain the planning process and promote its benefits to a wide range of audiences • develop an appropriate and sustainable emergency planning process in cooperation with the committee and own organisation/constituency • work with committee members and own organisation/constituency to develop plans that are readily understandable by users and able to be implemented effectively • work cooperatively with others to develop emergency plans that have own organisation/constituency approval and broad community and stakeholder support • promote ownership from stakeholders for the planning process used and the planning outcomes • evaluate planning process and outcomes with organisation/constituency • maintain momentum and achieve allocated planning tasks within available resources **Consistency in performance** Competency should be demonstrated in a range of contexts throughout the life of an emergency planning project, or during components of a number of projects
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed making significant contributions to an emergency planning process either as an individual or as the representative of a stakeholder, organisation or constituency in the workplace or in a simulated workplace environment **Specific resources for assessment** Access to a community and the opportunity to participate in an actual, or simulated, emergency planning process
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communities are groups with shared associations and may include	Geographic groups of people such as: • neighbourhoods • states/territories, cities, towns, suburbs • local government areas, regions, states/territories and the nation Groups of people exposed to a particular hazard Groups such as government organisations, non-government organisations, members of parliament Providers of goods, services and information (lifelines) • transport, utilities, communications • health, safety, comfort Shared-experience groups of people such as: • particular-interest groups, professional groups • age, ethnic groups, language groups • tourists Workers in industry sectors such as: • agriculture • manufacturing (eg. food processing) • commercial • mining • emergency services
Drivers may include	Changes in community characteristics Changes in insurance policies and premiums Changes in legislation, policies and disaster/emergency management plans New sources of risk or changed perception of risk Strategic and corporate plans Planning deficiencies Recent emergency incident reports/debriefs, safety issues Recent judicial decisions

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RANGE STATEMENT

Legislative, regulatory and organisational requirements may include	Acts dealing with disasters, emergencies, occupational health and safety and the environment Building codes Land use planning Local government regulations Planning requirements for public health, building, fire prevention Privacy Regulations for handling/transport of dangerous goods Safety standards
Policies and procedures may include	Agreements between agencies and/or organisations Emergency management arrangements specified in legislation or policies Existing disaster or emergency management plans Standard operating procedures (SOPs)
Stakeholders may include	Emergency services (eg. fire, police, SES, ambulance, recovery agencies) Event organisers (eg. concerts, car rallies, sport) Hospital/medical personnel and care givers Interest, community, professional and industry groups Local business people Local government (eg. elected representatives, shire engineers, community development officers) Managers of critical infrastructure (eg. telecommunications, mining, petrochemical and gas) Managers of high occupancy facilities (eg. shopping centres, high rise apartment/office blocks) Providers of utilities (power, water, radio/TV) School staff State/territory/commonwealth agencies (eg. public works, human services, health, transport, natural resources, primary industry, environmental protection, emergency management) Tourist operators

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RANGE STATEMENT

	Venue operators
Practical constraints may include	Arrangements, roles and responsibilities set down in existing emergency management plans
	Availability of technical expertise, technology, equipment
	Budgets, time, availability and capability of people
	Land use planning
	Legislation covering emergency management, environmental management
	Limited community knowledge of emergency risk management processes and benefits
	Local government regulations
	Political, social and cultural considerations
	Safety standards
Consultation and community education strategies may include	Advertising in local media
	Broadcast facsimile and email messages, web sites
	Contacting individual organisations, professional bodies, unions and recreational/sport associations
	Distributing pamphlets
	Focus groups, workshops, surveys
	Initiating media interviews
	Letters and articles written for specific audiences
	Meetings with groups, key individuals and leaders of minority/ethnic/cultural groups
	Presentations to a variety of community groups; speaking at community functions
	Preparing media releases
Research tools may include	Affinity analysis
	Brainstorming, visioning
	Cause and effect analysis, force field analysis
	Emergency risk management tools
	Rank-It, SWOT analysis
Community information	Characteristics of natural, local and built environments

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RANGE STATEMENT

may include	Demographics (population distribution, social, cultural, health status and education data) Details of key infrastructure and emergency/support services Economic activity reports (employment, products, services, revenue) Government reports (eg. environmental impacts)
Sources of community information may include	Community information booklets Credible individuals, group and community leaders Documented outcomes of emergency risk management processes conducted by communities, organisations and companies Family and historical records Libraries, research reports, Australian Bureau of Statistics data Media, council and emergency service personnel and records Special needs groups, significant cultural organisations
Sources of risk may include	Commercial activity and legal relationships Economic Human behaviour and individual activities Industrial activities Management activities and controls Natural events Political circumstances Technology/technical issues Terrorism
Planning for response may include	Collecting, processing and disseminating information Communications systems Coordinating and deploying resources Liaison between organisations, agencies Management structure Negotiating outside assistance and providing assistance to other areas

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RANGE STATEMENT

	Operation of the emergency operations centre
	Preparation and activation of warnings, distribution of public information
	Roles of support organisations
Planning for the evacuation may include identification of	Enabling legislation and/or regulations
	Evacuation routes
	Health and safety needs of mass gatherings
	Management structure
	Organisations responsible for arranging and coordinating transport
	Organisations responsible for conducting and assisting with the evacuation
	Organisations responsible for operating evacuation centres
	Preparation and activation of warnings, distribution of public information, media management
	Registration teams
	Sites suitable as assembly areas
	Sites suitable as evacuation centres
	Strategies for communicating with diverse ethnic, cultural and language groups
	Strategies for gaining community cooperation
Planning for recovery may include	Assisting with business continuity
	Counselling emotionally-affected people
	Establishing and managing emergency financial relief schemes
	Managing environmental rehabilitation programs
	Managing overwhelming demand
	Management structure
	Providing immediate emergency accommodation
	Providing personal support
	Roles and responsibilities of agencies and organisations
	Repairing or replacing damaged public utilities, services and assets

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RANGE STATEMENT

	Surveying and assessing damage to public and private property
Planning outcomes may include	Emergency or disaster plans at national, state/territory, district/regional and local levels Support or functional plans developed at state/territory, district/regional and local levels for services such as: • communications • engineering • evacuation • health • recovery/welfare • transport Threat specific plans developed at state/territory, district/regional and local levels to deal with threats from hazards such as: • cyclone • emergency animal disease • flood, water, public health • fire • hazardous materials • marine pollution • terrorism
Stages of evacuation include	Warning Withdrawal Shelter Reunion Return

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s	PUAEMR005B Design and manage activities which exercise elements of emergency management

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PUAOPE002B Operate communications systems and equipment

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to transmit and receive communications in routine and operational situations using the organisation's communication systems and equipment.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Use communication systems and equipment**	1.1 Equipment is used and operated safely to support communications consistent with organisation's policies and procedures 1.2 ***Communication equipment*** and techniques are selected to best meet the task, context and needs of the situation 1.3 The ***communication system*** is correctly utilised to facilitate transmission and reception 1.4 Communication systems are operationally maintained according to organisation's policies and procedures
2. **Transmit and receive communications**	2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisation's policy and procedures 2.2 Contact is acknowledged, communication is confirmed and action initiated 2.3 Communication faults and deficiencies are reported according to organisation's policy and procedures 2.4 Alternative communication strategies are employed according to organisational procedures to address identified faults and deficiencies in communication 2.5 Communication is processed and recorded in accordance with organisation's policies and procedures
3. **Maintain communications equipment**	3.1 Fault finding techniques are applied and basic maintenance conducted according to organisational policies and procedures 3.2 Faulty equipment is identified and noted for repair

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- clean and service communication equipment according to organisational procedures
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation's communication system
- utilise the organisation's communication processes and systems

Required Knowledge

- organisational policy and procedures relevant to the operation of communication equipment
- range of communication equipment available to the organisation
- the organisation's communication system

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competency be demonstrated in accurately transmitting and receiving communications using the organisation's communication system and equipment **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Observation of the use of a range of communication equipment under non-operational and operational conditions or in a simulated environment **Specific resources for assessment** Access to relevant communication equipment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communication equipment may include	personal computers and modems radio facsimiles signalling devices mobile landline and satellite telephones pagers
Communication systems may include	organisation's networks communication protocols verbal communication procedures geographical information systems relevant legislation such as Telecommunications Act
Verbal communication procedures may include	pro-words phonetic alphabet call signs coded messages use of abbreviations emergency procedures
Voice procedures may include	rhythm speed volume pitch sentences correcting mistakes repetitions

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Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAOPE004B Conduct briefings/debriefings

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	This unit covers the competency to lead and manage a briefing or debriefing.

Application of the Unit

Application of the Unit	The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package. This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s	PUACOM001C Communicate in the workplace

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare for the brief/debrief**	1.1 A ***briefing***/debriefing is planned and prepared in accordance with organisation's policy and procedures 1.2 ***Relevant personnel*** involved in the activity are identified and informed of debriefing requirements 1.3 Briefing/***debriefing*** meeting is scheduled as soon as possible following the incident 1.4 An appropriate location for the brief/debrief is selected 1.5 Appropriate incident information is collected
2. **Conduct the brief/debrief**	2.1 Purpose and structure of the brief/debrief is outlined to incident personnel 2.2 Discussion, analyses and evaluation by personnel of their anticipated or actual roles in the activity are encouraged 2.3 Contributions from personnel during the brief/debrief are continually sought, encouraged and valued 2.4 Review of the activity against the policies, practices and training of the organisation is undertaken to identify any discrepancies 2.5 Brief/debrief is conducted in accordance with the organisation's policies and procedures
3. **Conclude the brief/debrief**	3.1 Contributions of personnel are acknowledged in a positive way 3.2 ***Brief/debrief follow-up actions*** are identified and acted upon in a timely manner 3.3 Brief/debrief findings are summarised and recorded if appropriate in a format suitable for ***subsequent action*** by the appropriate personnel 3.4 ***Reports*** are prepared for presentation to appropriate personnel as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate clearly in a group setting
- manage group processes
- prepare a briefing/debriefing plan
- provide feedback and encourage contributions from group members

Required Knowledge

- organisation's policies
- organisation's procedures for activity debriefing
- practices and training processes in relation to activity

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in ability to communicate effectively with personnel and elicit and encourage contributions to the briefing/debriefing in a constructive and positive way **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competent performance by observing an individual conduct post activity briefings in a variety of actual and/or simulated operational contexts **Specific resources for assessment** No special requirements
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Activities may include	Incidents meetings public safety campaigns
Briefing may take place	prior to undertaking operational activities when significant changes are anticipated at an incident prior to undertaking training prior to undertaking workplace projects and other work related activities at regular intervals
Debriefing may take place	when incident personnel have been relieved immediately after the incident when personnel return to their home base a convenient time after the incident after a meeting/event at shift change overs
Brief/debrief plan will include	purpose subject matter timing location participants methodology
Brief/debrief checklist may include	incident background fatalities injuries loss damage incident response

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RANGE STATEMENT

	control and command communications supporting organisations welfare equipment and plant first aid and medical stress resources committed to the incident assessment of response strategies strategies to improve response adequacy of initial briefing analysis of planning analysis of performance against aims and objectives
Brief/debrief follow-up action may include	personnel informed of the outcomes of the debrief action taken to address issues identified
Subsequent action may include	reporting to other organisations review of procedures
Briefing/debriefing content and format may include	facilitator led collaborative problem based descriptive illustrative level of language used
Organisational policy, procedures, requirements and guidelines may vary between sectors and organisations and may include	legislation relevant to the operation/incident/response legislation relevant to the organisation operational corporate and strategic plans operational policy and procedures operational performance standards organisational personnel practices and guidelines organisational quality standards
Relevant personnel	human-operations personnel

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RANGE STATEMENT

	volunteers support personnel local state/territory and federal governments
Reports may be submitted to	organisation's management steering committees training division personnel government agencies
Locations	will vary according to the timing of the brief/debrief which may be before, during or following an activity under non-operational or operational conditions

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAOPE005B Manage a multi team response

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to manage a multi team response to incidents which may be time critical and/or potentially threatening to life, property or the environment.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAOPE001B Supervise response (Fire specific)

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Conduct an assessment of incident**	1.1 A risk assessment of all factors impacting upon the response is conducted 1.2 An initial assessment of ***resources*** required is conducted 1.3 Resources required to deal with the incident are identified 1.4 ***Constraints*** which may impede the response are identified 1.5 ***Initial response options*** are identified and assessed
2. **Establish control and command**	2.1 Control is assumed in accordance with the organisation's policies and procedures 2.2 ***Communication systems*** are activated in accordance with organisation's policies and procedures 2.3 Reporting processes are activated in accordance with organisational policies and procedures to provide continuous monitoring and evaluation of incident 2.4 ***Command and control facilities*** are established
3. **Develop operational plan**	3.1 ***Operational plan*** is developed and adjusted if required in accordance with response requirements and operational guidelines 3.2 Response strategies are identified 3.3 Tactics to effectively manage the incident are identified in accordance with the operational plan 3.4 Tasks are determined and prioritised
4. **Implement operational plan**	4.1 Operational plan is communicated to teams in accordance with the organisation's guidelines 4.2 Resources are deployed to ensure that the operational plan is implemented in accordance with organisation guidelines 4.3 Operations are conducted and monitored in accordance with the operational plan 4.4 Operational reports are issued in accordance with ***policy and procedures*** 4.5 Operations are modified as required by the situation 4.6 Resources are requested, acquired and deployed
5. **Manage post incident**	5.1 Resources are accounted for and demobilised in

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ELEMENT	PERFORMANCE CRITERIA
operations	accordance with organisational policies and procedures 5.2 Post operational ***documentation*** is completed to organisational requirements 5.3 Post incident recovery is initiated in accordance with the organisation's policies and procedures 5.4 Effectiveness of operations is evaluated and documented 5.5 Debriefing conducted in accordance with organisational guidelines 5.6 Recommendations are made for changes in policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accessing information and support from the control facility
- development of response plans including predicting consequences and identifying improvements
- effective and efficient deployment of human and physical resources including:
- electronic data exchange systems etc.
- equipment and consumables
- identification and correct use of equipment
- materials
- other organisations
- personnel
- personnel and external authorities
- processes and procedures
- radio frequency devices
- team and personnel management
- team dynamics
- use of a range of information technology devices including computers
- using tools and techniques to solve problems

Required Knowledge

- codes of practice or other legislative requirements
- current principles and practices in response activities
- display of the following knowledge and skills in terms of job role or function:
- emergency management plans
- emergency site layout
- focus of operation of work systems and equipment
- legislation
- organisational command structure
- relevant agreements
- roles and responsibilities of all organisations
- security and confidentiality of material

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Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in assessment of incident both functionally and strategically; development of a plan and implementation of response in accordance with the organisation's policies and procedures. Strategic reaction to changes within the emergency environment **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Assessment may occur in an operational environment or in an industry-approved simulated work environment **Specific resources for assessment** Resources should involve access to, or simulation of, emergency situations in a multi-team response environment. This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Initial response options will be determined by	the availability of resources and estimated outcome organisational guidelines regulatory authorities legislative requirements
Risks to life and property may include	fire flood hazardous materials landslip severe storm biological agents fauna rescue
Transport may include	on road off road aviation maritime rail
Command facility may include	field facility such as an existing airfield helipads or established operations centre
En route hazards may include	traffic prevailing weather road conditions terrain debris plumes animals atmospheric hazards tidal conditions

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RANGE STATEMENT

	restricted areas wires/masts/aerials other aircraft interference communications
Hazardous conditions may include	adverse weather after dark operations difficult terrain dangerous goods and substances time pressure visibility
Incident assessment may include	type of incident risk to life property and environment hazards capability of assigned personnel adequacy of allocated equipment information gathered from existing plans/databases forecasts meteorological profiles
Communications systems may include	radio telephone computer facsimile pager mobile data terminal satellite signalling signage warnings
Incidents may include	life threatening situations protection of property and the environment

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RANGE STATEMENT

Constraints may include	legislative resources time prevailing weather restrictions on duration of work or the conditions under which personnel may be employed constraints on road closure redirection of water course military areas Aboriginal and Torres Strait Islander sacred sites other areas of environmental and cultural significance seasonal factors wilderness areas hazardous areas other areas requiring permission and/or authorisation to enter existing emergency management plans financial
Documentation and reporting requirements may include	input to debriefs completion of logs sitreps journal records assessment of safety procedures utilised financial statements post-operational report
Resources may include	human - • operations personnel • volunteers • support personnel local, federal and state/territory governments physical - equipment machinery

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RANGE STATEMENT

	vehicles technology devices communication devices equipment characteristics support services amenities parking safety equipment aircraft personnel specialised personnel such as aviation authorities equipment material
Command facility establishment procedures and principles may include	proximity to incident size and type of structure special incident requirements communication modes topography environment climatic conditions logistical operations site access and exit requirements security arrangements
Monitoring of operations may include	progress against plan welfare of personnel utilisation of resources and potential of incident
Organisational policy, procedures, requirements and guidelines may vary between sectors and organisations and may include	legislation relevant to the operation/incident/response legislation relevant to the organisation operational corporate and strategic plans operational procedures

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RANGE STATEMENT

	operational performance standards organisational personnel practices and guidelines organisational quality standards Civil Aviation Orders search and rescue time procedures/action
Operational plan may include	aims and objectives of the response/incident/operation possible strategies to achieve objectives possible tactics to implement strategies resources required including their availability limitations contingencies and alternatives monitoring and evaluative procedures reporting requirements pre-plans flight plans consideration or aircraft type performance and suitability
Operational plan may include	document (formal or informal) part of an overall plan cover one or more place area or region

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAOPE006B Control multi-agency emergency situations

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to take and establish control of a multi-agency response to an emergency situation. Control refers to the overall direction of emergency management activities in an emergency situation. Authority for control is established in legislation or in an emergency plan and carries with it the responsibility for tasking other organisations in accordance with the needs of the situation. Control relates to situations and operates horizontally across organisations.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s	PUAOPE007B Command agency personnel within a multi-agency (Fire specific) PUAOPE005B Manage a multi team response (Fire specific)

Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Take control**	1.1 Control is established in accordance with designated responsibility/authority 1.2 The identity of the controller is communicated to participating organisations/authorities and to relevant authorities/organisations pertinent to the emergency/incident situation 1.3 The ***nature*** and complexity ***of the emergency***/incident is identified through liaison with relevant personnel/authorities
2. **Establish a control facility**	2.1 An appropriate ***control facility is established*** in accordance with approved operating procedures and principles 2.2 The establishment of the facility is communicated to participating and relevant personnel/authorities 2.3 Communication systems and procedures are established to facilitate the functions of control
3. **Establish and maintain a control structure**	3.1 A control structure is established appropriate to the nature and complexity of the emergency, encompassing specific roles and responsibilities of each participating organisation 3.2 The control structure is expanded or contracted in response to changes within the emergency environment 3.3 Control systems are managed ensuring flow of information is clear, accurate, timely and follows ***agreed reporting mechanisms*** 3.4 Control systems are managed ensuring human, physical, fiscal and communication systems are identified, allocated and deployed in accordance with the control structure 3.5 Control systems are managed ensuring accurate recording and reporting systems are established and maintained
4. **Establish procedures to permit control to be exercised**	4.1 Control structure is communicated to participating organisations and relevant authorities/individuals who may have a regulatory or economic interest applicable to the emergency/incident 4.2 Communication is implemented to provide an effective exchange between the controller and all

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ELEMENT	PERFORMANCE CRITERIA
	organisations engaged in the emergency, supporting organisations, coordinator, higher authorities, media
	4.3 Liaison is initiated and maintained with those organisations that may provide information or ***resources*** applicable to the emergency/incident
5. **Assess the situation and determine priorities**	5.1 Information about emergency is sought from participating organisations and relevant sources
	5.2 The nature, extent and potential of the emergency is continually assessed
	5.3 Relevant information is analysed and processed to establish priorities for dealing with the emergency/incident
	5.4 Desired objectives are determined to effectively manage the emergency/incident
	5.5 Objectives and priorities are continually reviewed in light of information updates, reports and feedback
6. **Develop control plan**	6.1 Appropriate strategy(s) are determined to achieve objectives
	6.2 Components of the strategy are determined in consultation with organisations
	6.3 Control plan is documented in writing
	6.4 Control plan is communicated to relevant organisations following established procedures
7. **Implement control plan**	7.1 Components of the strategy are allocated to operational and support organisations
	7.2 Performance is monitored and reports/feedback communicated through appropriate communication channels
	7.3 Control plan is monitored to meet changes in conditions and modifications are made where appropriate
8. **Conclude emergency activities**	8.1 Recovery management is initiated
	8.2 Physical, human and fiscal resources are accounted for
	8.3 Debriefing requirements are met and operational control documentation is completed
	8.4 Reports are produced as required
9. **Review emergency activities**	9.1 Plans and procedures are evaluated and reviewed
	9.2 Effectiveness of the control function and its

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ELEMENT	PERFORMANCE CRITERIA
	interaction with command organisations is evaluated and documented
	9.3 Reports are produced and communicated in accordance with established protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accessing information and support from organisations
- application of relevant agreements
- codes of practice or other legislative requirements
- development of response plans including predicting consequences and identifying improvements
- effective and efficient use of human and physical resources including:
- equipment and consumables
- identification and correct use of equipment
- materials
- operative and non-operative personnel
- personnel and external authorities
- processes and procedures
- using a range of information technology devices including:
- computers
- radio frequency devices
- electronic data exchange systems etc
- using tools and techniques to solve problems

Required Knowledge

- decision making
- emergency site layout
- knowledge of current principles and practices to conduct an activity which exercises elements of public safety management
- operation of work systems and equipment
- security and confidentiality of material

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in effective assignment and monitoring of organisation allocated task(s) Analyse emergency situations both functionally and strategically Select, prioritise, implement and evaluate appropriate courses of action Strategically react to changes within the emergency environment Incorporate risk management and contingency processes Modify activities to cater for variations and changes in emergency contexts and environments Establish plans Describe consequences Complete tasks Identify improvements Apply precautions relevant to the task Hazard specific policies and procedures Issue resolution procedures Job procedures and work instructions Guidelines relating to safe use of machinery and equipment Quality assurance procedures (where existing) Privacy Confidentiality and security procedures Waste pollution and environmental management Recovery management processes Work completed systematically ensuring minimal damage to equipment and emergency site **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Assessment may occur in an operational environment or

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EVIDENCE GUIDE

	in an industry-approved simulated work environment **Specific resources for assessment** Resources should involve access to, or simulation of, emergency situations in a multi-agency response environment This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Types of emergencies (imminent or actual)may include	natural events drought fire (forest grasslands urban) avalanche snow/ice/hail tsunami windstorm/tropical storm hurricane/typhoon biological extreme heat/cold flood/wind driven water earthquakes/land shifts volcanic eruption tornado/cyclone landslide/mudslide dust/sand storms lightning storm oil spills marine life rescue
Technological/industrial events may include	radiological accidents dam/levee failure fuel/resource shortages hazardous material releases explosions/fire transportation accidents building/structure collapse power/utility failure

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RANGE STATEMENT

	extreme air pollution strikes business interruption financial collapse high rise or underground incidents industrial accident and confined spaces
Civil/political events may include	economic general strike terrorism sabotage hostage situation(s) civil unrest eco-terrorism enemy attack
Considerations in the determination of the nature extent and potential of an emergency may include	risk to life risk to property risk to environment scope and scale of incident including likely duration of incident resource availability potential for changes in situation topography weather speed of onset hazard agent(s) location demography magnitude intensity
Resources may include	human-operations personnel volunteers support personnel

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RANGE STATEMENT

	local state/territory and federal governments physical-equipment machinery vehicles technology devices communication devices fiscal
Information management system may include	data receival recording storage and dispatch modes procedures and protocols types of technology - electronic data exchange devices audio and visual recording mechanisms security and authorisation assignment
Control facility establishment procedures and principles may include consideration of	legislation proximity to emergency/incident size and type of structure special incident requirements communication modes topography environment climatic conditions logistical operations site access and exit requirements security requirements equipment characteristics support services amenities span of control
Communication processes and systems may include	designation of appropriate modes and channels of communication

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RANGE STATEMENT

	communication responsibilities of personnel radio communications inter organisation liaison data transfer telecommunications interpersonal communications
Participating and relevant organisations/authorities may comprise	emergency organisations ancillary organisations higher authorities public media clients government and semi government authorities and departments witnesses victims occupational health and safety specialists emergency management specialists service providers other analysts and other stakeholders
Agreed reporting mechanisms may include	authorisation distribution and developments of reports in accordance with regulatory and organisational requirements and may include: media reports ministerial reports coronial reports situation reports-within emergency for external distribution-status reports performance evaluations legal reports final reports briefing papers

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RANGE STATEMENT

Activities controlled may include	operations planning logistics communications mapping aircraft information displays resourcing
Sources of information/documents may include	emergency procedures standard operating procedures relevant Australian or international documentation in disaster/emergency management organisational and workplace operating procedures and policies client requirements communications technology equipment oral, aural or signed communications personal and work area work procedures and practices evacuation procedures occupational health and safety procedures applicable State, Territory and Commonwealth legislation and regulations which relate to: • public safety • state of emergency • occupational health and safety regulations and legislation • Workplace Relations Act(s) • workers compensation • privacy and confidentiality legislation • freedom of information • environment protection legislation • equal opportunity • equal employment opportunity and affirmative action

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RANGE STATEMENT

- legislation

standards and certification requirements

quality assurance procedures

memorandum of understanding/agreement

conventions

protocols

policies

codes of practice

maps

field reports

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAOPE007B Command agency personnel within a multi-agency emergency response

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competence to command an organisation's personnel within a multi-agency emergency response environment.

Command is the internal direction of the members and resources of an organisation in the performance of the organisation's roles and tasks by agreement or in accordance with relevant legislation. Command operates vertically within an organisation.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s	PUAOPE001B Supervise response PUAOPE004B Conduct briefing/debriefing (Fire specific)

Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Take command**	1.1 Command is exercised in accordance with organisation authority and guidelines 1.2 The identity, location and contact details of the commander are communicated to internal personnel and to relevant external authorities/organisations/individuals pertinent to the emergency/incident
2. **Establish a command facility**	2.1 An appropriate ***command facility*** is established and operated in accordance with organisational guidelines 2.2 Details of the facility are communicated to internal personnel and to relevant external authorities/organisations/individuals as required
3. **Establish a command structure**	3.1 A command structure is established appropriate to the nature and complexity of the task (s) undertaken by the organisation 3.2 The command structure is expanded, contracted or modified in response to changes within the emergency environment
4. **Establish procedures to permit command to be exercised**	4.1 Command structure is communicated to internal personnel and external authorities/individuals whom may have a regulatory interest applicable to the emergency/incident 4.2 Command ***information management system*** is implemented 4.3 Communication mechanisms and procedures are implemented between levels of command in accordance with organisational guidelines 4.4 Liaison is established and maintained to meet control and command requirements 4.5 A public information system is established in accordance with control plan requirements
5. **Determine operational command plan**	5.1 Tasks are received and/or determined in accordance with the control requirements 5.2 Operational command plan to implement strategies is developed and modified as required in accordance with organisational guidelines 5.3 Appropriate tactics to effectively manage the emergency/incident are identified in accordance with the operational command plan

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ELEMENT	PERFORMANCE CRITERIA
6. **Manage resources under organisation command**	6.1 ***Resources*** are deployed to ensure that the operational command plan is implemented in accordance with organisational guidelines 6.2 Human and physical resources are effectively managed to achieve command plan outcomes
7. **Manage operation(s)**	7.1 Operations are conducted in accordance with the operational command plan 7.2 Significant changes in status and actions taken are reported consistent with organisational policy and procedures 7.3 Operations are redirected as required to meet changes in the conditions which affect the emergency/incident situation
8. **Conclude operation(s)**	8.1 Physical, human and capital resources are accounted for in accordance with organisational guidelines 8.2 ***Debriefing*** requirements are met in accordance with organisational guidelines 8.3 Operational documentation is completed to organisation standards 8.4 Reports are produced as required
9. **Review operations**	9.1 Plans and guidelines are evaluated and reviewed 9.2 Effectiveness of command and interaction with control is evaluated and documented 9.3 Reports are produced and communicated in accordance with established protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accessing information and support from the control facility, other organisations' personnel and external authorities
- analyse emergency situations both functionally and strategically
- development of response plans including predicting consequences and identifying improvements
- effective and efficient deployment of human and physical resources including:
- operative and non-operative personnel
- materials
- equipment and consumables
- effective deployment, monitoring and communication of organisation allocated task(s)
- identification and correct use of equipment
- implement response in accordance with organisational procedures and within bounds of authority
- incorporate risk management and contingency processes
- liaise effectively with emergency controller
- operation of work systems and equipment
- processes and procedures
- secure emergency/operations site
- select, prioritise, implement and evaluate appropriate strategies
- strategically react to changes within the emergency environment
- using a range of information technology devices including:
- computers
- radio frequency devices
- electronic data exchange systems etc
- using tools and techniques to solve problems

Required Knowledge

- applications of relevant agreements
- code of practice or other legislative requirements
- emergency site layout
- identification and correct use of equipment
- knowledge of current principles and practices to conduct an activity which exercises elements of public safety management
- organisational command structure
- processes and procedures
- security and confidentiality of material

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in: Effective deployment, monitoring and communication of organisation allocated task(s) analysis of emergency situations both functionally and strategically selection, prioritisation, implementation and evaluation of appropriate strategies implementation of response in accordance with organisational procedures and within bounds of authority securing emergency/operations site strategic reaction to changes within the emergency environment, incorporation of risk management and contingency processes effective liaison with emergency controller and logging and recording all actions and decisions **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Assessment may occur in an operational environment or in an industry-approved simulated work environment **Specific resources for assessment** Resources should involve access to or simulation of emergency situations in a multi-organisation response environment. This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Types of emergencies (imminent or actual)may include	natural events drought fire (forest range urban) avalanche snow/ice/hail tsunami windstorm/tropical storm hurricane/typhoon biological extreme heat/cold flood/wind driven water earthquakes/land shifts volcanic eruption tornado/cyclone landslide/mudslide dust/sand storms lightning storm search and rescue fauna rescues (eg marine life rescue)
Technological/industrial events may include	radiological accidents dam/levee failure fuel/resource shortages hazardous material releases explosions/fire transportation accidents building/structure collapse power/utility failure

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RANGE STATEMENT

	extreme air pollution strikes business interruption financial collapse
Civil/political events may include	economic general strike terrorism sabotage hostage situation(s) civil unrest eco-terrorism enemy attack
Considerations in the determination of the nature, extent and potential of an emergency may include	risk to life risk to property risk to environment scope and scale of incident including likely duration of incident resource availability potential for changes in situation topography weather speed of onset hazard agent location demography
Resources may include	human-operations personnel volunteers support personnel local state/territory and federal governments physical-equipment machinery vehicles

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RANGE STATEMENT

	technology devices communication devices aviation and marine vessels
Information management system may include	data receival recording storage and dispatch modes procedures and protocols types of technology - electronic data exchange devices audio and visual recording mechanisms public/media information dissemination security and authorisation assignment recording and documenting of incident
Personnel support activities may include supply of	catering sanitation shelter rest/relief counselling services stress management services
Command facility establishment procedures and principles may include consideration of	proximity to emergency/incident size and type of structure special incident requirements communication modes logistical operations site access and exit requirements security requirements equipment characteristics support services amenities parking topography environment climatic conditions

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RANGE STATEMENT

	logistical operations
Communication processes and systems may include	designation of appropriate modes and channels of communication
	communication responsibilities of personnel
	radio communications
	inter organisation liaison
	data transfer
	telecommunications
	interpersonal communications
Internal and external personnel and authorities may include	operational personnel
	emergency organisations
	ancillary organisations
	higher authorities
	public
	media
	clients
	government and semi government authorities and departments
	witnesses
	victims
	occupational health and safety specialists
	emergency management specialists
	service providers
	other analysts and stakeholders
Support services may include	emergency agencies
	water
	gas and power agencies
	welfare and counselling organisations
	medical organisations
	equipment suppliers
	contractors
	community service organisations

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RANGE STATEMENT

	land management agencies
	transport
Debriefing may include	critical incident stress debriefing
	performance evaluations
	operational analysis
Agreed reporting mechanisms will involve	authorisation
	distribution and development of reports in accordance with regulatory and organisational requirements and may include:
	media reports
	ministerial reports
	coronial reports
	situation reports-within emergency for external distribution-status reports
	performance evaluations
	legal reports
	final reports
	briefing papers
Activities controlled include	operations
	planning
	logistics
	communications
Sources of information/ documents may include	emergency procedures
	standard operating procedures
	maps
	field reports
	relevant Australian or international documentation in disaster/emergency management
	organisational and workplace operating procedures and policies
	client requirements
	communications technology equipment

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RANGE STATEMENT

	oral
	aural or signed communications
	personal and work area work procedures and practices
	evacuation procedures
	occupational health and safety procedures
	applicable state, territory, commonwealth legislation and regulations which relate to:
	public safety
	state of emergency
	occupational health and safety regulations and legislation
	Workplace Relations Act(s)
	workers compensation
	privacy and confidentiality legislation
	freedom of information
	environment protection legislation
	equal opportunity
	equal employment opportunity and affirmative action legislation
	standards and certification requirements
	quality assurance procedures
	memorandum of understanding/agreement
	conventions
	protocols
	policies
	codes of practice

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAOPE008B Coordinate resources within a multi-agency emergency response

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to bring together organisations and other resources to support an emergency management response.

Coordination refers to the bringing together of organisations and other resources to support an emergency management response. It involves the systematic acquisition and application of resources (organisational, human and equipment) in an emergency situation.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Commence coordination**	1.1 The coordination arrangements are invoked in accordance with agreed authority/responsibility 1.2 A coordination facility is established in accordance with the requirements of control 1.3 The coordination arrangements are communicated to participating organisations and to relevant authorities/organisations pertinent to the emergency/incident situation
2. **Establish and maintain a coordination network**	2.1 A ***coordination network*** is established appropriate to the nature and complexity of the emergency 2.2 The coordination network integrates with the control and command activities to meet the objectives of the control plan 2.3 The coordination network is expanded, contracted or modified in response to changes within the emergency environment
3. **Manage resource requirements in accordance with control requirements**	3.1 ***Resources*** are identified through the coordination network and external providers/authorities which may be appropriate to control requirements 3.2 Resources are acquired to meet the requirements of the control plan 3.3 Resources are supplied to meet operational requirements within negotiated timeframes 3.4 Allocated resources are monitored to ensure operational effectiveness and to confirm additional requirements
4. **Conclude coordination activities**	4.1 An ***audit*** is undertaken to ensure that resources are acquired and supplied in a cost-effective and efficient manner (where applicable) 4.2 Resources released from the emergency are returned to providers as appropriate 4.3 Acquisition and supply of resources meet the requirements of control
5. **Review coordination**	5.1 ***Debriefs*** are conducted to evaluate coordination effectiveness 5.2 Reports are produced as required and communicated in accordance with established protocols

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ELEMENT	PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accessing information and support from the control facility
- advanced communication and interpersonal skills
- apply relevant agreements, codes of practice or other legislative requirements
- development of response plans including predicting consequences and identifying improvements
- effective and efficient deployment of human and physical
- electronic data exchange systems
- focus of operation of work systems and equipment
- logistics management
- other organisations' personnel and external authorities
- radio frequency devices
- resources including:
- operative and non-operative personnel
- materials
- equipment and consumables
- use equipment
- using a range of information technology devices including computers
- using tools and techniques to solve problems

Required Knowledge

- control and organisation command structure
- emergency site layout
- knowledge of principles and practices to conduct an activity which exercises elements of public safety management
- security and confidentiality of material

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Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in ability to:

Implement coordination response in accordance with control plan and within bounds of authority

Identify, select, prioritise, implement and evaluate appropriate strategies for the acquisition and deployment of resources in accordance with control and command plan requirements

analyse resources requirements in accordance with present and future control requirements

implement and maintain an effective communication system both internal and external to an emergency

monitor the deployment of resources in meeting control requirements

maintain procurement and workplace records

strategically react to changes within the emergency environment

incorporate risk management and contingency processes

evaluate performance of coordination in meeting the requirements of control

modify activities to cater for variations and changes in emergency contexts and environments

apply underpinning knowledge and skills when establishing plans

describe consequences

complete tasks

identify improvements

apply safety precautions relevant to the task

show evidence of application of relevant workplace procedures including hazard policies and procedures, issue resolution procedures, job procedures and work instruction guidelines relating to the procurement of resources, quality assurance procedures (where existing), privacy, confidentiality and security procedures, waste, pollution and environmental management recovery processes

Consistency in performance

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EVIDENCE GUIDE

	Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Assessment may occur in an operational environment or in an industry-approved simulated work environment **Specific resources for assessment** Resources should involve access to or simulation of emergency situations in a multi-organisation response environment This includes identification, procurement and deployment of equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Types of emergencies (imminent or actual)may include	natural events drought fire (forest grassland urban) avalanche snow/ice/hail tsunami windstorm/tropical storm hurricane/typhoon biological extreme heat/cold flood/wind driven water earthquakes/land shifts volcanic eruption tornado/cyclone landslide/mudslide dust/sand storms lightning storm
Technological/industrial incidents may include	radiological accidents dam/levee failure fuel/resource shortages strikes business interruption financial collapse hazardous material spills hazardous material releases explosions/fire transportation accidents

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RANGE STATEMENT

	building/structure collapse power/utility failure extreme air pollution
Civil/political events may include	economic general strike terrorism sabotage hostage situation(s) civil unrest eco-terrorism enemy attack
Considerations in the determination of the nature, extent and potential of an emergency may include	risk to life risk to property risk to environment scope and scale of incident including likely duration of incident resource availability potential for changes in situation topography weather speed of onset hazard agent location demography
Resources may include	human-operations personnel volunteers support personnel local state/territory and federal governments physical-equipment machinery vehicles technology devices

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RANGE STATEMENT

	communication devices
Information management system may include	data receival recording storage and dispatch modes procedures and protocols types of technology - electronic data exchange devices audio and visual recording mechanisms security and authorisation assignment
Personnel support activities may include supply of	catering sanitation shelter rest/relief counselling services stress management services medical
Control facility establishment procedures and principles may include consideration of	proximity to emergency/incident size and type of structure special incident requirements communication modes logistical operations site access and exit requirements security requirements equipment characteristics support services amenities parking
Communication processes and systems may include	designation of appropriate modes and channels of communication communication responsibilities of personnel radio communications inter organisation liaison data transfer

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RANGE STATEMENT

	telecommunications
	interpersonal communications
Consultative processes may include	clients
	emergency management specialists
	emergency organisations
	higher authorities
	public
	media
	other professional or technical staff and/or organisations
	occupational health and safety specialists
Agreed reporting mechanisms will involve	authorisation
	distribution and development of reports in accordance with regulatory and organisational requirements and may include:
	media reports
	ministerial reports
	coronial reports
	situation reports-within emergency for external distribution-status reports
	performance evaluations
	legal reports
	final reports
	briefing papers
Identification and acquisition of resources may include	networking
	geographical analysis
	cost benefit analysis
	logistics
	supply-demand financial analysis
Debriefing may include	performance evaluation
	operational analysis
	logistics
	supply-demand

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RANGE STATEMENT

	financial analysis
Coordination network may include	operative and support organisations contractors other emergency organisations water gas and power agencies welfare and counselling organisations medical organisations equipment suppliers contractors community service organisations land management agencies Federal State/territory and local government authorities
Audit may comprise	supply mechanisms supply cost damage reports reconciliation
Sources of information/ documents may include	emergency procedures standard operating procedures relevant Australian or international documentation in disaster/emergency management organisational and workplace operating procedures and policies client requirements communications technology equipment oral aural or signed communications personal and work area work procedures and practices evacuation procedures occupational health and safety procedures applicable State, Territory, Commonwealth legislation

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RANGE STATEMENT

and regulations which relate to:

- public safety
- state of emergency
- occupational health and safety regulations and legislation
- Workplace Relations Act(s)
- workers compensation
- privacy and confidentiality legislation
- freedom of information
- environment protection legislation
- equal opportunity
- equal employment opportunity and affirmative action legislation

standards and certification requirements

quality assurance procedures

memorandum of understanding/agreement

conventions

protocols

policies

codes of practice

procurement procedures

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUASAR001B Participate in a rescue operation

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to participate in rescue operations as a member of a rescue team. This unit underpins the specialist rescue operations.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAEME001B Provide emergency care

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare and respond to rescue**	1.1 Operation and task information is obtained 1.2 Appropriate ***rescue equipment*** is identified and selected based on incident information as directed by the supervisor 1.3 ***Personal protective equipment*** is selected based on the nature of the rescue operation 1.4 Any further details of the nature of the rescue are received en route 1.5 Anticipated ***hazards*** and associated risks are discussed with rescue team members whilst on approach
2. **Participate in assessing the rescue scene**	2.1 Rescue scene reconnaissance is conducted and identified hazards and results are reported to the supervisor 2.2 ***Communication*** with other team members is maintained using appropriate techniques and terminology 2.3 Hazards and ***environmental conditions*** are minimised or controlled 2.4 Health and safety and security procedures are correctly followed in accordance with organisational policy and relevant legislation 2.5 Personal capabilities and limitations are recognised and referred to the supervisor 2.6 Need for additional personnel and/or specialist equipment is reported to the supervisor
3. **Perform rescue**	3.1 Access to incident and/or casualties is gained using techniques and equipment in accordance with organisational procedures 3.2 Rescue procedures are conducted in accordance with the supervisor's instructions and organisational procedures 3.3 Casualties are prepared for removal 3.4 Casualties are extricated safely using appropriate equipment rescue techniques and procedures 3.5 Incident scene is constantly monitored for hazards to prevent injury to self or others
4. **Conclude rescue operations**	4.1 Equipment is recovered, cleaned and maintained to organisational standards and manufacturers' procedures and restowed to maintain operational

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ELEMENT	PERFORMANCE CRITERIA
	readiness
	4.2 Where identified, signs and symptoms of operational stress are recognised in self and others and reported to relevant personnel
	4.3 Operational debriefing is participated in and documentation is completed to organisational standards
	4.4 ***Hygiene precautions*** are implemented in accordance with the organisation's requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- identify signs of structural collapse
- personal protective equipment worn in accordance with organisational requirements
- use rescue equipment

Required Knowledge

- capabilities and limitations of rescue equipment
- casualty handling techniques
- disaster victim identification procedure
- environmental hazards
- lines and knots
- manual handling techniques
- nationally agreed hazard marking systems
- personal hygiene
- procedures for reporting injuries and accidents
- relevant legislative and regulatory requirements
- ropes
- safety precautions
- surface search and surface clearance of casualties
- techniques and aids
- types of collapse patterns
- types of structures

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Applies safe work practices in rescue operations. Uses equipment in accordance with organisational procedures. Responds and reacts to instructions in a safe, correct and timely manner **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Competence may be assessed on-the-job or in a simulated rescue scenarios **Specific resources for assessment** identify signs of structural collapse personal protective equipment worn in accordance with organisational requirements use rescue equipment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Rescue operations may include	Participation in: urban search and rescue confined spaces rescue road accident rescue trench rescue vertical rescue swift water rescue industrial rescue
Rescue equipment may include	Rescue vehicle air bags cutting tools hydraulic tools excavating tools chain saw drills fire extinguisher hand tools lighting equipment ropes tarpaulin winch power tools pneumatic equipment
Personal protective equipment may include	Helmets safety gloves boots appropriate protective clothing safety glasses

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RANGE STATEMENT

	ear protection infection protection reflective vests respiratory protection
Hazards may include	Electricity gas water hazardous materials adverse weather traffic insufficient light difficult terrain convergence supplementary restraint systems radioactive biological chemical respiratory
Operational documentation may include	incident reports legislation organisation's policies procedures
Communication techniques may include	verbal non verbal signals/signs written touch
Environmental conditions may include	effects of weather stability of rescue site hazardous materials access

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RANGE STATEMENT

Appropriately trained personnel to treat casualties may include	first aid officers ambulance crew doctors nurses paramedics
Hygiene precautions may include	washing hands wearing appropriate protective clothing avoidance of contact with body fluids

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	PUATEA001B Work in a team

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PUAVEH001B Drive vehicles under operational conditions

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to drive vehicles safely, including the systematic, safe and efficient control of all vehicles functions and effective management of hazardous situations under operational conditions.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare vehicle for operational response**	1.1 The ***vehicle*** is selected to meet operational requirements and is suitable to use in the terrain 1.2 Preliminary check of the vehicle is completed to ensure it is serviceable 1.3 Equipment and accessories are checked to ensure they are available and serviceable 1.4 ***Cabin drill*** and ***start up checks*** are completed in accordance with operational standards 1.5 Engine is started in accordance with ***manufacturer's specifications*** 1.6 Audible and visual warning systems are checked to ensure that they are all operational
2. **Drive the vehicle**	2.1 Vehicle is prepared for, and safely operated in terrain suitable to the vehicle 2.2 Vehicles and/or trailers are operated and positioned in accordance with traffic regulations and organisation's policies and procedures and to ensure safe and efficient operation 2.3 Low risk driving techniques are used which minimise the likelihood of injury to persons or damage to equipment or property and in accordance with the organisation's policies and procedures
3. **Monitor traffic, road and terrain under operational conditions**	3.1 Vehicle movement is controlled in response to external conditions to ensure safety of persons 3.2 The most efficient route of travel is taken through monitoring factors likely to cause delays or route deviations 3.3 ***Traffic and surface conditions*** are consistently monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- low risk driving techniques
- monitor and anticipate traffic hazard

Required Knowledge

- ancillary equipment
- appreciation of automotive systems
- emergency vehicle requirements and regulations
- knowledge of emergency vehicle inspection procedures
- knowledge of equipment and accessories
- local area knowledge
- traffic legislation
- traffic rules and regulations
- vehicle operating procedures

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in a practical demonstration of driving skills. Maintaining personal safety, safety awareness and awareness of traffic conditions and other road users is critical **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Competency must be demonstrated in a simulated operational situation under varying conditions **Specific resources for assessment** Assessment of this competency will require access to a relevant vehicle
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Vehicles may include	all types of operational vehicles tankers troop carrier rescue vehicles buses bulk water carrier all terrain vehicles pumpers aerial appliances communication vehicles command /control vehicles
Operational conditions may include	non-emergency driving emergency response driving off-road driving hazardous environmental conditions driving in special environments (eg on actual airport movement areas) prevailing weather time of day/night visibility recovery
Considerations may include	procedures traffic conditions levels of emergency response adverse weather traffic regulations warning devices adverse terrain

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RANGE STATEMENT

	type of vehicle adverse surfaces
Cabin drill may include	adjustment of seats seatbelts mirrors and steering radio on all crew seated/restrained dash layout gauges warning lights
Start-up check may include	fuel coolant oil pump water equipment/locker security visual inspection of vehicle operation of emergency warning devices (lights/sirens) crew intercom physical check or scan of gauges
Instruments/gauges may include	warning lights tachometer temperature electrical charging systems indicators (high beam turn signals parking brakes) speedometer oil pressure brake warning lights audible warning devices

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RANGE STATEMENT

	water tank level indicator
Relevant legislation and procedures may include	traffic regulations organisation policy and procedures accident procedures emergency parking possession of appropriate licence
Manufacturer's specifications may include	engine characteristics systems warning functions radius of turning circle safety procedures horsepower rating maximum vehicle weight fuel capacity for range clearance height engagement procedures no-spin locking differential anti-lock braking systems
Traffic conditions may include	parking traffic pattern and density known peak traffic periods and community functions and events effect of weather on roads road surface visibility

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s Nil

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RTD3812A Coordinate fund-raising activities

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of coordinating fundraising activities for local community groups or programs. It requires the ability to present ideas at meetings, approach and enlist support of volunteers, coordinate committees/teams, negotiate for sites and resources, plan and coordinate activities and implement general risk management. Coordinating fundraising activities requires a knowledge of scope of acceptable activities within various cultures/groups in the community, budgets for management of costs, basic money/cash handling and recording of expenses and income, permits required for fundraising activities and meeting procedures.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Seek fundraising ideas	1.1 Requirements for funds are identified to determine extent of fundraising.
	1.2 Successful **fundraising activities** used by this or other groups are identified for further investigation.
	1.3 Potential new fundraising activities are compared to existing methods to determine preferred fundraising activities.
	1.4 **Potential fundraising** ideas are reviewed in conjunction with other leaders to identify preferred fundraising activity(s).
	1.5 **Views of individuals** in groups are considered in determining preferred fundraising activities.
2 Select and develop ideas	2.1 Required resources and potential **net income** from preferred fund raising activities are estimated.
	2.2 Selected fundraising activities are submitted with reasons to group for approval according to **group practices** to obtain group agreement.
3 Conduct fundraising	3.1 Volunteers to manage and/or support required activities in fundraising program are sought and duties negotiated.
	3.2 Volunteers required to organise fundraising are organised into committee and/or teams.
	3.3 Fund raising activities comply with public safety, occupational health and safety, and other **legislative and local government requirements.**
	3.4 Fundraising activities are supervised according to group requirements to ensure optimum return for group with available resources, and to present a positive image of the group.
	3.5 **Cash handling** procedures are used to ensure security of money collected.
	3.6 Sites of activities are checked to ensure they are

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		tidy to requirements before and after.
	3.7	Results from fundraising activities are recorded for review.
4 Review results	4.1	Results are reviewed and submitted to group for discussion.
	4.2	Discussion on relative value of fundraising activities and potential suitability for future is coordinated.
	4.3	Results and review are submitted to group management committee for noting, recording and further action.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in coordinating fundraising activities requires evidence that fundraising activities have been effectively and appropriately coordinated according to community and agency guidelines, and best practice procedures. The skills and knowledge required to coordinate fundraising activities must be **transferable** to a range of work environments and contexts. For example, this could include different community groups, programs and fundraising activities.

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What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Network to seek ideas.

Group practices/protocols.

Scope of acceptable activities within various cultures/groups in the community.

Budgets for management of costs.

Basic money/cash handling and recording of expenses and income.

Summarising results of activities.

Basic financial statements.

Public safety.

Occupational health and safety approaches and procedures.

Relevant local government by-laws.

Permits required for some fundraising activities.

Meeting procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

Presentation of ideas at meetings.

Approach and enlist support of volunteers.

Coordinate committees/teams.

Negotiate for sites and resources.

Plan and coordinate activities.

Implement general risk management.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	By discussing, coordinating fundraising activities at meetings or formally in writing with clients and stakeholders.
2. How can **information be collected**, **analysed and organised** (**2**)?	Coordinating fundraising activities will require information to be gathered from external sources and organised for effective outcomes.
3. How are **activities planned and organised** (**3**)?	Coordinating fundraising activities requires extensive program planning and organising of others.
4. How can **team work** (**3**) be applied?	Coordinating fundraising activities will require development and management of teams to achieve outcomes.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Mathematical techniques in relation to budgets for management of costs, basic money/cash handling and recording of expenses and income can be applied.
6. How can **problem-solving skills** (**2**) be applied?	While coordinating fundraising activities organisational problems may arise requiring innovative solutions.
7. How can the **use of technology** (**1**) be applied?	Technology may be required to communicate with others and manage money.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.

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Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts

Who might the **community group** include?	Community groups formed to further conservation or environmental objectives, under the National Heritage Trust, independently, or associated with the operation of a park/reserve.
What are **fundraising activities**?	Activities with the potential to provide a source of funds for the group's operation, from the group members, contacts of the group members, or from the wider community, activities seeking donations, payment for goods and services provided and funds from social activities such as local events, stalls and large scale community events and activities combined with promotion or sponsorship at community events to promote group, projects and/or program.
What are **potential fundraising** activities?	Those within the resources of the group to run, those which are permitted by laws or agreements that the groups has signed to complete, projects and sponsorship agreements.
What could the **views of individuals** include?	Personal views, ethical views, cultural and/or preferences and willingness to provide resources, support and/or participation.
What does **net income**/results mean?	Net income is after expense/costs of activity have been deducted; results include net income plus an additional promotion or resources provided by the activity.
What is meant by **group practices**?	Normal procedures used by the group to determine a course of action in a committee meeting, general meeting or informal meeting.
What may be included in Public Safety, OHS, **legislative and local government**	Hazard identification, risk assessment, establishing approach to control risks, obtaining permits, submitting for approval

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requirements?	proposals for activities.
What does **cash handling** include?	Taking, checking, storing and banking of money received in cash or other tender.
What forms of **literacy** are included?	Maintenance of records of activity, financial records, rental/hiring agreements and development of promotional material for the activity.
What forms of **communication** may be relevant?	Development of ideas and enthusiasm in group, presentation of ideas to group and committee, obtaining consents and support from general community and deal with people who have strong opinions/characters.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTD4802A Develop approaches to include cultural and human diversity

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for involvement of culturally diverse groups. Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area.
Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify potential for cultural diversity	1.1 **Information on the population** is used to identify the range of **cultural diversity.**
	1.2 Potential involvement of individuals and groups of people are identified in the context of the **program.**
	1.3 Adjustments to program and **program promotional materials** are identified to meet cultural frameworks of different peoples.
2 Develop processes to include culturally diverse groups	2.1 **Cultural protocols** are identified to ensure contacts with individuals/communities are successful.
	2.2 Key persons who may influence relationships are identified.
	2.3 Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any **relevant enterprise guidelines.**
	2.4 Processes are inclusive of an equitable involvement of various **sections of the community** and their perspectives.
3 Communicate potential and support for culturally diverse groups	3.1 People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps.
	3.2 Potential of program and group activities is communicated in a culturally relevant manner.
	3.3 **Approaches are adjusted** in light of any new information on cultural groups and protocols.
	3.4 Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing approaches to include cultural and human diversity requires evidence that culturally diverse groups have been identified and appropriately consulted and involved in programs. The skills and knowledge required to develop approaches to include cultural and human diversity must be **transferable** to a range of work environments and contexts. For example, this could include different groups, cultural protocols and perspectives.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Sources of culturally relevant materials and verbal information.

Understanding of Indigenous peoples and history.

Cultural protocols and perspectives.

Relevant legislation and guidelines.

Principles of equal opportunity and affirmative action.

Current relationships between culturally diverse groups in the area.

Understanding of the role of various sections of the community in historical and relationship terms.

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What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

Apply flexible communication procedures.

Identify and modify procedures and processes.

Adjust written materials to audience.

Be flexible in the application of program guidelines and policy.

Resolve conflict.

Negotiate.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	By discussing cultural and human diversity at meetings, or formally in writing with clients and stakeholders.
2. How can **information be collected**, **analysed and organised** (**2**)?	Through consultation with others and research of existing resources.
3. How are **activities planned and organised** (**2**)?	Activities are planned and organised by applying flexible communication procedures.
4. How can **team work** (**3**) be applied?	Through development and management of work teams to achieve outcomes.
5. How can the use of **mathematical ideas and techniques** (**0**) be applied?	Not applicable.
6. How can **problem-solving skills** (**2**) be applied?	Through dealing with conflict situations relating to cultural and human diversity.
7. How can the **use of technology** (**0**) be applied?	Not applicable.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.

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Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts

How would **information on population** be obtained?	From personal knowledge, government statistics, information on region and cultures held in libraries and other files, people with established knowledge, other cultures and government departments, especially those in contact with immigrant and Indigenous groups.
Which groups are included in **cultural diversity**?	Indigenous peoples, immigrant peoples of overseas birth, people born in Australia who conform with overseas cultures, practices and beliefs in part or in full, and male and female perspectives in the communities.
Which **programs** may be included?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, business programs and State Government community programs related to the environment.
What **program promotional materials** may be relevant?	Government or government agency written materials describing program (Commonwealth, State, Territory or Local), local group written materials, brochures and guidelines, advertising and explanatory booklets.
What is included in **cultural protocols**?	Beliefs and worldviews, practices, concepts of family and community, family and community leadership and relationships between community members and sexes.
Which are the **relevant enterprise guidelines** for this standard?	All relevant legislation, agency guidelines, program guidelines and community group guidelines.
Which **sections of the community** may be included?	Migrants, Indigenous peoples, women (including affirmative action), men and disadvantaged people. Approach to these groups includes legislative requirements but exceeds these to demonstrate equity

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	principles.
Which **approaches are adjusted** in this standard?	Program promotions and personal approaches to individuals, groups and communities.
Which areas of **legislation** are included?	Equal opportunity, anti-discrimination and protection of places and items of cultural heritage.
What levels of **literacy** are included?	Redrafting materials into plain English, some understanding of works and phrases used in other languages, and catering for the viewpoints of both sexes.
What forms of **communication** may be relevant?	Use of restricted vocabulary according to listeners, use of culturally appropriate body language in conjunction with spoken language, modified sentence structures in spoken language, use of diagrams, pictures and plain English for Indigenous and other groups, and communication with people who have disabilities.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTD4912A Contribute to association governance

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of contributing to association governance to be an effective committee member of an incorporated association. It requires the ability to monitor association activities, identify opportunities, threats and risks, and participate in board/committee meetings. Contributing to association governance requires knowledge of relevant legislation, basic financial statements, committee meeting and members meeting procedures, objectives and rules of association and community goals and plans, and diversity in community and range of views and goals.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Monitor association activities	1.1 Activities undertaken by group are monitored to ensure: **association objectives** are being adhered to, resolutions of committee and members meetings are being followed, **finances** are properly managed, any **employees** are managed and volunteers are appropriately **supervised**, **legislative requirements** are being met, **ethical requirements** are being met, group operations and **approaches are sensitive to and inclusive of community and sections within the community.**
	1.2 Variations from expected standards are noted, and where required, **immediate or routine action** taken.
2 Identify opportunities, threats and risks	2.1 **Opportunities** for the group to commence new projects or activities are identified and submitted to the committee.
	2.2 **Threats** to the ongoing operation of the group are identified and raised at committee meetings.
	2.3 **Risks** associated with the group's activities and ongoing operation are identified.
	2.4 Risks and proposed risk control measures are submitted to the committee.
3 Participate in board/committee meetings	3.1 Committee agendas are reviewed prior to meetings.
	3.2 Agenda items and reports to committee are submitted as required.
	3.3 Committee meetings are attended and issues discussed as placed on the agenda or as modified.
	3.4 Good **communications** are established and maintained with other committee members to

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ensure competent management of group affairs.

3.5 Personal observations and concerns including opportunities, threats and risks are raised at committee meetings.

3.6 Actions are taken on **personal commitments** made at committee meeting and reported to the committee.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in contributing to association governance requires evidence that effective contributions have been made according to elements and performance criteria for this competency standard and according to enterprise guidelines. The skills and knowledge required to contribute to association governance must be **transferable** to a range of work environments and contexts. For example, this could include different community associations, locations and types of contributions.

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What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Requirements of relevant legislation.

Interpretation of basic financial statements.

Requirements of programs.

Committee meeting and members meeting procedures.

Objectives and rules of association.

Basic management practice including practices in employing people.

Community goals and plans, and diversity in community and range of views and goals.

Occupational health and safety.

Pubic safety requirements.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

Make contributions at meetings.

Communicate with individuals and small groups on issues.

Prepare brief verbal and written reports.

Contribute to conflict resolution.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	Through discussions at meetings or formally in writing with stakeholders and association office holders.
2. How can **information be collected**, **analysed and organised** (**3**)?	Through the association offices and networks, and in accordance with legislative, ethical and association guidelines and practices.
3. How are **activities planned and organised** (**2**)?	Through convening meetings and standing committees, and working individually with stakeholders.
4. How can **team work** (**2**) be applied?	Through working with committees in decision-making.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Mathematical techniques relating to data gathering and interpretation can be applied.
6. How can **problem-solving skills** (**2**) be applied?	Through committee work, technical, organisational and other problems may arise requiring complex solutions.
7. How can the **use of technology** (-) be applied?	Information gathering and presentation technology can be applied.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.

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Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts

What might be described as **association objectives**?	Any listed in the articles/constitution and rules procedures, those that comply with legal, financial and group requirements, and any specialist advice sought.
What **finances** may be relevant to this unit?	Those reported or discussed at meetings, any answers to questions, budgets and actual reports, and any procedures to comply with legislative and program requirements.
What areas of **employee supervision** may apply in this unit?	Direct supervision and appropriateness, recruitment of paid employees and volunteers, appraisal of paid employees including any disciplinary actions, employment conditions including remuneration and benefits, training provided, relationships and co-operation between employees, employees and volunteers, and with committee.
What **legislative requirements** may be included?	Association incorporation, taxation and audit, programs, industrial relations and employment, occupational health and safety, public safety, relevant business law and relevant common law.
What could be the **ethical requirements** in relation to this unit?	Equal opportunity, disability issues, fair dealing with community and employees, and conflict of interest.
How could **approaches sensitive and inclusive of community and sectors of community** be relevant?	Group does not offend sectors of community, sensitive to Indigenous communities, migrants, and particular perspectives of women and men.
What **immediate or routine action** may take place?	Immediate action may involve a request to stop work or change practices, request for urgent committee meeting, action to rectify error or fault. Routine action may involve a request for committee agenda item or the recording of a complaint by a group member, employee, volunteer or member of the

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	public.
What could the **opportunities** include?	To expand activities of the group or to commence new activities or projects.
What are the **threats** which may apply to this unit?	To the group finances or viability, image, ongoing activities and employment from external source, group not having clear goals, and the direction of group influenced by minority interests.
Where could **risks** that may affect the group come from?	The activities of the group, requiring risk assessment and risk control measures, e.g., occupational health and safety and public safety, use of copyright/proprietary material, provision of incorrect advice and safety of works and work sites, etc. Risk can be managed through procedures and insurances.
How might **communication** be of benefit to this unit?	With group members and public on issues and activities with employees and volunteers, at committee meetings, and handling people who have strong opinions/characters.
How could **personal commitments** be relevant?	To take action on committee information requirements or decisions, e.g., prepare report, obtain circulars, form part of sub-committee, or to complete some action on behalf of group.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE5523A Develop climatic risk management strategies

Modification History

Not applicable.

Unit Descriptor

This competency standard describes the work function associated with developing climate risk management strategies for an agricultural, horticultural or land management enterprise. It requires the ability to research climate and enterprise data, analyse and interpret climate and enterprise data, prepare risk management strategies, and integrate climate risk and opportunities for management strategies at a business management level. Developing climate risk management strategies requires knowledge of current forecasting techniques, impact of weather and climate phenomena on rainfall, plant growth and yields, livestock production, causes of general patterns of weather and climate over Australia, climate variability and climate change, and direct and indirect impacts of climate variability on land management and sustainability.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Survey climate and enterprise data	1.1 Historical climate data is obtained and interpreted from a range of sources.
	1.2 Weather and climate **risk factors** are identified.
	1.3 Information on normal and **significant climate events** and their impact on natural and rural systems is collected.
	1.4 Current and historical property and enterprise **situation** is detailed according to enterprise guidelines.
	1.5 Short and long term enterprise goals are reviewed.
	1.6 Climate and enterprise data is sourced, presented and updated according to enterprise requirements.
2 Climate risks and **opportunities** are identified and analysed.	2.1 Forecasted chances of seasonal climate are analysed.
	2.2 Climate risks and opportunities are identified.
	2.3 Impact on production of different weather and climate risk factors are determined according to enterprise requirements.
	2.4 Qualitative and quantitative risk and opportunity factors are identified and developed.
	2.5 Importance of climate variability and significant climate events is evaluated.
	2.6 Tactics to address a range of different climate variability risks and opportunities are outlined according to enterprise requirements.
	2.7 Contingency **options** for enterprises and the business are identified.
3 Prepare climate risk management strategies	3.1 Climate variability and seasonal climate forecasts are analysed.
	3.2 Insurance and other options are addressed in

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strategies.

3.3 Major climate risk factors are addressed in strategies.

3.4 Financial outcomes for all strategies are prepared according to enterprise guidelines.

3.5 Impacts on the environment, property value and equity is predicted for the preferred strategies.

3.6 Preferred production, enterprise or alternative strategies are reviewed, and options selected according to enterprise requirements.

3.7 A planned strategy to cope with variable climate and climate risk management is presented in a format according to enterprise guidelines.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence to develop climate risk management strategies requires evidence that the candidate can research, collate and interpret climate data in order to develop and present rational, achievable and effective strategies. The skills and knowledge required to develop climate risk management strategies must be **transferable** to a different work environment. For example, this could include different properties, strategies and climate conditions.

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What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

current forecasting techniques and phenomena such as El Nino, ENSO, Southern Oscillation Index (SOI) and Pacific and Indian Ocean SST patterns

the impact of weather and climate phenomena on rainfall, plant growth and yields

causes of general patterns of weather and climate over Australia

climate variability and climate change

direct and indirect impacts of climate variability on land management and sustainability

property and enterprise management decisions affected by the variable climate

recognition of climate risks and opportunities

seasonal climate forecasting systems and related indicators

drought planning and strategies

flood planning and strategies

climate and weather issues pertaining to sustainable agriculture

potential impacts of greenhouse warming on land and natural resource management

strategic options and planning in response to climate variability for a range of seasons (normal, drier or wetter than normal), and other risks and opportunities

calculating financial returns for different strategic options

computer applications and Internet to access, record and analyse data

principles of decision-making based on the variable climate and seasonal climate

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	forecasts.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: research climate and enterprise data analyse and interpret climate and enterprise data prepare risk management strategies integrate climate risk, and opportunities and management strategies at a business management level.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	Through research, collation and interpretation of climate data.
2. How can **information be collected**, **analysed and organised** (**3**)?	Through the sourcing, presentation and updating of data according to enterprise conventions and requirements.
3. How are **activities planned and organised** (**2**)?	Through developing scenarios and identifying trends in climate variability.
4. How can **team work** (**2**) be applied?	Through working with departmental staff or other growers in developing tactics and strategies.
5. How can the use of **mathematical ideas and techniques** (**3**) be applied?	Through analysing and interpreting information on weather and climate.
6. How can **problem-solving skills** (**3**) be applied?	By anticipating and responding to climate change.
7. How can the **use of technology** (**3**) be applied?	Through computer applications and information technology systems.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

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Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What may be considered under weather or climate **risk factors**?	Risk factors may include soil erosion, tree cover, flooding, drought, fire management, pests and diseases, and changing nutrient levels.
What **significant climate** events may be relevant to this standard?	Significant climate events may include floods, droughts and periods of extreme temperature.
What enterprise **situation** may be relevant to this standard?	Enterprise situation may include stock, pasture, crops, climate, vegetation, waterways, slope, aspect, and growing season.
What may be included under climate **opportunities**?	Climate opportunities may include above average production, market opportunities, refining enterprise mix decisions, and alternative enterprises.
What may be classed as contingency **options**?	Options may include marketing, cropping strategies, plant production, animal husbandry and health, removing stock, re-stocking property, provision of food supplements, changing enterprises, and other emergency planning.
What property **values** may apply to this standard?	Values may include economic, enterprise sustainability, improvement in natural resource base, and other benefits.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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Unit Sector(s)

Not applicable.

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RTE5902A Develop and review a business plan

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of developing and reviewing business for an agricultural, horticultural or land management business enterprise.
It requires the application of knowledge and skills to determine the scope of the business plan, prepare a business plan, determine goals, trial systems, and document, monitor and review the business plan. Competency must also be demonstrated in communicating business plan objectives to relevant parties.
The work in this standard will be carried out with limited or no supervision, within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Determine scope	1.1 Scope of the business plan and associated systems is determined in consultation with **key** and **specialist personnel.**
	1.2 **Accurate information** is **accessed** to inform business plan development.
	1.3 **Trends and seasonal variations** are accounted for and incorporated into the business plan.
	1.4 **Strategic goals, targets and directions** of the enterprise are accounted for in the development of the business plan.
	1.5 **Legal obligations** are understood and complied with in developing the business plan.
2 Prepare business plan	2.1 **Operational goals and targets** that enhance opportunities to meet the enterprise strategic plan are developed.
	2.2 **Supply chains** are identified and incorporated into the business plan.
	2.3 **Risk management needs** are identified and addressed within the business plan.
	2.4 **Trial systems** are incorporated in order to test budgetary impact and operational potential prior to full implementation of the business plan.
	2.5 **Indicators of operational performance** are clear and measurable and allow for realistic analysis of performance.
3 Document and review business plan	3.1 **Fiscal and operational systems** that enhance performance management and suit enterprise requirements are included.
	3.2 **Resource considerations** are incorporated into the business plan.
	3.3 Business Plan is accurately documented and clearly communicated to all **relevant parties.**

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3.4 Performance against the business plan is **monitored** to identify strengths, weaknesses and areas for improvement.

3.5 Recommendations to improve the business plan and associated systems are made as required.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in develop and review a business plan requires evidence that demonstrates ability to scope the business plan and determine key objectives and targets. It also requires competence in specifying key performance targets, assessing the relevance of the business plan, and trial systems. The business plan also needs to be documented and reviewed.

The skills and knowledge required to develop and review a business plan must be **transferable** to a different work environment. For example, if competence is demonstrated in developing a business plan for a small enterprise, it must also be evident in reviewing a business plan in medium or large enterprise environment.

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What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

budgeting

forecasting

operational systems

relevant industrial awards and agreements

communication techniques

logical and analytic methods

profit and loss and cash flow systems

working knowledge of environmental, OHS, industrial relations, taxation, corporate and industry legislation as they relate to the enterprise

capital investment analysis.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

set realistic goals

operate manual and/or electronic commercial systems

consider and evaluate alternatives

document and communicate plans

design performance criteria, and operational and tactical plans that are incorporated into a business plan

analyse information and results

identify and design risk management and mitigation strategies

identify and design appropriate operational plans.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	In discussing and formulating the business plan in consultation with key and specialist personnel.
2. How can **information be collected**, **analysed and organised** (**3**)?	In gathering information for the business plan and in reviewing targets and business plan operation.
3. How are **activities planned and organised** (**3**)?	In developing the business plan and reviewing and redesigning the system.
4. How can **team work** (**3**) be applied?	In consulting with key and specialist personnel in trialling systems, and reviewing operational and business plan.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	To evaluate data and results and to ensure appropriate measurement systems are in place.
6. How can **problem-solving skills** (**3**) be applied?	To improve existing systems, to solve communication barriers and to achieve targets and objectives.
7. How can the **use of technology** (**2**) be applied?	To improve systems performance and to calculate targets and collate data and budget forecasts.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

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There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

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Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

Which **key personnel** might be consulted?	Other family members, partners, providers of finance, managers, staff, clients or suppliers may be consulted.
Which **specialist personnel** might need to be consulted?	Accountants, solicitors, tax agents; regulatory bodies and government authorities; and trade, professional or industry associations might need to be consulted.
What sort of **accurate data** may be accessed?	Previous business plans, business plan exemplars, equity evaluations, capital return analyses, enterprise gross margins, net present values, internal rates of return, cash flow estimates, profit and loss estimations, sales and product analysis, market information and trends, expense records, previous account records, taxation records, and annual and quarterly returns.
Where might data be **accessed** from?	Sources may be internal or external to the enterprise.
What **trends and seasonal variations** might need to be considered?	Markets, consumer trends, technological changes affecting production and sales, climatic conditions, weed, pest and disease outbreaks, water supply, resource and input availability, fluctuations in quantity and quality of crops and livestock quality could all be considered.
Where might **relevant strategic goals**, **targets and directions** be sourced from?	May be sourced from existing or complementary strategic plans or related consultations in business/strategic plan development.
What **legal obligations** might need to be understood and complied with?	State/Territory and Commonwealth taxation law, company and securities legislation and possibly legislation regarding wills and inheritance in regards to succession planning might need to be considered.

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What might be covered by **operational goals and targets**?	Goals and targets may be short, medium or long term and may relate to marketing and production targets, resource and asset development and management, acquisitions, capital, property improvements, and operational systems. Operational goals and targets may link directly to the enterprise strategic plan and also to OHS, environment, quality and customer/market satisfaction key result areas.
What is included within a **supply chain**?	Supply chains relate to the network of facilities that procure raw materials, transform them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system. It covers procurement production and distribution. Supply chains should be viewed as being interlinked as opposed to being discrete units and therefore any analysis should take account of the inter-connectivity within the supply chain.
What **risk management** needs might there be?	Compulsory formal insurance (third party, workers compensation, public liability, occupational superannuation), personal accident and sickness insurance, and compulsory superannuation need to be considered. The need for formal insurance cover on assets if loss cannot be reduced to an acceptable level through management practices, needs to be addressed. Assessing whether losses without insurance would be too financially great for enterprise to bear is also a consideration. Other areas of risk that need to be considered are market risk, production risk, resource risk, financial risk, personal risk and management risk. Environmental/climactic and OHS concerns also need to be considered, as do resource peaks and troughs.
What **trial systems** might be utilised?	Trial profit and loss statements, trial budgets, trial cash flow projections and reporting and operational systems.
What **indicators of operational performance** might there be?	May relate to a range of key result areas both operational and tactical including: OHS,

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	environment, product quality, employee performance and satisfaction levels, customer/market satisfaction levels, market and product expansion, acquisitions and expansion projections, yields and efficiency expectations, cash flow and profit and loss statements, and production and delivery timelines.
What needs to be considered when introducing **fiscal and operational systems**?	Systems need to be implemented and phased to take account of enterprise production cycles and financial reporting considerations.
What **resource considerations** might need to be considered?	Human, raw and processed materials, water, land, financial, plant and equipment, time and technological resources may be need to be addressed.
What **relevant parties** may need to be informed?	Key and specialist personnel.
How might performance be **monitored**?	By checking against key performance indicators and measuring inputs, throughputs and outputs using reliable and standardised measures incorporated into the business plan.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE5912A Plan and monitor production processes

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of planning for production, and then monitoring the implementation of that plan. It includes the need to act in an environmentally aware manner, while at the same time maximising the production capacity of the organisation. It requires the need to analyse and extract information from a broad range of sources, and to comply with a variety of legislative and regulatory requirements.
Planning and monitoring production processes is likely to be undertaken alone or under broad guidance. Responsibility for the planning and management of the work of others may be involved. Planning and monitoring production processes requires extensive knowledge in some areas such as sustainable land use principles and practices, and a range of technical and other skills such as planning, and cost benefit analysis.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Determine production process requirements	1.1 Information regarding the **characteristics** of **products** being grown or refined/manufactured and their respective market requirements is accessed.
	1.2 **Characteristics of the land** under production and the quality and amount of existing **infrastructure** are confirmed from colleagues and other planning processes.
	1.3 **Historical data**, including recent data from organisational records is identified and accessed for input to production planning.
	1.4 Information regarding **other organisational planning processes** and potential for improvements or **innovations** is collected and used to inform production planning.
	1.5 **Requirements** of the organisation are taken into consideration during analysis.
	1.6 **Production processes** required to efficiently achieve the targeted production requirements in line with organisational policies are identified and compared with those that currently exist.
	1.7 Details regarding production planning are used as input to other organisational planning processes.
2 Determine monitoring requirements and systems	2.1 Production targets for each enterprise and each product, crop, herd, or flock are established from the range of organisational management and strategic plans.
	2.2 Scheduling for production processes is determined taking varying **organisational factors** into consideration.
	2.3 **Environmental and waste management** controls are established and specifically included in the production plan.
	2.4 Monitoring points and **performance indicators** for the production process are established using target,

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		environmental management and scheduling information.
	2.5	Prepared **risk management strategies** are put into place and acted upon when necessary.
	2.6	A **plan** is prepared that documents the decisions taken, the assessments made, the targets established, and any specific issues that relate to environmental and **OHS** risks.
3 Monitor/evaluate effectiveness of production processes	3.1	Checks are made to ensure that the performance indicators, targets, and specifications are being met and amendments to the process are made where necessary.
	3.2	The **effectiveness** of the production processes is evaluated at key points and adjustments are made as necessary.
	3.3	Environmental impacts and OHS hazards relating to production processes are identified, monitored and assessed throughout the production cycle.
	3.4	**Modifications** are made to the production process when made necessary by shifting priorities and results.
	3.5	**Data**, observations and documentation from the production process are analysed against the plan according to organisation guidelines.
4 Record and manage information	4.1	Recommendations for future plans are prepared based on the analysis of the data.
	4.2	A **report** is prepared that documents the plans implementation according to the organisations requirements and guidelines.
	4.3	Records and documentation are created, maintained and kept as described in the production plan, the OHS requirements, and machinery and equipment management programs.
	4.4	The **recordkeeping system** that is used ensures that required information is available, accessible, meaningful and useful.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning and monitoring production processes requires evidence that the production plan includes appropriate and effective guidelines in relation to environmental and waste management and OHS, and sets in place organisational efficiencies that will meet stated targets.

The skills and knowledge required for planning and monitoring production processes must be **transferable** to a different work environment. For example, across a range of product types and organisation sizes.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

environmental controls and codes of practice available to the organisation

relevant legislation and regulations relating to OHS, contractor engagement, chemical use and application, and vehicle and plant use

sound management practices and processes to minimise noise, odours and debris from production processes

sustainable land use principles and practices applicable in the region

relevant legislation and regulations, such as those relating to soil and water degradation issues, animal health and welfare, and chemical use.

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What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

interpret monitored information on production processes

interpret, analyse and extract information from a range sources such as professional literature, legal documents, discussions and workshops

identify, build and use network and support groups

prepare written plans and procedures for implementation by others

observe, identify and react appropriately to environmental implications and OHS hazards

assess, then adopt profitable innovations

set yield targets and objectives and estimate timelines

prepare enterprise budgets and calculate financial returns

converse and liaise with industry contacts, colleagues and family regarding the land/farm based business

write reports to be understood by all levels of the organisation

communicating detailed and complex information in written and oral form with people both inside and outside the organisation.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	By preparing production plans that will be implemented by other people.
2. How can **information be collected**, **analysed and organised** (**3**)?	Using the variety of sources available for input to decision-making.
3. How are **activities planned and organised** (**3**)?	In developing plans and directions for the production of animals, crops and/or products.
4. How can **team work** (**2**) be applied?	In working with colleagues during input to the range of other planning processes.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	In calculating production targets and comparing the costs and profitability of different processes.
6. How can **problem-solving skills** (**2**) be applied?	In recognising where and when amendment is required to plans.
7. How can the **use of technology** (**2**) be applied?	In operating any necessary equipment prior to and during production - communication technology, calculating equipment, measuring equipment, and word processing/spreadsheeting software.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

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There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

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Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **characteristic** of the products might be accessed?	If it is an annual or perennial product, experimental product, yield, financial return, frequency of rotation, harvesting requirements, prevalence of pests and disease, pest and disease control.
To what does the term "**products**" refer?	To the crops, stock and/or products under production or refinement/manufacture in the organisation.
What **characteristics of the land** under production should be accessed?	Accessibility, topography, moisture content, pH levels, nutrient levels, salinity, erosion, drainage, land use history, germination rates, and pest and disease prevalence.
What **infrastructure** might be in place?	In addition to equipment, machinery and vehicles, the organisations infrastructure may include buildings, sheds, shelters, stock yards, stock handling structures, fences, water supply systems, roads, tracks, soil conservation works, irrigation and drainage channels, silage pits and/or grain and fodder storage, dams, monitoring systems, and information technology systems.
What **historical data** might be assessed in the planning process?	Crop/stock history, disease and pest history, previous yield data, pesticide use, weather patterns, market information, existence and suitability of previous infrastructure, and financial returns.
What **other organisational planning processes** might provide input to infrastructure planning?	Activities such as land-use, production systems, production process and strategic planning processes.
What kind of **innovations** might be researched and implemented?	Equipment, machinery, materials, practices, and systems - including those relating to environmental, OHS, and animal welfare practices and/or related equipment might be researched and implemented.
What **requirements** might the organisation	Requirements may relate to the preferred

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have in relation to production processes?	approach/policy in regard to animal welfare, environmental management, waste management, and OHS. Legislation and regulation may also impact on, or restrict, production.
What does the **production process** include?	The production process includes the resources, personnel, methodology, and any interactions between them.
What **organisational factors** might vary from one production cycle to the next?	Factors such as the calendar of operations for each enterprise production cycle, and seasonal, geographic, resourcing and product factors.
What **environmental and waste management** requirements should be considered?	Construction activity, as well as the improvement itself, might put the local environment at risk of off-site contamination such as the fouling of surface or ground water bodies with solid material, and/or nutrients, including acid discharges from acid sulfate soils. Any change to the natural lie of the land may affect run-off and drainage to increase erosion or the acidity of the soil, and the way in which effluent is managed to pollute surface and underground catchments. Removal of vegetation and ground cover may affect wind or water erosion and/or an increase in salinity.
How might **performance indicators** be established?	By examining historical records of production and environmental indicators and data for similar organisations.
What **risk management strategies** may be put in place?	A variety of strategies may be used which may involve insurance policies, diversified investment, training and development programs, vital records strategies, or recruitment programs.
What information will be included in the **plan**?	It may include the type, format, frequency and detail of any reporting required by both manager(s) and operators.
What actions could be taken to eliminate or minimise **OHS** risk?	The range of actions are both systemic and at an operational level. These are listed below: **Systems** should be in place to ensure the safe operation and maintenance of machinery and equipment. Precautions should also be in

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place to minimise exposure to noise and organic and other dusts. Systems and procedures for handling and storing product, as well as working with and around electricity should also be in place.

Fixtures should be in place in all silos and storage sheds including appropriate access ladders, hand rails and ladder cages.

Personal protective equipment should be selected, used and maintained.

Environmental conditions should be controlled. For example, keeping moisture levels as low as possible will reduce the likelihood of fire and silo collapse.

Procedures should be in place and used for working with and operating machinery and equipment, including exposed moving parts, noise, transporting and storing hazardous substances (such as pesticides), working within confined spaces, moving vehicles and working at height.

Record keeping should ensure that requirements in relation to properly observing and using product labels and MSDS's, instruction manuals and written organisational procedures.

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How might the **effectiveness** of the plan be evaluated?	By determining if performance indicators and production targets are being met.
When might **modifications** need to be made to the production plan?	Situations and priorities can change as a result of environmental, OHS, animal welfare, resourcing, and marketplace reasons
What **data** might be analysed against the production plan?	Information pertaining to costs, production levels, labour and overhead inputs, environmental and OHS data.
What would be included in the **report**?	Issues and details such as any difficulties or issues faced, the methods used for treatment, impacts on environmental and OHS, any recommendations for future plans, results, costs, and any available data analysis.
What **record keeping systems** might be used?	These may include the storage devices, the procedures, operators who enter and update the data, and guidelines and policy for the maintenance and migration of data.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE5916A Prepare and monitor budgets and financial reports

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of preparing budgets and financial reports, and the implementation and monitoring of budgets in agricultural, horticultural or land management enterprise.
Work is likely to be undertaken alone or under limited guidance in line with a broad plan, budget or strategy. Responsibility and defined accountability for the work of others may be involved. Competency involves the self-directed development of knowledge with substantial depth across a number of areas with a range of skills. Competencies are usually used independently and are substantially non-routine. Significant judgement is required in planning design, technical or supervisory functions related to products, services, operations or processes.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare a **budget**	1.1 Information on past receipts and payments is obtained from previous records, compared to current prices and cost trends, and compiled in a form that enables projections of future receipts and expenditures.
	1.2 A plan is prepared for a period which allows for expected expenditure and financial reporting requirements, using the 'most likely' prices and costs.
2 Implement and monitor a budget	2.1 Receipts and payments are monitored and reconciled against the original budget.
	2.2 Variances against the original plan are identified, and the impact on overall profit/loss and cash flow is calculated.
	2.3 Funds are allocated in accordance with budget objectives and parameters.
	2.4 Adjustments are made where necessary to respond to unacceptable variations.
	2.5 Budgets and plans are renegotiated/restructured where necessary to optimise enterprise performance.
3 Prepare financial reports	3.1 **Records** of financial performance are properly maintained within enterprise systems.
	3.2 Information with source documents is assembled according to the requirements of the **report recipient.**
	3.3 Documentation is forwarded in a timely and efficient manner.
	3.4 **Non-financial objectives** are reported in the context of overall enterprise performance.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in preparing and monitoring budgets and financial reports requires evidence that budgets have been successfully and appropriately developed and monitored in an enterprise, and that financial reports meet industry standards in their content and structure. The skills and knowledge required to prepare and monitor budgets and financial reports must be **transferable** to a range of work environments and contexts. For example, this could include different enterprises, budgetary processes, and financial reporting requirements and recipients.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below: budget formulation financial information systems business transactions banking and reconciliation standards for organisational recordkeeping and audit requirements.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills include the ability to: prepare a budget implement and monitor a budget prepare financial reports.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	Through preparation of budgets and financial reports.
2. How can **information be collected**, **analysed and organised** (**3**)?	Through monitoring of budget performance.
3. How are **activities planned and organised** (**3**)?	Through consultation with others in preparation and monitoring of budgets.
4. How can **team work** (**2**) be applied?	Through working with others to review budget performance.
5. How can the use of **mathematical ideas and techniques** (**3**) be applied?	Through measuring budget performance, calculating variances and presenting outcomes.
6. How can **problem-solving skills** (**3**) be applied?	Through identifying and addressing budget irregularities and non-compliance.
7. How can the **use of technology** (**3**) be applied?	Through use of computers and communication systems.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

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Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **budgets** may be relevant to this competency standard?	Budgets may include recurrent operating or project based funds.
How might **records** be kept?	Records and reports may be paper or computer based.
What **report recipients** may be relevant to this competency standard?	Report recipients may include Taxation Commissioner, financing agencies, boards of management, committees, councils, and executive management.
Which **non-financial objectives** might also be reported?	Appropriate non-financial objectives may include environmental, OHS, quality assurance, market share, or other key result area.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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SIFFNL003A Arrange funerals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify funeral needs and make appropriate funeral arrangements.

Application of the Unit

Application of the unit	This unit applies to funeral directing staff whose primary role includes arranging funerals. It requires the application of communication, planning and problem-solving skills to liaise with clients and funeral and external personnel to identify, organise and schedule funerals. It involves working autonomously and coordinating the work of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify funeral needs.	1.1 Consult ***client*** to determine ***funeral service location*** and identify ***special requirements***.
	1.2 Explain range and cost of funeral arrangements to client according to ***workplace policies and procedures***, and ***relevant legislation***.
	1.3 Offer option of viewing the deceased and explain ***relevant guidelines***.
	1.4 Confirm ***funeral arrangements*** with client according to workplace policies and procedures.
2 Arrange funeral.	2.1 Liaise with ***relevant funeral personnel*** to negotiate funeral and burial or cremation scheduling arrangements.
	2.2 Liaise with ***appropriate personnel*** to determine their needs and requirements.
	2.3 Consult with client to finalise and confirm funeral arrangements.
	2.4 Identify and organise required ***resources*** according to workplace policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Brief associated staff members on funeral arrangements and their roles and responsibilities.
3 Review and finalise funeral arrangements.	3.1 Prepare and complete ***relevant documentation*** in consultation with client and obtain client's endorsement.
	3.2 Receive and review completed funeral documentation according to workplace policies and procedures, and relevant legislation.
	3.3 Maintain contact with family to ensure changes to arrangements are identified and addressed.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills, including clear and direct communication and active listening and questioning techniques, using language and concepts appropriate to cultural differences and using and interpreting non-verbal communication to identify and confirm client requirements
- organisational and self-management skills to complete required tasks according to client requirements, workplace policies and procedures, and required timeframes
- problem-solving skills to deal with contingencies when scheduling burials or cremations
- teamwork skills to consult with colleagues to identify and organise required resources
- literacy and numeracy skills to accurately complete and review relevant documentation
- interpersonal skills to relate to people from a range of social, cultural, religious and ethnic backgrounds and with a range of physical and mental abilities
- customer service skills, including ability to maintain confidentiality of client information.

Required knowledge

- burial procedures
- social, religious and cultural differences and traditions
- professional funeral services industry parameters in dealing with the deceased and the bereaved
- broad working knowledge of relevant federal, state or territory, and local government legislation and regulations relating to consumer protection, and funeral arrangements and associated documentation
- workplace policies and procedures regarding arranging funerals.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to accurately identify, organise and schedule funeral arrangements that meet client needs • ability to liaise with funeral and external personnel to identify and organise required aspects of funeral and to deal with contingencies in organising and scheduling burials or cremations • sensitive communication with the bereaved according to funeral services industry parameters and protocols • arranging funerals on multiple occasions to ensure consistency of performance and ability to respond to different situations.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate computers, communication technology and software programs to coordinate funeral arrangements • consultation with funeral services personnel, such as cemetery or crematorium staff • interaction with diverse client types to allow candidate to respond to range of funeral requirements and client requests • access to relevant documentation, such as funeral schedules and pricing information.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate consulting clients and liaising with funeral and external personnel to identify, organise and schedule funeral arrangements
- written or verbal questioning to assess knowledge and understanding of relevant procedures regarding funeral arranging
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIFFNL004A Arrange and oversee viewings.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client may include:

- immediate family
- extended family
- friends
- designated people.

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RANGE STATEMENT

Funeral service location may include:

- local
- intrastate
- interstate
- overseas
- at sea.

Special requirements may include:

- social, cultural and religious considerations, requirements and rituals, which may include:
  - deceased person's country of origin
  - funeral and mourning dress standards
  - funeral rites
  - cultural rituals to assist grieving
  - duration of mourning
  - wakes
  - religious denomination
  - spiritual symbolism
  - public profile of the deceased
  - burial procedures
  - time required between death and burial or cremation
  - geographical location of funeral
  - taboos regarding death
  - text readings or scriptures
  - speakers and readers
  - placing special personal effects with the deceased person
  - use of music
  - placement of candles
  - choice and placement of flowers
  - photographs
  - specific coffin or casket design
  - orientation of coffin
- viewing
- vigil
- prayers
- dressing
- blessing of the deceased.

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RANGE STATEMENT

Workplace policies and procedures may include:

- standard operating policies and procedures
- standards and certification requirements
- quality assurance procedures
- OHS procedures
- emergency procedures, including fire and accident procedures
- security procedures.

Relevant legislation and regulations may include:

- cemeteries' Acts
- Births, Deaths and Marriages Registration
- consumer protection
- Coroner's Act
- intrastate, interstate and overseas repatriation regulations
- Trade Practices Act.

Relevant guidelines may relate to:

- legal requirements
- embalming technique
- condition of deceased
- geographical location, including special location of funeral
- available time.

Funeral arrangements may include:

- time
- date
- location
- viewings
- transport requirements
- special requirements
- catering
- audiovisual recording of funeral
- music and visual presentations.

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RANGE STATEMENT

Relevant funeral personnel may include:

- funeral director
- funeral arranger
- transfer staff
- transportation services
- mortuary technician
- embalmer
- cemetery representatives
- church or chapel coordinator
- coffin or casket manufacturer.

Appropriate personnel may include:

- clergy or celebrant
- organist
- choir
- florist
- caterer
- printer
- hospital or nursing home staff
- stonemason
- legal representative
- embassy officials
- support groups
- government regulators
- registrar of births, deaths and marriages
- treating doctor
- coroner.

Resources may include:

- selected text readings or scriptures
- order of service
- prayer cards
- speakers or readers
- personal effects
- music
- sound system
- DVD or VCR player
- lighting and candles
- flowers
- photographs.

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RANGE STATEMENT

Relevant documentation may include:

- funeral arranger's briefing notes
- identification of body
- death and funeral notices
- memorial book
- contract for funeral service
- clothing and jewellery receipts
- casket or coffin orders
- application for burial or cremation
- order for cremation
- permit for cremation
- embalming form and details
- pre-arrangement costing details.

Unit Sector(s)

Sector Funeral Services

Competency field

Competency field Funeral Operations

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SIFFNL009A Plan and conduct a funeral ceremony

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to prepare for and perform a funeral ceremony in the absence of clergy or a celebrant according to the needs of clients, including making a funeral ceremony address.

Application of the Unit

Application of the unit This unit applies to funeral-conducting staff and involves working autonomously with a high level of responsibility. It requires the application of planning and communication skills to develop and deliver effective funeral ceremony speeches.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan funeral ceremony.	1.1 Liaise with ***clients*** to plan and develop an appropriate funeral ceremony.
	1.2 Liaise with ***funeral personnel*** to identify and confirm ***funeral ceremony arrangements*** and requirements.
	1.3 Liaise with ceremony participants to identify individual roles.
	1.4 Identify and organise required ***resources*** according to ***workplace policies and procedures***.
2 Prepare ceremonial address.	2.1 Determine required length of address according to funeral arrangements and client requirements.
	2.2 Review available information on the deceased.
	2.3 Identify ***public speaking techniques*** to enhance quality of ceremonial address.
	2.4 Prepare and review address with clients and colleagues according to workplace policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
3 Perform funeral ceremony.	3.1 Deliver address according to appropriate public speaking strategies and agreed timeframe.
	3.2 Include ceremony participants according to agreed funeral ceremony arrangements.
	3.3 Close funeral ceremony according to agreed funeral ceremony arrangements.
4 Review funeral ceremony.	4.1 Request ***client feedback and review*** according to workplace policies and procedures.
	4.2 Reflect on own performance and note ***areas for improvement*** and ***appropriate strategies***.
	4.3 Record and report evaluation according to workplace policies and procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills, including clear and direct communication and active listening and questioning techniques, to develop knowledge of the deceased and make effective public presentations during funeral ceremonies
- planning skills to develop structured funeral ceremony presentations according to required timeframe
- organisational skills to identify and organise required resources
- literacy and numeracy skills to develop and review written funeral speeches and meet agreed timeframes for performance of ceremony
- interpersonal skills to relate to people from a range of social, cultural, religious and ethnic backgrounds and with a range of physical and mental abilities
- customer service skills, including ability to maintain confidentiality of client information.

Required knowledge

- burial and inurnment procedures
- social, religious and cultural differences and traditions
- professional funeral services industry parameters and protocols in dealing with the bereaved and the deceased
- workplace policies and procedures regarding performing funeral celebrancy.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to liaise with appropriate family members and friends of the deceased and funeral personnel to establish relevant information in order to prepare appropriate funeral ceremony • sensitive communication with the bereaved according to funeral services industry protocols and parameters • identification and organisation of required resources • effective public speaking techniques to sensitively deliver appropriate funeral speeches according to client requirements and required timeframes • planning and conducting funeral ceremonies on multiple occasions to ensure consistency of performance and ability to respond to different situations.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills in an environment where a funeral address can be delivered to an audience and where friends or family members of the deceased can participate • interaction with clients • access to resources, such as a sound system.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate liaising with relevant parties to establish client requirements and relevant resources and delivering an effective funeral ceremony speech
- review of prepared funeral ceremony speeches that address client requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIFIND001B Work effectively in the funeral services industry.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- immediate family
- extended family
- friends
- designated people
- service groups, such as Returned and Services League (RSL) or Masonic Lodge.

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RANGE STATEMENT

Funeral personnel may include:

- funeral director
- funeral arranger
- transfer staff
- cemetery or crematorium staff
- church or chapel coordinator.

Funeral ceremony arrangements may include:

- committal style, such as:
  - burial
  - inurnment
  - cremation
  - entombment
- memorial service
- selection of text readings or scriptures
- public acknowledgment of deceased
- choice of speakers or readers
- inclusion of work and community colleagues
- placing special personal effects with the deceased
- use of music
- audiovisual, such as videos or DVDs
- use of lighting
- placement of candles
- choice and placement of flowers
- photographs
- special locations, such as:
  - outdoors
  - private home
  - cemetery
  - crematorium.

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RANGE STATEMENT

Resources may include:

- selected text readings or scriptures
- speakers or readers
- personal effects
- music
- sound system
- lighting and candles
- flowers
- photographs.

Workplace policies and procedures may include:

- standard operating policies and procedures
- communication protocols
- personal presentation
- OHS
- standards and certification requirements
- quality assurance procedures.

Public speaking techniques may include:

- methods for managing nerves, such as:
  - centering breathing
  - practising material
  - checking environment and facilities
  - positive thinking
- tone, pitch and volume of voice
- pace of delivery
- use of body language and eye contact.

Client feedback and review may include:

- formal client feedback mechanisms
- informal client feedback.

Areas for improvement may include:

- organisational skills
- time management skills
- public speaking skills.

Appropriate strategies may include:

- formal training
- assistance from colleagues
- self-reflection.

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Unit Sector(s)

Sector Funeral Services

Competency field

Competency field Funeral Operations

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SIFIND001A Work effectively in the funeral services industry

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify the general structure of, and stakeholders within, the funeral services industry and to comply with workplace requirements.

Application of the Unit

This unit applies to all staff working autonomously or under supervision within the funeral services industry. It requires the application of communication, planning and organising, research and problem-solving skills to work effectively within the industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop funeral services knowledge and skills.	1.1 Identify, access and review **sources of information** on the funeral services industry.
	1.2 Obtain **information** to assist with effective work performance within the funeral services industry.
	1.3 Develop and maintain knowledge of the local region and Australian funeral services industry.
2 Identify and comply with workplace requirements.	2.1 Identify and comply with **workplace policies and procedures**, and **relevant legislation**.
	2.2 Identify and comply with own job role and designated responsibilities.
	2.3 Prioritise and complete tasks within designated timelines according to workplace requirements.
	2.4 Monitor and review work outcomes and document where required.
	2.5 Identify **opportunities for improvement** and implement where appropriate according to workplace policies and procedures.
3 Work effectively with others.	3.1 Develop and apply knowledge of **funeral services industry protocols**.
	3.2 Use **effective communication strategies** when dealing with others in workplace.
	3.3 Share personal workplace strengths with other **team members** and seek support from peers and supervisors to build on skills gaps within context of required work activities.

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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

ability to comply with workplace policies and procedures and industry protocols

self-management, planning and organisational skills to manage work activities

problem-solving skills in teams and individually to deal with contingencies

communication skills, including clear and direct communication, active listening and questioning techniques and using and interpreting non-verbal communication to effectively liaise with others

literacy and numeracy skills to source, follow, interpret and complete workplace documentation.

The following knowledge must be assessed as part of this unit:

workplace policies and procedures

workplace organisational structure

stakeholders and structure of the funeral services industry

broad understanding of relevant federal, state or territory, and local government legislation and regulations applying to the funeral services industry

industry awards and agreements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: ability to source initial and updated general funeral services industry information, specific workplace policies and procedures and apply this information to day-to-day activities effective communication with clients and workplace colleagues to ensure job role requirements are efficiently met monitoring and evaluation of own work outcomes.
Context of and specific resources for assessment	Assessment must ensure: demonstration of skills in environment where industry knowledge and protocols can be developed access to relevant documentation, such as workplace policies and procedures and job role documentation.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: written or verbal questioning to assess knowledge and understanding of relevant legislative, regulatory and industry requirements review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SIFIND002A Deal with grief and trauma. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job

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role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Sources of information may include:

- media
- reference books
- training materials
- libraries
- unions
- industry associations
- industry publications
- internet
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisers.

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Information may include:	industry working conditions employee and employer rights and responsibilities social and environmental issues and requirements industrial relations issues career and professional development opportunities within industry industry expectations of staff quality assurance policies and procedures new products and services local, regional or national industry trends.
Workplace policies and procedures may include:	workplace ethics modes of communication hours of operation contact with clients job descriptions and responsibilities maintenance and use of technology interaction with other team or organisation members OHS quality assurance documentation completion, storage and dispatch.

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Relevant legislation, regulations and codes of practice may include:	OHS Workplace Relations Act equal employment opportunity (EEO) anti-discrimination workers' compensation legislation and regulations cemetery Acts and by-laws Crematorium Acts local government regulations Births, Deaths and Marriages Registration approved code of practice for embalmers Privacy Acts.
Opportunities for improvement may include:	managing time improving work practices setting goals prioritising giving and receiving feedback.
Funeral services industry protocols may include:	demonstrating tact maintaining confidentiality of client and business information respecting others' views acting responsibly.

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Effective communication strategies may include:	using tact and discretion empathising determining and interpreting needs of others listening and understanding workplace information writing to audience needs negotiating responsively speaking clearly and directly to others sharing workplace-related information.
Team members may include:	funeral home owners or managers funeral directors funeral arrangers stonemasons embalmers mortuary technicians drivers and riders customer service staff sales consultants sales coordinators managers cemetery or crematorium managers or operators chapel attendants gravediggers florists caterers clients mourners peers supervisors.

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Unit Sector(s)

Funeral Services

Competency field

Working in Industry

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SIRXCCS001A Apply point-of-sale handling procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

Application of the Unit

Application of the unit

This unit applies to frontline service personnel. It requires the team member to demonstrate the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions according to store policies, and process a number of methods of payment. It further requires the demonstrated ability to package and arrange transportation for goods where required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills

The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate point-of-sale equipment.	1.1 Operate ***point-of-sale equipment*** according to design specifications.
	1.2 Open and close point-of-sale terminal according to ***store policy and procedures***.
	1.3 Clear point-of-sale terminal and transfer tender according to store procedure.
	1.4 Handle cash according to store security procedures.
	1.5 Maintain supplies of change in point-of-sale terminal according to store policy.
	1.6 Attend active point-of-sale terminals according to store policy.
	1.7 Complete records for transaction errors according to store policy.
	1.8 Maintain adequate supplies of dockets, vouchers and ***point-of-sale documents***.

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ELEMENT	PERFORMANCE CRITERIA
	1.9 Inform ***customers*** of delays in the point-of-sale operation.
2 Use numbers in the workplace.	2.1 Accurately list a range of possible retail workplace ***numerical problems***.
	2.2 Collect numerical information from various sources and calculate accurately with or without the use of a calculator.
3 Perform point-of-sale transactions.	3.1 Complete ***point-of-sale transactions*** according to store policy.
	3.2 Identify and apply store procedures in respect of cash and non-cash transactions.
	3.3 Identify and apply store procedures in regard to exchanges and returns.
	3.4 Move goods through point-of-sale area efficiently and with attention to fragility and packaging.
	3.5 Accurately enter information entered into point-of-sale equipment.
	3.6 State price or total and amount of cash received verbally to customer.
	3.7 Tender correct change.
4 Complete sales.	4.1 Complete customer order forms, invoices and receipts accurately.
	4.2 Accurately identify and process customer delivery requirements according to set timeframes.
	4.3 Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay.
5 Wrap and pack goods.	5.1 Maintain and request adequate supplies of ***wrapping and packaging materials***.
	5.2 Select appropriate wrapping or packaging material.
	5.3 Wrap merchandise neatly and effectively where required.

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Pack items safely to avoid damage in transit, and attach labels where required.
	5.5 Arrange transfer of merchandise for parcel pick-up or other ***delivery methods*** if required.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- following set routines and procedures
- interpersonal communication skills to:
  - inform customers of delays
  - state price or total and amount of cash received
  - request adequate supplies of wrapping material or bags through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- questioning and active listening
- dealing with different types of transactions
- wrapping and packing techniques
- store bag checking procedures
- merchandise handling techniques
- literacy skills in regard to sales and delivery documentation
- numeracy skills in regard to rendering change.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in relation to:
  - customer service
  - point-of-sale transactions
  - allocated duties and responsibilities
  - exchanges and returns
  - handling, packing and wrapping of goods or merchandise
- the range of services provided by the store
- stock availability
- relevant legislation and statutory requirements, including:
  - Trade Practices Act and consumer law
  - industry codes of practice
  - OHS
- cash and non-cash handling procedures, including:

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REQUIRED SKILLS AND KNOWLEDGE

- opening and closing point-of-sale terminal
- clearance of terminal and transference of tender
- maintenance of cash float
- tendering of change
- counting cash
- calculating non-cash documents
- balancing point-of-sale equipment
- recording takings
- security of cash and non-cash transactions
- change required and denominations of change

- numeracy skills in regard to workplace functions:
  - addition
  - subtraction
  - multiplication
  - division
  - percentages
  - use of a calculator
- functions and procedures for operating point-of-sale equipment, including:
  - registers
  - numerical display board
  - calculators
  - electronic scales
  - scanners.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently operates point-of-sale equipment according to manufacturer instructions and store policy and procedures • consistently applies store policy and procedures in regard to cash handling and point-of-sale transactions • interprets, calculates and records numerical information accurately • processes sales transaction information responsibly and accurately according to store policy and procedures • constantly applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated work environment
	• relevant documentation, such as:
	  • stock, inventory and price lists
	  • financial transaction dockets and slips
	  • lay-by, credit and product return slips
	  • store policy and procedures manuals
	• a range of point-of-sale equipment.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXRSK001A Minimise theft
- SIRXCCS002A Interact with customers
- SIRXINV001A Perform stock control procedures
- SIRXFIN001A Balance point-of-sale terminal.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

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RANGE STATEMENT

Point-of-sale equipment may include:

- cash register
- cash drawer
- scanner
- EFTPOS terminal
- electronic scales
- security tagging
- numerical display board.

Store policy and procedures in regard to:

- operation of point-of-sale equipment
- security
- sales transactions
- handling techniques of stock
- financial transactions
- cash handling.

Point-of-sale documents may include:

- order forms
- lay-by slips
- credit slips
- product return slips
- message pads
- promotional materials.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Numerical problems may include:

- calculations of cash amounts and change
- addition and subtraction
- multiplication and division
- percentages
- measurement
- estimation of quantities.

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RANGE STATEMENT

Point-of-sale transactions may include:

- EFTPOS
- cheques
- travellers cheques
- credit cards and store cards
- smart cards
- lay-by
- returns
- exchanges
- gift vouchers.

Wrapping and packaging materials may include:

- boxes
- bags
- paper
- bubble wrap
- gift wrapping
- adhesive tape
- ribbon
- string.

Delivery methods may include:

- parcel pick-up
- post or express post
- courier
- freight
- domestic or international delivery.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Client and Customer Service

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SIRXICT001A Operate retail technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Application of the Unit

Application of the unit This unit requires the skilled operation and maintenance of a range of retail equipment, including point-of-sale systems, keyboards and data entry equipment according to manufacturer instructions, design specifications, store policy and designated timeframes. This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills	The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain retail equipment.	1.1 Identify purpose of ***equipment*** used in store or department. 1.2 Operate equipment according to design specifications and ***safety requirements***. 1.3 Identify equipment faults and report to ***relevant personnel***. 1.4 Identify and apply maintenance program for retail equipment according to ***store policy and procedures***.
2 Apply keyboard skills.	2.1 Operate keyboard using typing techniques within designated speed and accuracy requirements. 2.2 Enter and edit information accurately.

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ELEMENT	PERFORMANCE CRITERIA
3 Operate data entry equipment.	3.1 Enter data using relevant equipment according to store policy and procedures.
	3.2 Operate price marking equipment according to manufacturer instructions and store policy.
	3.3 Enter data accurately and within designated time limits.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- completing tasks in set timeframe
- dealing with different types of transactions
- following common fault-finding procedures
- operation and use of store retail equipment
- literacy and numeracy skills in regard to:
  - reading store procedures for operating equipment
  - data entry
  - performing point-of-sale transactions.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - the operation of store retail equipment
  - maintenance of store retail equipment
  - reporting problems and faults
- relevant legislation and statutory requirements
- relevant OHS regulations
- relevant industry codes of practice
- purpose and impact of using electronic technology
- operation and maintenance of store retail equipment
- licensing requirements for carrying and moving merchandise (if applicable).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • operates a range of store retail equipment according to store policy and procedures and industry codes of practice • operates and maintains a range of store retail equipment according to manufacturer instructions and design specifications • applies store maintenance program and reports faults and problems • consistently applies safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice • reads and interprets operation manuals to solve routine faults and errors and maintains and uses equipment effectively • uses keyboard skills to enter and edit data accurately • completes tasks in set timeframe.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated work environment
	• relevant documentation, such as:
	  • store policy and procedure manuals
	  • manufacturer instructions and operation manuals
	• a range of store retail equipment.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

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RANGE STATEMENT

Equipment may include:

- point-of-sale terminals
- electronic bar coding equipment for price labelling and stocktaking
- portable data entry
- printers
- EFTPOS terminals
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines
- thermometers
- security tag systems
- trolley return equipment
- computers
- scanners
- numerical keyboard equipment, including calculators.

Safety requirements may include:

- hazard identification (e.g. workplace inspections)
- emergency, fire and accident procedures
- personal safety procedures
- stress management
- procedures for the use of personal protective clothing and equipment
- reporting incidents and accidents in the workplace.

Relevant personnel may include:

- supervisor
- team leader
- manager.

Store policy and procedures in regard to:

- store administration
- clerical systems
- operating and maintaining retail equipment
- OHS.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Computer Operations and ICT Management

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SIRXIND001A Work effectively in a retail environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including industrial award or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.

Application of the Unit

Application of the unit

This unit may apply to all service personnel. It requires the team member to demonstrate an understanding of workplace policies and legislation regarding work availability and rosters, work duties, and relevant awards or agreements. Demonstrated understanding of workplace culture, inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete tasks under instruction are also required.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Act responsibly.	1.1 Provide notification of shift availability, or non-attendance for shift, according to set time frames and according to ***store policy and procedures***.
	1.2 Interpret staff rosters accurately.
	1.3 Recognise and describe ***organisational culture***.

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ELEMENT	PERFORMANCE CRITERIA
2 Act in a non-discriminatory manner.	2.1 Display ***non-discriminatory attitudes*** when interacting with ***customers***, ***staff or management***. 2.2 Use non-discriminatory language.
3 Develop retail industry knowledge.	3.1 Identify and access ***sources of information*** on the retail industry. 3.2 Obtain ***information*** to assist with effective work performance and career planning within the retail industry. 3.3 Identify and interpret relevant awards and agreements. 3.4 Identify and analyse role of employee and employer associations in industrial relations system.
4 Maintain personal presentation.	4.1 Maintain personal dress and presentation in a neat and tidy manner. 4.2 Maintain personal hygiene according to store policy and ***legislation***.
5 Follow routine instructions.	5.1Receive and act upon instructions. 5.2 Use effective questioning to elicit information. 5.3 Assess, comprehend and act upon ***store information*** relevant to the particular task. 5.4 Plan and organise ***daily work routine*** within the scope of the job role. 5.5 Prioritise and complete ***tasks*** according to required timeframes.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - follow routine instructions through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- ability to follow store policy and procedures
- maintaining personal presentation
- interpersonal communication skills, including:
  - non-discriminatory verbal and non-verbal communication
  - listening, questioning and observation
- literacy skills in reading and interpreting workplace documents.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - workplace ethics
  - shift availability or non-attendance
  - staff rosters
  - interpersonal conflict
  - dealing with grievances
  - personal animosity
  - discriminatory behaviour
  - harassment
  - staff counselling and disciplinary procedures
  - equal opportunity issues
  - part-time, casual, full-time work, contract employment
  - hygiene and self-presentation
- store organisational structure
- structure of the retail industry
- rights and responsibilities of employers and employees in retail workplace
- responsibilities under an Australian apprenticeship contract of training (if applicable)
- major changes affecting retail workplaces
- following set routines and procedures

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REQUIRED SKILLS AND KNOWLEDGE

- relevant legislation and statutory requirements, such as:
  - equal opportunity legislation
  - equal employment opportunity (EEO) legislation
  - anti-discrimination legislation
  - workplace relations
  - industry awards and agreements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • responsibly applies store policy and procedures in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties and job description • recognises and describes the organisational culture of the workplace, including organisational structure, mission and goals • applies store policy and procedures and legislative requirements in regard to internal and external client contact, especially the use of non-discriminatory language and attitudes • knows employee's own rights and responsibilities in regard to awards and agreements • identifies and describes the role of various parties, including employer and employee associations • applies store policy and procedures in regard to personal dress, presentation, hygiene and code of conduct • consistently meets store scheduling routines and uses time effectively.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - store or sample policy and procedures in regard to workplace ethics
  - store or sample job descriptions and organisational charts
  - store or sample documentation regarding mission and goals for the company
  - store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace
  - awards and agreements
  - government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination
  - store or sample policies on OHS.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- research projects or case studies
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example this unit can be assessed with the following units:

- SIRXCOM001A Communicate in the workplace
- SIRXOHS001A Apply safe working practices
- SIRXCLM001A Organise and maintain work areas
- SIRXICT001A Operate retail technology

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EVIDENCE GUIDE

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:	• workplace ethics • modes of communication • store hours of operation • completing work out of hours • contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management • OHS.
Organisational culture may include:	• organisational structure, including own position and role within the structure • chain of command • workplace policy and procedures • organisational values • mission statement • workplace goals.

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RANGE STATEMENT

Non-discriminatory attitudes may include:

- age
- race
- colour
- national or ethnic origin
- sex
- pregnancy or marital status
- disability
- religion
- sexual preference.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff or management may:

- come from a range of social, cultural and ethnic backgrounds
- have varying degrees of language and literacy levels.

Sources of information may include:

- media
- reference books
- libraries
- unions
- industry associations
- industry publications
- internet
- information services
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisers.

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RANGE STATEMENT

Information may include:

- industry working conditions
- employee and employer rights and responsibilities
- environmental issues and requirements
- industrial relations issues and major organisation
- career opportunities within the industry
- the work ethic required to work in the industry
- industry expectations of staff
- quality assurance
- new products and services.

Legislation may include:

- federal, state or territory and local legislation
- food safety
- OHS.

Store information may:

- be written or verbal
- relate to store policy and procedures, including:
  - contact with customers
  - job descriptions and responsibilities
  - interaction with other team members
  - interaction with supervision and management.

Daily work routine may include:

- interacting with customers
- interacting with supervisors and other staff members
- handling telephone enquiries
- organising and maintaining work areas
- maintaining merchandise and displays
- preparing goods for delivery
- observing scheduled breaks
- assisting other team members
- working within required timelines.

Tasks may be:

- routine
- rostered
- non-routine.

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Unit Sector(s)

Sector	Cross-Sector

Competency field

Competency field	Working in Industry

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SIRXSLS001A Sell products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Application of the Unit

Application of the unit

This competency applies to frontline sales personnel. It requires the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales. Personal evaluation is utilised to maximise sales in accordance with industry codes of practice, relevant legislation and store policy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply product knowledge.	1.1 Demonstrate knowledge of the use and application of relevant products and services according to ***store policy*** and ***legislative requirements***.
	1.2 Develop ***product knowledge*** by accessing ***relevant sources of information***.
2 Approach customer.	2.1 Determine and apply timing of ***customer*** approach.
	2.2 Identify and apply effective ***sales*** approach.
	2.3 Convey a positive impression to arouse customer interest.
	2.4 Demonstrate knowledge of customer buying behaviour.

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ELEMENT	PERFORMANCE CRITERIA
3 Gather information.	3.1 Apply questioning techniques to determine customer buying motives.
	3.2 Use listening skills to determine customer requirements.
	3.3 Interpret and clarify non-verbal communication cues.
	3.4 Identify customers by name where possible.
	3.5 Direct customer to specific merchandise.
4 Sell benefits.	4.1 Match customer needs to appropriate products and services.
	4.2 Communicate knowledge of products features and benefits clearly to customers.
	4.3 Describe product use and safety requirements to customers.
	4.4 Refer customers to appropriate product specialist as required.
	4.5 Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.
5 Overcome objections.	5.1 Identify and accept customer objections.
	5.2 Categorise objections into price, time and merchandise characteristics.
	5.3 Offer solutions according to store policy.
	5.4 Apply ***problem solving*** to overcome customer objections.
6 Close sale.	6.1 Monitor, identify and respond appropriately to customer buying signals.
	6.2 Encourage customer to make purchase decisions.
	6.3 Select and apply appropriate method of closing sale.

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ELEMENT	PERFORMANCE CRITERIA
7 Maximise sales opportunities.	7.1 Recognise and apply opportunities for making additional sales.
	7.2 Advise customer of complementary products or services according to customer's identified need.
	7.3 Review personal sales outcomes to maximise future sales.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- selling techniques, including:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific merchandise
  - add-ons and complementary sales
  - overcoming customer objections
  - closing techniques
- verbal and non-verbal communication skills
- handling difficult customers
- negotiation skills
- sales performance appreciation
- questioning, listening and observation
- literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- numeracy skills in regard to:
  - handling payment for goods
  - weighing and measuring goods.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- store merchandise and service range
- specific product knowledge for area or section
- relevant legislation and statutory requirements
- relevant industry codes of practice
- customer types and needs, including:
  - customer buying motives
  - customer behaviour and cues

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REQUIRED SKILLS AND KNOWLEDGE

- individual and cultural differences
- demographics, lifestyle and income
- types of customer needs, e.g. functional, psychological.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • uses questioning, listening and observation skills to determine customer requirements • consistently applies store policies and procedures in regard to selling products and services • maximises sales opportunities according to store policies and procedures • consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluates personal sales performance to maximise future sales.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as policy and procedures manuals
- a range of customers with different requirements
- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:

- interaction with customers
- selling products and services.

Legislative requirements may include:

- Trade Practices and Fair Trading Acts
- tobacco laws
- liquor laws
- lottery legislation
- industry codes of practice
- OHS
- sale of second-hand goods
- sale of X and R rated products
- trading hours
- transport, storage and handling of goods.

Product knowledge may include:

- warranties
- features and benefits
- use-by dates
- handling and storage requirements
- stock availability
- safety features
- price.

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RANGE STATEMENT

Relevant sources of information may include:	• internet • staff members • store or supplier product manuals • product profiles • videos • demonstrations • labels • store tours.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Sales transactions may be completed:	• face to face • over the telephone • online.
Routine customer questions may relate to:	• price and price reductions • quality • availability • features and benefits.
Problem solving may be affected by:	• store policies and procedures • resource implications.

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Unit Sector(s)

Sector	Cross-Sector

Competency field

Competency field	Sales

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SITXICT001A Build and launch a website for a small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to build a basic website to meet business needs, including selecting a hosting service and appropriate web development software, planning the website structure and undertaking the actual construction of the site. It requires the technical skills and knowledge typically needed by a business that elects to develop its own site rather than access the services of IT professionals.

This unit satisfies the requirements of BSBEBUS506A Plan and develop a business website, in the Business Services Training Package. BSBEBUS506A has been customised to articulate the technical skills required for building a website and define the scope of skills and knowledge required.

Application of the Unit

Application of the unit

This unit describes a skill relevant to any business within the service industries and applies to the full range of industry sectors and environments. It is particularly relevant to those in small businesses who develop their own websites.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan website structure.	1.1 Develop website style and structure to suit the ***business purpose*** and intended target audience according to business website strategy.
	1.2 Identify and include appropriate ***features and capabilities*** within the website structure.
	1.3 Determine layout and navigation requirements in relation to appearance, readability, links and ***ease of operation***.
	1.4 Identify and apply accessibility requirements for website to ensure maximum accessibility.

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Document structure clearly and accurately to facilitate an efficient development process.
	1.6 Develop and integrate appropriate interactive forms into the website structure to capture customer data.
	1.7 Select ***authoring tools and software*** based on website requirements.
	1.8 Identify and integrate website ***security requirements*** into the development process.
2 Develop website content.	2.1 Select and use business information to create website content according to business website strategy.
	2.2 Define appropriate information for inclusion in interactive forms based on the purpose of the form.
	2.3 Adapt information for inclusion on the web to ensure site is clear, scannable and readable.
	2.4 Use language style and tone suited to business image to be conveyed and intended target audience.
	2.5 Integrate ***content features*** into the website according to website structure and plan.
	2.6 Check content for accuracy, currency and relevance according to website plan and purpose.
3 Create website pages.	3.1 Create a plan for website pages and active links to meet layout and navigation requirements.
	3.2 Select page titles and key words to reflect business purpose and website content, and to assist access via search engines.
	3.3 Improve ***page presentation*** by adding ***features*** to enhance web pages.
	3.4 Develop ***linked web pages*** according to website plan, ensuring links are clearly named and unambiguous.
	3.5 Use appropriate techniques to create interactive forms within website pages.
	3.6 Create all pages to be consistent with site design specifications.

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ELEMENT	PERFORMANCE CRITERIA
4 Select and use a web hosting service.	4.1 Identify ***relevant sources of information on web hosting options***.
	4.2 Evaluate different web hosting services and select according to business and technical requirements.
	4.3 Upload files to selected web hosting service according to technical requirements and business agreements.
5 Test and critically evaluate website.	5.1 Test website functions, processes and navigation to confirm operational status, appearance, accuracy and ease of operation.
	5.2 Evaluate effectiveness of interactive forms to ensure that required sales data is collected for the business.
	5.3 Evaluate website according to business website strategy to ensure it projects a business image suited to the e-business model.
	5.4 Identify any problems, develop a range of strategies to solve them and select appropriate and sustainable solutions.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- techniques for using colour and enhancing text within a website
- techniques for capture and manipulation of digital images and graphics, including insertion into a website
- writing skills to develop and review website content for diverse purposes and audiences.

The following knowledge must be assessed as part of this unit:

- general understanding of the internet and world wide web and their application and relevance to individual businesses
- current e-business environment for a particular business context
- general overview of different services and operation systems used by internet service providers
- general principles of website architecture and design
- role of a website in the marketing mix and ways in which the marketing effectiveness of a website can be enhanced
- key features of a marketing-oriented website
- general features of browsers, search engines and web crawlers, including how these impact on website design, decisions and meta-tags
- relationships between content and site design
- functions and features of micro-content elements such as headings, highlighted words and hyperlink text
- underlying impact of hypertext markup language (HTML) and cascading style sheets on site design
- features and uses of frames, forms and tables within a website
- privacy issues, codes of practice and legislative requirements in relation to the development of a website including:
    - OECD Guidelines for Consumer Protection in the Context of Electronic Commerce
    - World Wide Web Consortium (W3C) guidelines
    - copyright laws
    - defamation laws
    - privacy legislation and confidentiality requirements
    - intellectual property
    - legal and regulatory policies affecting e-business.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to build a website to meet a specific business need through the integration and application of appropriate business and technical skills • knowledge of the key features and functions to be incorporated into a business website.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills using current equipment, software and authoring tools to develop a business website to meet a particular business need.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to build and launch a website. The following examples are appropriate for this unit:

- evaluation of a website developed by the candidate through testing of the site against key criteria
- oral or written questioning to assess knowledge of functions, features, security requirements, ISP services and website design requirements
- review of portfolios of evidence and third -party workplace reports of on -the -job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBEBUS604A Develop a business website strategy
- BSBEBUS507A Manage the business aspects of a website.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

BSBITU301A Create and use databases

Range Statement

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Business purpose may include:

- promotion
- sales
- contracting and procurement
- auctions
- provision of information
- collaboration
- support to multiple businesses
- change to supply chain integration
- electronic payments
- consultancy services
- certification.

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RANGE STATEMENT

Website ***features and capabilities*** may involve:

- marketing features
- legal requirements
- privacy and confidentiality requirements
- security requirements
- authentication facility or link
- customer service requirements
- shopping cart facilities
- electronic payment facilities
- online catalogues and brochures
- knowledge bases
- frequently asked questions (FAQs)
- thumbnails
- active links
- navigation buttons
- colour, sound, video, images and graphics
- downloadable files
- search facility
- facility of user feedback on content and operation of website
- text and tags in HTML
- cut down versions of web pages in wireless markup language (WML) for access by wireless application protocol (WAP) telephones.

Ease of operation may include:

- homepage download time
- time to download files
- difficulty in navigation.

Authoring tools and software may include a wide range of text editors and commercial applications such as:

- WordPad
- Notepad
- FrontPage
- Dreamweaver
- Adobe Photoshop.

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RANGE STATEMENT

Security requirements may include:

- password protection
- limited viewing of rates
- limited downloading of images or image encoding
- payment mechanism.

Content features may include:

- knowledge bases
- products and services
- catalogues and brochures
- thumbnails
- FAQs
- company profile
- staff profiles
- business history
- client testimonials
- published materials.

Page presentation may include:

- animated sequences
- sound
- movie sequence
- plug ins
- downloadable files
- use of bold, italics, subscript, superscript and strikethrough
- different fonts and font sizes
- colour
- images, e.g. photographs and graphics
- bulleted or numbered lists
- tables
- interactive forms for bookings or enquiries.

Features to enhance web pages may include use of:

- frames
- colour
- photographic images
- graphics
- text enhancement.

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RANGE STATEMENT

Linked pages may include:	• relative links: between a page and the home page • fully qualified uniform resource locator (URL) link: to a page on another website.
Relevant sources of information on web hosting options may include:	• internet service providers (ISPs) • industry associations • IT media reviews and articles.

Unit Sector(s)

Sector	Cross-Sector

Competency field

Competency field	Computer Operations and ICT Management

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SRCCRD005B Apply the principles and issues of volunteering

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge required to respond effectively to volunteers in a recreation organisation or environment.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Identify the issues in relation to volunteers**	1.1 Identify the details of individual and group issues in relation to volunteers through appropriate research and consultation
	1.2 Identify societal trends that impact on volunteers

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		and volunteering
2	**Identify particular requirements of volunteers in a recreation organisation context**	2.1 Identify reasons why organisations involve volunteers in their operations
		2.2 Identify and document appropriate **roles for volunteers** within an organisation or project
		2.3 Identify factors which affect the participation of volunteers in recreation
		2.4 Determine **motivations of volunteers** and for volunteering
3	**Respond to particular requirements of volunteers in a recreation organisation context**	3.1 Translate organisation policy into procedures that address **factors affecting participation** and meet both organisation needs and volunteer motivations
		3.2 Identify lines of communication and information sharing
		3.3 Source suitable working conditions and resources to meet volunteer job role requirements
		3.4 Utilise record keeping systems for storage of volunteer records

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to ensure the learner's work practices and procedures address the requirements of the organisation's volunteers in accordance with organisation policy distinguish between appropriate and inappropriate tasks for volunteers within an organisation understand the motivational patterns of volunteers and address factors that may limit their contribution to the organisatio
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) Nil
Required knowledge and skills	Required knowledge Anti-discrimination and Equal Opportunity legislation Social, political, cultural, historical issues that affect volunteering Contribution made by volunteers to the sport and recreation industry Motivational patterns of volunteers Required skills

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Written and verbal communication skills in order to effectively communicate with volunteers

Ability to analyse and interpret information appropriate to determine strategies to overcome factors which affect the participation of volunteers

Interpersonal skills in order to build rapport with volunteers

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

genuine volunteers, ie, not the peers of the learner, in a community recreation setting

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment

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the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace

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practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information -

Communicating ideas and information -

Planning and organising activities -

Working with teams and others -

Using mathematical ideas and techniques -

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Solving problems -

Using technology -

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Factors which affect participation	[all categories]
	cultural values
	extended family responsibilities
	religious belief
	ability to meet organisation needs of volunteer role
	disability
	level of literacy and numeracy
	transport
	confidence
	motivation for volunteering
	time available
Motivation of volunteers	[all categories]
	socialisation
	enjoyment
	loyalty
	desire to do something different
	support of family members and/or friends
	meet new people
	break from routine
	sense of involvement
	learn new skills
	increased self esteem
	pathway to employment
	travel

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	acknowledgment
	status
Role for volunteers	[all categories]
	coach
	fundraiser
	instructor
	judge
	umpire
	referee
	administrator
	organiser
	leader
	catering
	team support
	management of events
	projects
	finance
	administration of facilities
	administration of equipment/uniforms
	assist with marketing/promotions
	technical assistance
	maintenance
	run events
	supervision of children
	activity leaders
	transport
	support person
	first aid
	medical staf

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Unit Sector(s)

Not applicable.

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SRCCRD006B Implement community inclusion processes for people with a disability

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge required to assist people with a disability to maximise their participation in recreation activities.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Plan community support in conjunction with people with a disability**	1.1 Identify individual preferences
	1.2 Determine individual's current skills and identify opportunities which provide maximum chance of

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		success
	1.3	Provide information on options and services available to **people with a disability**
	1.4	Identify support requirements of **people with a disability**
	1.5	Utilise appropriate **communication styles**
2 **Empower people with a disability to communicate their needs and choices**	2.1	Use positive images of **people with a disability** to ensure positive interactions
	2.2	Assist **people with a disability** to develop their personal networks
	2.3	Provide information and resources to facilitate participation in recreation activities for **people with a disability**, including assistive technology
	2.4	Utilise strategies which respect difference in communications
	2.5	Identify and establish effective environments for empowering **people with a disability**
3 **Assist people with a disability to establish relationships with key people**	3.1	Identify key people and organisations that can assist **people with a disability**
	3.2	Clearly communicate roles and responsibilities of these people and their organisations to **people with a disability**, including reasonable community expectation
	3.3	Provide strategies to develop and maintain relationships with key people on an individual basis
4 **Apply strategies for linking people with a disability to recreation opportunities**	4.1	Create opportunities to develop supportive connections
	4.2	Identify potential and real **barriers to participation** and implement effective strategies to address them
	4.3	Monitor and review the strategies utilised to link **people with a disability** to recreation opportunities
	4.4	Develop further strategies to maximise independence and inclusion

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4.5 Identify and communicate opportunities beyond the program/activity to **people with a disability**

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to identify preferred communication styles of people with a disability identify barriers which affect the access and participation of people with a disability determine and implement strategies to overcome barriers which affect the access and participation of people with a disability assist people with a disability to establish relationships with key peopl
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) SRCCRO010B Conduct a recreation program for people with a disability
Required knowledge and skills	Required knowledge Anti-discrimination and Equal Opportunity legislation Relevant modified equipment and activities Community organisations, services and activities that provide recreation opportunities Social, political, cultural, historical issues that affect or are relevant to people with a

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disability

Barriers which affect the access and participation of people with a disability

Strategies to overcome barriers which affect the access and participation of people with a disability

Community inclusion principles

Required skills

Written and verbal communication skills in order to effectively communicate with people with a disability

Application of the Disability Discrimination Act

Ability to analyse and interpret information appropriate to determine strategies to overcome historical, cultural or physical factors which affect the access and participation of people with a disability

Interpersonal skills in order to build rapport with people with a disability

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

genuine clients with a disability, ie, not the peers of the learner, in a community recreation setting

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency

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	requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

These levels do not relate to

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the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information -

Communicating ideas and information -

Planning

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and organising activities -

Working with teams and others -

Using mathematical ideas and techniques -

Solving problems -

Using technology -

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Barriers to participation	[all categories]
	cultural values
	family structures
	extended family responsibilities
	family ideals
	religious beliefs
	place of recreation within
	culturally and linguistically diverse communities
	Australian community
	impact of disability on participation
	communication strategies
	level of literacy and numeracy
	transport
	income
	confidence
	support services available
Communication styles	should be appropriate to the person's
	age
	preferred method of communication
	physical or cultural factors
	sensory or intellectual impairment, eg, vision or hearing loss
People with a disability	needs and requirements will vary according to
	type of disability

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physical

sensory

intellectual

psychiatric

factors such as

cultural and linguistic diversity

rural/remote environment

income

gender

sexuality

age

family systems

religion

Unit Sector(s)

Not applicable.

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SRCCRD007B Develop recreation programs

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge necessary for programming of recreation activities in a variety of community recreation settings.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Determine program parameters**	1.1 Undertake research to establish client needs and identify target groups
	1.2 Analyse organisation aims and objectives with regards to programming implications

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		1.3 Determine the composition and nature of the **programs** which will address the identified needs of both clients and the organisation
		1.4 Undertake appropriate work to ascertain support, the capacity for a coordinated effort and factors which will affect provision of **programs**
		1.5 Undertake research to identify key people, issues to be addressed, possible strategies and options for action
2	**Develop a recreation program plan**	2.1 Establish objectives and evaluation procedures
		2.2 Undertake appropriate planning and liaison including developing draft plans in consultation with **relevant people**
		2.3 Establish **work** plans and **administration procedures**
		2.4 Identify **resources** necessary for the conduct of **programs**, determine a promotional plan/s and establish a **budget**
		2.5 Determine recreation program content and design to meet industry standards and necessary approvals gained
		2.6 Undertake risk audit
		2.7 Take into account the cultural, linguistic and special needs of the **target group**/s
3	**Implement the programs**	3.1 Obtain and allocate necessary **resources** required for the conduct of recreation **programs**
		3.2 Implement **work plan, administration procedures** and promotional strategy
		3.3 Monitor, review and modify the recreation program or cancelled if necessary to meet **new circumstances**
		3.4 Conduct the recreation program safely to meet stated outcomes and objectives
		3.5 Follow occupational health and safety and the organisation's emergency procedures and industry

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			standards
4	**Evaluate the program**	4.1	Actively seek **feedback** on the program
		4.2	Assess the recreation program against its planned goals and objectives in accordance with organisational policies and procedures
		4.3	Discuss outcomes of the evaluation of the recreation program with **relevant people** to determine future directions

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to determine the range of activities and events that the organisation could provide in response to client needs collaborate and consult with relevant people plan programs to meet identified client and organisation needs implement programs monitor, review and evaluate the progra
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SRCCRD003B Promote access, equity and diversity in community recreation This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) Nil
Required knowledge and skills	Required knowledge Organisation's objectives, policies and procedures Sources of information on client needs and expectations in order to effectively plan a recreation program for clients Resource availability within organisation for recreation programs Resources and support within the community for recreation programs

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Resource allocation policies within the organisation

Insurance policy/arrangements

Occupational health and safety legislation relevant to the provision of recreation services

Organisation emergency policy and procedures

Required skills

Basic research skills to identify relevant community sources of information and resources

Organisational skills to coordinate resources necessary for recreation initiative

Communication skills in order to determine client needs

Planning and coordination requirements of a range of activities and events

Monitoring, reviewing and modifying programs

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

a work environment in order to identify the need for, and plan and provide, a recreational program

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency

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	requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

These levels do not relate to

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the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information -

Communicating ideas and information -

Planning

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and organising activities -

Working with teams and others -

Using mathematical ideas and techniques -

Solving problems -

Using technology -

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Administration procedures	[all categories]
	registration
	receipting
	ticketing
	confirmation of bookings
	transport arrangements
Budget	[all categories]
	setting fees
	costing expenditure
	determining income
	allocating funds
Feedback	may be qualitative and quantitative
	evaluation forms
	asking people
	numbers
	surveys
	complaints
	reaction
	feedback from staff
	financial information
New circumstances	[all categories]
	numbers
	weather
	facility booking falling through

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	equipment failure
	people not arriving, ie, clients or staff
	emergencies
Programs	incorporate a coordinated range of recreation, sport and cultural participation activities and events
	facility based
	educational
	holiday/vacation care
	groups with specific needs
	resort recreation
	organisation base
Relevant people	may include
	residents within a community
	businesses within or related to a community
	representatives from advocacy and special interest groups
	decision makers and community leaders
	individuals, groups and communities affected by issues or programs
	owners or managers of resources required
	supervisors
	representatives from grants/funding agencies
	representatives from government and non-government organisations
	representatives from peak bodies
	colleagues and collaborators
Resources	[all categories]
	staff
	equipment
	venues/facilities
	paperwork
	transport and logistical arrangements

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	funds
Target group	[all categories] diverse cultural and linguistic backgrounds age specific clients with specific requirements Aboriginal and Torres Strait Islander peoples regular clients new clients gender specific
Work environment	varies with respect to size of the organisation location organisational structure nature of the program/s provided availability of resources and technology
Work plan	[all categories] timeframes schedule of activities/events promotional plan/s roles and responsibilities of staff allocation of resources permits, approvals and/or permissio

Unit Sector(s)

Not applicable.

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SRCCRO001B Assist with recreation games not requiring equipment

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the knowledge and skills to assist in the planning and conduct of recreation games not requiring equipment in a community recreation setting.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Determine type and range of recreation games to be used**	1.1 Plan appropriate **recreation games** to the abilities and needs of **clients**
	1.2 Take into account the planning of **recreation games** health and safety requirements
	1.3 Take into account the planning of **recreation games** available time and resources
	1.4 Select **recreation games** to encourage maximum participation and enjoyment of **clients** for whom they are being planned
	1.5 Check and confirm suggested **recreation games** with a responsible person before being conducted
2 **Assist in making arrangements for recreation games**	2.1 Carry out **allocated tasks** promptly, efficiently and as directed
	2.2 Communications with others are clear, accurate and contain relevant **information**
	2.3 Carry out **allocated tasks** within the learner's role and promptly notify the responsible person of any difficulties
	2.4 Keep commitments made to others
	2.5 Carry out **allocated tasks** in a way which maintains the goodwill of all involved
	2.6 Confirm final arrangements with the person responsible for the **games**
3 **Assist with the conduct of recreation games**	3.1 Carry out **allocated tasks** promptly, efficiently and as directed
	3.2 Carry out **allocated tasks** and instructions within the role and promptly notify the responsible person of any difficulties

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4	**Collect information to organise recreation games**	4.1 Identify **sources of information** on **recreation games**
		4.2 Gather as much **information** relevant to the task at hand
		4.3 Organise **information** to enable access for future reference

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to source relevant information from appropriate persons clarify game requirements carry out tasks promptly and efficiently understand personal roles and responsibilities offer suggestions to improve games maintain client confidentialit
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) SRCCRD001B Access information and resources for community recreation
Required knowledge and skills	Required knowledge Range of information sources in order to access information on recreation games Organisation's hierarchy and individual's responsibilities within the hierarchy Basic health and safety requirements appropriate to the session The time and resources available for recreation games Organisation's policies and procedures with

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respect to the conduct of recreation games

Required skills

Questioning skills in order to clarify client requirements from recreation games in order for this information to be included in the planning process

Communication skills in order offer suggestions during the planning process for recreation games

Numeracy and literacy skills, as required, to make games arrangements

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment

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the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace

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practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information -

Communicating ideas and information -

Planning and organising activities -

Working with teams and others -

Using mathematical ideas and techniques -

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Solving problems -

Using technology -

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Allocated tasks	[all categories]
	access to facilities or recreation areas/spaces
	providing advance information to clients
	refreshments
Clients	[all categories]
	experienced
	inexperienced
	adults
	children
	school or youth groups, tourists, club members and general public
	variety of cultural groups
	people from specific communities
Information	[all categories]
	needs and interests of clients
	numbers
	age and gender of clients
	previous experience of clients
	special requirements
	basic rules or codes covering the games including health and safety issues
Recreation games	[all categories]
	competitive
	non-competitive
	traditional

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	cultural activities
	for individuals or groups
Sources of information	[all categories]
	clients
	colleagues
	reference books
	libraries
	internet
	people in the community

Unit Sector(s)

Not applicable.

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SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge to interact with infants, toddlers and their carers in a recreation environment.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Promote infant's and toddler's social development through recreation activities**	1.1 Encourage infants and toddlers to initiate and develop contact with others
	1.2 Structure experiences and **recreation equipment and toys** in a way which promotes cooperation
	1.3 Plan opportunities for social interaction between infants and toddlers with respect to their needs, interests and **stage of development**
	1.4 Acknowledge and encourage appropriate and effective communication between infants and toddlers
	1.5 Maintain a clean and hygienic **environment** according to regulations and organisation policy and procedures and **resources**
2 **Create a positive relationship between infants and toddlers and their parents**	2.1 Support infant's and toddler's attachment to their parents
	2.2 Assist parents to make constructive separations from their infants or toddlers
	2.3 Support parents in understanding the importance of infant's and toddler's feelings of trust, autonomy and initiative
	2.4 Instructor to respond to different **parenting styles** when fostering positive relationships between infants and toddlers and their parents
3 **Provide guidance to parents participating in recreation programs with infants and toddlers**	3.1 Encourage parents to initiate and develop contact with others
	3.2 Explain safety and hygiene requirements to parents
	3.3 Interactions with infants and toddlers establish meaningful routines and create a stable environment
	3.4 Respond promptly to infant's and toddler's signals of distress and encourage parents to do the same

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	3.5	Show **expressions of affection** to both parents and infants and toddlers
	3.6	Assist parents to deal with infant's and toddler's fearful behaviour
	3.7	Praise infant's and toddler's attempts to perform recreation skills
	3.8	Encourage parents to set and reinforce safe and realistic limits for infants and toddlers
	3.9	Stress to parents the emphasis on the importance of constant supervision of infants and toddlers in and around a recreation **environment**
	3.10	Allow infants and toddlers to learn recreation skills in an **environment** that is free of shame, intimidation and force
	3.11	Assist parents to deal with infant's and toddler's egocentric behaviour and their frustration and anger
4 **Form a positive relationship with infants and toddlers**	4.1	Developmentally appropriate communication initiated with the infants and toddlers and relevant to the infants and toddlers
	4.2	Use key words and cues of meaning to infants and toddlers
	4.3	Use language at the infant's or toddler's level

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to evaluate whether conditions are suitable to commence the session communicate effectively with infants, toddlers and parents observe participants and recognise when and how intervention should take place to improve relationships select toys and equipment appropriate to foster social interaction between infants, toddlers and parents in the recreation environment conduct activities and games to develop relationships ensure adherence to safety and hygiene policies and procedures conduct activities and/or games in accordance with the accepted best practice principles of recreation activitie
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) SRCAQU013B Collect and analyse information on the philosophy and structure

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of the Australian aquatic industry

Required knowledge and skills

Required knowledge

Infant's and toddler's stages of development

Temperament and personality characteristics

Parenting styles

Toys, activities and games to encourage interaction

Relevant equipment and safety requirements, including occupational health and safety and legislative requirements

Hazards to infants and toddlers in a recreation environment

Required skills

Skills used to conduct developmentally appropriate activities and games, eg, movement, voice, etc

Ability to provide explanations and instructions

Communication skills to exchange information with infants, toddlers and parents in the recreation environment

Risk minimisation skills to maintain a safe and hygienic environment

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

a recreation environment

other equipment

suitable participants

rules, policies and regulations of relevant peak bodies and/or employer organizations

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors

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	(or persons within the assessment team) must be competent in this unit be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&O	Communicate	Plan&Organise	Work with Others&in	Use Mathematic	Solve Problems	Use Technology

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rganise Information	Ideas&Information	Activities	Teams	al Ideas&Techniques		
2	2	2	2	-	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: Use routine approaches Select from routine approaches Establish new approaches **Collecting, analysing and organising**						

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information -

Communicating ideas and information -

Planning and organising activities -

Working with teams and others -

Using mathematical ideas and techniques -

Solving problems -

Using technology -

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Environment	organisational health and safety requirements; safe and appropriate dress; and equipment
	appropriate clothing and personal equipment
	personal hygiene requirements
	safety equipment appropriate to the environment
	other recommended safety guidelines are
	instructional aids should be inspected before use
	sun safety guidelines should be followed
	hydration guidelines should be followed
	designated recreation area should be inspected before use
	access to first aid facilities/equipment
	conditions and external influences include
	environmental/weather conditions
	other facility users
	spectators
	parents
	other instructors/staff
Expressions of affection	[all categories]
	smiling
	eye contact
	voice tone
Parenting styles	[all categories]

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	permissive
	authoritarian
	authoritative
Recreation equipment and toys	the choice of toys is dependent on the environment and limited only by the instructor's imagination and safety and may include
	sporting equipment
	educational toys
	flotation aids
	toys that replicate sport and recreation equipment
Resources	[all categories]
	human resources - a ratio of instructors to participants that allows for maximum participation in a safe environment
	equipment - a ratio of equipment to participants that allows for maximum participation in a safe environment
	access to first aid facilities/equipment
	appropriate facilities to conduct instruction in a safe environmen
Stage of development	[all categories]
	newborn: birth to 6 months
	baby: 7 - 24 months
	toddler: 25 - 42 months
	pre-schooler: 43 - 60 months

Unit Sector(s)

Not applicable.

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SRCCRO009B Conduct a recreation program for older persons

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge necessary to conduct a recreation program consisting of a range of suitable physical recreation activities for older persons.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Prepare for a recreation program**	1.1 Assess older person's **status** and condition as suitable for participation in the **recreation program** prior to commencement
	1.2 Determine the **range of activities** to be utilised in

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		the **recreation program** and **work environment** in conjunction with clients
	1.3	Identify and sources **resources** required for the **recreation program** prior to commencement
2 **Establish effective communication**	2.1	Communicate instructions in a manner suitable to the older person and are clear, accurate and contain all relevant information
	2.2	Encourage **older persons** to seek clarification of information when necessary
	2.3	Communicate **feedback** on activity technique and correct usage of equipment to the **older persons** at an appropriate time
3 **Assist the older person to meet physical welfare and social needs through a recreation program**	3.1	Foster older person's self esteem, **emotional well-being** and confidence
	3.2	Modify the recreation **program**, where necessary, based on an assessment of the conditions, older person's **status**, facilities and equipment
	3.3	Conduct activities within the recreation **program** at a level and pace to suit the capabilities of individuals and/or the group
	3.4	Select activities within the recreation **program** to take into account the structural and functional alterations to the human body as a result of the ageing process
	3.5	Select activities within the recreation **program** to take into account the social interaction needs of **older persons**
	3.6	Provide assistance with the provision and use of aids as appropriate
	3.7	Brief **older persons** on safe and responsible behaviour and make aware of the rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment
	3.8	'Warm-up' **older persons** through the use of safe and appropriate exercises relevant to the proposed activity or **session**

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3.9 Utilise appropriate techniques to motivate clients to maintain an appropriate work rate

3.10 Provide advice on general recreation issues concerning older persons in response to enquiries from participants

3.11 Allocate sufficient time for 'cooling down' and discussions with **older persons**

3.12 Collect and check issued equipment for damage and wear

3.13 Give **older persons** the opportunity to provide **feedback** and identify further needs

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to determine the range of safe and suitable physical activities and exercises for older persons, both frail and moderately active instruct older persons in the correct technique/guidelines for undertaking physical activities and improving functional ability confirm prior screening of older persons prior to participation in a recreation program provide older persons with appropriate advice on recreation issues within the confines of the progra
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) Nil
Required knowledge and skills	Required knowledge Ageing process and the limitations and abilities of older persons Awareness of screening of older persons for entry into recreation programs Precautions for older persons in recreation

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programs

Stretching and mobility exercises and activities for older persons

Strengthening exercises and activities for older persons

Posture, back care and coordination exercises and activities for older persons

Chair based, floor work and balance exercises and activities for older persons

Occupational health and safety legislation relevant to the provision of recreation services

Use of music in activity programs

Special needs, conditions and considerations of older persons

Required skills

Monitoring of physical activity within the confines of the recreation program

Organisational skills to coordinate resources necessary to conduct a recreation program

Communication skills to provide instructions to facilitate the participation of older persons in recreation programs

Selection and instruction of an appropriate range of activities and exercises for older persons

Modifying activities for risk minimisation to older persons participating in recreation programs

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

older persons to conduct a recreation program

Human resources - assessment of this competency will require human resources

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consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

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Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing

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and organising information -

Communicating ideas and information -

Planning and organising activities -

Working with teams and others -

Using mathematical ideas and techniques -

Solving problems -

Using technology -

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Communication strategies	[all categories]
	verbal
	modelling/demonstration of activities/movements
	hand/arm signals
Emotional well-being	[all categories]
	feelings
	state of mind
	perception of risk
	self-esteem
	self confidence
Feedback	may be qualitative and quantitative
	evaluation forms
	asking people
	numbers
	surveys
	complaints
	reaction
	feedback from staff
	financial information
Older persons	[all categories]
	frail
	moderately active
Program	[all categories]
	a sequence of individual sessions running

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	sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the client to participate safely and effectively to maintain physical well being
	does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively
Range of activities	should include a variety of drills, tasks, games, exercises and activities to facilitate physical well being of the older person in the following areas
	stretching
	strengthening
	back care
	balance
	mobility
	posture
	coordinatio
Resources	[all categories]
	staff
	equipment
	venues/facilities
	paperwork
	transport and logistical arrangements
	funds
	music
Session	[all categories]
	a selection of tasks, games, activities or exercises in which the extent of instruction is to allow the older person to participate safely and effectively
	may be a component of a sequenced recreation program of individual activities
	does not include movements, tasks and

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	activities with the aim of skill development or enhancement in order to perform competitively
	of up to a day's duration, ie, no overnight component
Status	may vary according to
	impact of medication/pharmaceuticals
	chronological age
	physiological age
	disability
	cultural issues
	psychological condition
	social state
	special needs and considerations such as
	arthritis
	osteoporosis
	dementia
	diabetes
	orthopaedic
	continence issues
	cardiorespiratory
	medications
	neurological conditions
	musculoskeletal conditions
Work environment	varies with respect to
	size of the organisation
	location
	organisational structure
	nature of the program/s provided
	availability of resources and technolog

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Unit Sector(s)

Not applicable.

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SRCCRO010B Conduct a recreation program for people with a disability

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge necessary to conduct a recreation program for people with a disability.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Prepare for program/activity**	1.1 Prior to commencement, **people with a disability** agree to participate and view the program/activity as suitable for their needs
	1.2 Assess the **impact on participation** for the person with a disability on an individual basis
	1.3 Determine the **range of activities** to be utilised in the **program**
	1.4 Identify and source **resources** required for the **program** prior to **program** commencement
	1.5 Identify support requirements of **people with a disability** and **barriers to participation**
2 **Establish effective communication**	2.1 Provide instructions in a **communication style** suitable to the individual person with a disability with choices of communication made available
	2.2 Encourage **people with a disability** to seek clarification of information when and where necessary
	2.3 Communicate **feedback** on session technique and correct usage of equipment to **people with a disability** at an appropriate time and with appropriate communication choices
	2.4 Understand and support individual ways of communication
3 **Assist the person with a disability to meet lifestyle and relationship needs through participation in a program/activity**	3.1 Foster self esteem and confidence of **people with a disability**
	3.2 Modify **program**, where necessary, based on an assessment of the conditions, **status of person with a disability**, facilities and equipment
	3.3 Conduct activities within the **program** at a level and pace to suit the abilities of individuals and/or the group
	3.4 Select activities within the **program** to take into

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account the individual structural and functional variations to the human body and enhance **emotional well-being** of **people with a disability**

3.5 Provide assistance with the provision and use of aids, including modification, as appropriate

3.6 Brief **people with a disability** on safe and responsible behaviour and make aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the **environment**

3.7 Encourage **people with a disability** are encouraged to warm up and warm down through safe and appropriate exercises relevant to the proposed **session**

3.8 Utilise appropriate techniques to motivate clients to maintain an appropriate participation rate

3.9 Provide advice on general physical activity issues concerning **people with a disability** within range of expertise

3.10 Allocate sufficient time for discussions with **people with a disability** after the program/activity

3.11 Collect and check issued equipment for damage and wear

3.12 Give **people with a disability** the opportunity to provide **feedback** and identify further needs

3.13 Place acknowledgments and value upon individual participation levels

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to determine the range of safe and suitable activities and/or exercises for people with a disability, both frail and moderately active instruct people with a disability in the correct technique/guidelines for undertaking activities confirm prior screening of people with a disability prior to participation in a program/activity to establish support needs provide people with a disability with appropriate advice on activity issues within the confines of the program/activit
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) SRCCRD006B Implement community inclusion processes for people with a disability
Required knowledge and skills	Required knowledge Occupational health and safety and disability discrimination legislation relevant to the provision of recreation services

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Relevant modified equipment and activities

Impact of disability on participation in recreation and the variations and abilities of people with a disability

Social, political, cultural, historical issues that affect or are relevant to people with a disability

Awareness of screening of people with a disability for entry into programs/activities

Precautions for people with a disability in programs/activities

Stretching and mobility exercises and activities for people with a disability

Chair based, floor work and balance exercises and activities for people with a disability

Strengthening and conditioning exercises and activities for people with a disability

Specific needs, conditions and considerations of people with a disability

Required skills

Monitoring of activity within the confines of the program

Organisational skills to coordinate resources necessary to conduct a recreation program

Communication skills to provide instructions to facilitate the participation of people with a disability in recreation programs

Selection of appropriate range of activities and exercises for people with a disability

Modifying activities for risk minimisation to people with a disability participating in recreation programs

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

genuine clients with a disability, ie, not the peers of the learner in a community

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	recreation setting Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit be current their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY

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COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	2

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new

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approaches

Collecting, analysing and organising information -

Communicating ideas and information -

Planning and organising activities -

Working with teams and others -

Using mathematical ideas and techniques -

Solving problems -

Using technology -

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Barriers to participation	[all categories]
	cultural values
	family structures
	extended family responsibilities
	family ideals
	religious beliefs
	place of recreation within
	culturally and linguistically diverse communities
	Australian community
	impact of disability on participation
	communication strategies
	level of literacy and numeracy
	transport
	income
	confidence
	support services available
Communication style	should be clear, accurate, contain all relevant information and appropriate to the person's
	age
	preferred method of communication
	physical or cultural factors
	sensory or intellectual impairment, eg, vision or hearing loss
	may include
	verbal

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	modelling/demonstration of activities/movements
	hand/arm signals
	assisted communication devices
	Braille
	audio tape
	others as identified
Emotional well-being	may include
	feelings
	state of mind
	perception of risk
	self-esteem
	self confidence
Environment	varies with respect to
	size of the organisation
	location
	organisational structure
	nature of the program/s provided
	availability of resources and technolog
Feedback	may be qualitative and quantitative
	evaluation forms
	asking people
	numbers
	surveys
	complaints
	reaction
	feedback from staff
	financial information
Impact on participation	may be affected by
	negative personal attitudes and values of staff
	organisational procedures and practices

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	client service strategies
	social, cultural and religious factors
	physical and economic factors
	rate of skill development
	taking risks in the context of self determination and dignity of risk
	communication supports required/available
	choices of the client in relation to the provision of service
	flexibility about timing and priorities to allow for client's independence and choice
	socialisation/community involvements
People with a disability	needs and requirements will vary according to
	type of disability
	physical
	sensory
	intellectual
	psychiatric
	factors such as
	cultural and linguistic diversity
	rural/remote environment
	income
	gender
	sexuality
	age
	family systems
	religion
Program	[all categories]
	a sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the individual to participate safely and effectively to maintain health and emotional

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	well being
	does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitivel
Range of activities	should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of people with a disability in the following areas
	stretching and mobility
	strengthening or conditioning
	confidence building
	development of valued relationships
	back care
	balance
Resources	[all categories]
	staff
	equipment
	venues/facilities
	paperwork
	transport and logistical arrangements
	funds
	music
Session	[all categories]
	a selection of tasks, games, activities or exercises in which the extent of instruction is to allow the person with a disability to participate safely and effectively
	may be a component of a sequenced program of individual activities
	does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively
	of up to a day's duration, ie, no overnight component

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Status of person with a disability	may vary according to impact of medication/pharmaceuticals chronological age physiological age disability specific needs and considerations such as arthritis osteoporosis communication system used socialisation/community involvements dementia diabetes orthopaedic continence issues cardiorespiratory medications neurological conditions musculoskeletal condition

Unit Sector(s)

Not applicable.

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SROABL002B Facilitate adventure-based learning activities

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Outdoor Recreation Industry Training Package.This unit covers the knowledge and skills required to independently facilitate learning through adventure activities. The learner is required to plan and conduct activities demonstrating a range of basic facilitation techniques. This unit deals specifically with the skills, knowledge and attitudes required to facilitate learning through adventure activities. Competencies required to plan and conduct adventure activities are detailed in other units.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **1 Plan and prepare an effective learning environment**	1.1 Identify individual and/or group ***learning outcomes*** to inform the planning and design of activities
	1.2 Demonstrate two techniques to assess individual and group ***learning needs***
	1.3 Refer client learning needs beyond the capabilities of the enterprise and staff to alternate enterprises or contract specialist staff
	1.4 Apply knowledge of client ***learning needs*** to establish a programme and sequence of activities that addresses these needs and meets the overall ***learning outcomes***
	1.5 Determine and select an adventure environment that will meet the ***learning outcomes*** of the group, the ***learning needs*** of individuals and satisfy local environmental requirements
	1.6 Determine factors affecting a client's perception of risk and plan an appropriate balance between real and perceived risk, matched to the readiness of the client, in order to achieve the activity outcomes and meet the client's ***learning needs***
	1.7 Ensure technical equipment used in the activities complies with minimum safety standards
	1.8 Ensure staff conducting the adventure activities are suitably qualified
	1.9 Establish a working agreement through contractual leadership
2 **2 Plan for *progression*** and transfer of learning	2.1 Select and apply a ***model of adventure/experiential learning*** in program design in order to meet ***learning outcomes***
	2.2 Structure and sequence learning experiences in accordance with the model and with activity-specific requirements that takes into

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		account the ***learning needs*** of the client
		2.3 Determine the focus of an adventure activity and use a facilitation technique to articulate it to the client in terms of the potential transfer of learning to different environments and contexts
		2.4 Incorporate measures for monitoring individual and group ***progression*** or change in planned adventure activities
		2.5 Establish contingency plans for adventure activities based on individual and/or group reflection and/or emergent issues such as conflict, misadventure
3	**3 Manage learning activities in an outdoor environment**	3.1 Implement minimum impact practices and display a respect and understanding of the outdoor environment by personal example
		3.2 Recognise and monitor the physical and emotional safety of individuals and the group
		3.3 Implement ***facilitation approaches*** that establish group norms thereby allowing individuals to share in the responsibility for their learning and safety
		3.4 Foresee situations of potential physical and emotional danger and take action to manage these dangers
		3.5 Address the ***learning needs*** of individuals and the group through a variety of activities
		3.6 Re-evaluate client needs throughout activities using appropriate models and techniques such as debriefing and "checking in"
4	**4 Establish and maintain positive group dynamics**	4.1 Examine various leadership styles and approaches
		4.2 Determine positive and negative influences of the group leader on group dynamics
		4.3 Use communication techniques with individuals and groups that are sensitive to their perceptions, beliefs and values
		4.4 Encourage and support clients to ask questions, give feedback and express feelings
		4.5 Treat individuals and groups in a manner that is

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		seen to be fair, just and consistent
		4.6 Model own behaviour that avoids reinforcing negative stereotypes and is responsive to the feelings demonstrated by clients
		4.7 Recognise and reinforce the value of ***individual differences*** in terms of their contribution within the group to stimulate collaborative work between clients
5	**Facilitate the transfer of learning relevant to program outcomes**	5.1 Use knowledge, understanding and implementation of a suitable facilitation model to incorporate the transfer of learning
		5.2 Select a type of ***facilitation activity*** that is relevant to the client and to program outcomes and conduct it in a manner which results in group and individual recognition of opportunities for ***learning transfer***
		5.3 Respond to situational demands and make changes to planned facilitated activities
		5.4 Identify the ***behaviour*** of individuals and groups during adventure activity(s) to be used as part of a reflection phase
		5.5 Identify and apply the ***roles and responsibilities of the facilitator*** and comply with ***facilitation guidelines*** in the conduct of reflective opportunities
		5.6 Facilitate individuals and group to identify their future ***learning needs***
		5.7 Use a suitable ***facilitation activity*** to achieve the development of personal and group ***action plans***
6	**Evaluate *adventure-based learning activities***	6.1 Monitor client participation in adventure activities to identify if and/or where changes are needed
		6.2 Obtain feedback from a range of sources on program/activity delivery
		6.3 Apply feedback to review all aspects of the adventure-based learning activity
		6.4 Evaluate and review outcomes for all clients
		6.5 Review outcomes against individual client goals

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for the program/activity

6.6 Use feedback from others, in consultation with professional supervision, to identify areas where own professional practice can be improved and ways of improving

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of adventure activities to facilitate learning for clients in the workplace Assessment of performance should be over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups covering the prescribed number of categories from the Range Statements. Assessment must confirm the ability to plan and lead adventure activities to suit different client learning needs different activity aims different types of client group
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SROABL001B Take an assistant leadership role in the facilitation of adventure - based learning activities SRXGRO003A Provide leadership to groups This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) Units of competency that pertain to the conduct of an adventure activity
Required knowledge and skills	Required knowledge Identification of client needs, eg, CHANGES and GRABBS models

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How to address learning needs through varied activities

Methods for stimulating and assessing individual and group progression

Theories on the transfer of learning and ways of transferring learning in different contexts

Physical and psychological needs of clients

Balance between real and perceived risk

Motivation techniques and strategies

Forms of reflective learning

Programming and sequencing of activities within programmes

Stages of group formation

Required skills

Skills in outdoor adventure activity

Leadership skills to motivate and work with diverse groups

Communication skills to enable effective facilitation

Identifying group dynamics and interaction between group members

Negotiation skills to resolve potential conflict situations

Reflective learning techniques

Resource implications

Physical resources - assessment of this unit of competency requires access to

client groups

environment suitable for the conduct of adventure-based activities. This may include outdoor or indoor activities

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABL003B)

be competent, as a minimum, in the units

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SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the *Standards for Registered Training Organisations*

Consistency in performance

Due to issues such as behaviour, facilitation approaches and different learning needs, this unit of competency must be assessed over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups in order to ensure consistency of performance over the Range Statements and contexts applicable to conducting adventure based activities to facilitate learning for clients

Context for assessment

This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when facilitating adventure activities with clients in a real workplace environment

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPET

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ENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
3	3	3	2	-	3	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

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Collecting, analysing and organising information - Collecting information on client's goals and desired outcomes

Communicating ideas and information - Facilitating client learning during adventure activity

Planning and organising activities - Planning activities that will promote learning

Working with teams and others - Working with other staff and groups of clients during adventure based activities

Using mathemati

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cal ideas and techniques - Not applicable

Solving problems - Dealing with inappropriate behaviour in group activities

Using technology - Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Action plans	[all categories]
	short term
	long term
Adventure-based learning activities	[all categories]
	programs or activities, either indoor or outdoor, which have an element of challenge, risk or adventure
	an experiential focus as a means of achieving learning
	programs or activities that seek to achieve values clarification, behaviour recognition and changes to achieve personal growth
Behaviour	[all categories]
	positive
	negative
	conscious
	unconscious
Facilitation activity	[all categories]
	includes but is not limited to
	learning by doing
	learning by telling (speaking for the experience)
	learning through reflection (debriefing)
	direction with reflection (direct frontloading)
	metaphoric framing
Facilitation approaches	[all categories]

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	funnelling
	review
	recall
	affect and effect
	summation
	application
	cognitive hierarchy
	sequenced questioning
	knowledge
	comprehension
	application
	analysis
	synthesis
	evaluation
	challenge by choice
	working agreements
Facilitation guidelines	[all categories]
	group position
	role clarity
	confidentiality
	commitment
	responsibility
	time
	single speaking
	non-violence
	participation
	other ethical issues
Individual differences	[all categories]
	gender
	language
	mental ability
	physical ability
	culture and values

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Learning needs	[all categories]
	attributes, for example
	knowledge and relevant skills in adventure activity
	development
	physical
	emotional
	articulated
	unarticulated
	preferred learning styles
	techniques to assess
Learning outcome	[one category]
	recreational
	educational
	therapeutic
	vocational
Learning transfer	[all categories]
	technical, intellectual and/or emotional
	specific, indirect, metaphoric
Models of adventure/experiential learning	[all categories]
	types, for example
	linear
	cyclical
	spiral
	nested loop
	structure
	sequence
Phases within each model of the facilitation process	[all categories]
	diagnosis
	design
	delivery
	debriefing

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	detachment
Progression	[all categories] in terms of attributes such as physical emotional social intellectual techniques to monitor progress, for example observation planned reflection feedback
Roles and responsibilities of facilitator	[all categories] assessing individual and group needs maintaining neutrality providing mechanisms for change dealing with resistance producing solutions providing appropriate feedback listening establishing group guidelines fostering safe, honest group atmosphere

Unit Sector(s)

Not applicable.

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SRSCOP001B Prepare for public speaking

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Sport Industry Training Package.
This unit covers the knowledge and skills required to prepare and deliver a talk, including the structure and the communication skills required.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Prepare** for public speaking	1.1 Select information **relevant** to the audience
	1.2 **Organise** the **talk** and use **appropriate language** to convey a clear expression of ideas

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2	**Present a talk to a public forum**	2.1 Deliver the **talk** in an audible manner
		2.2 Deliver the **talk** in a manner that engages and holds the audience's attention
		2.3 Develop ideas logically, coherently and complete the **talk** in the given time
		2.4 Use appropriate vocabulary and grammatical structures
		2.5 Use a confident and fluent manner that uses appropriate register and tone and employ a variety of pace, pitch, stress and volume
		2.6 Use **relevant non-verbal communication and body language**
		2.7 Enhance the presentation through the selection, organisation and presentation of supporting materials such as **visuals**
		2.8 Deal with questions **effectively** and **impromptu talk**

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of the factors that influence the preparation and presentation of an impromptu talk and a longer prepared speech Assessment of performance should be over a period of time covering all categories from the Range Statements Assessment must confirm the ability to apply knowledge and appropriate techniques to prepare information for a speech present a speech that contains relevant information present a speech in a manner that engages and holds the audience's attention deliver a speech using appropriate vocabulary and communication skill
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) Nil
Required knowledge and skills	Required knowledge Knowledge of organisational codes of practice and guidelines for the delivery of speeches to the public Knowledge of decision making and conflict resolution strategies for answering difficult questions

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Knowledge of the organisation, its key functions, personnel, aims and objectives

Required skills

Problem solving in order to answer difficult questions fully and correctly, or to refer to others if answer is not known

Interpersonal skills in order to develop a rapport with audience

Communication (verbal and listening skills)

Observation in order to monitor effect of talk and adjust if necessary

Negotiation skills to negotiate outcomes with the audience and control audience reception of your talk

Flexibility skills to be able to adjust the talk on the spot in order to achieve the best outcome

Resource implications

Physical resources - assessment of this competency requires access to

an appropriately equipped theory space

a microphone

a lectern

a stage

access to relevant information

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

be personnel with career oriented participant competency at the appropriate level

have attained the mandatory competency requirements for assessors under the

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	Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	1	1	-	1	1

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These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Gather and organise information related to

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public speaking

Communicating ideas and information - Conduct public speaking to express ideas

Planning and organising activities - Use planning and organisation skills to structure presentation

Working with teams and others - Seek audience response

Using mathematical ideas and techniques - Not applicable

Solving problems - Ensure presentation is relevant to audience

Using technology - Use data

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projector or other media technologies to assist public presentation	
Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.	

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Appropriate language	[all categories] is pitched at audience level appropriate to the topic contains no bad or offensive language does not use jargon
Effectively	[all categories] fully politely correctly
Impromptu talk	[all categories] usually shorter audience unknown, therefore ability to respond to feedback and adjust presentation is very important ability to think on your feet
Non-verbal communication and body language	[all categories] placement of hands stance head movements eye movements
Organise	[all categories] past present future introduction

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	body
	conclusion
Prepared talk	[all categories]
	preparation time
	practice
	research topic and audience
	ability to use visual aids
Relevant	[all categories]
	interesting
	informative
	on the subject advertised
	motivational
Talk	[all categories]
	short
	long
	prepared
	impromptu
Visuals	[all categories]
	overhead transparencies
	slides
	photographs
	handouts
	video recording
	PowerPoint or digital presentation

Unit Sector(s)

Not applicable.

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SRXCAI004B Plan a session or program for participants

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the basic knowledge and skills required to plan a session or program.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the basic knowledge and skills required to plan a session or program.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Collect information** to plan a **session or program**	1.1 Identify **sources of information** required to plan a **session or program**
	1.2 Ensure **information** is as up-to-date, accurate and comprehensive as available sources allow
	1.3 Check conflicting **information** with relevant sources
	1.4 Respect participants' and organisation's rights to confidentiality
	1.5 Give consideration to the full range of **participant's needs**
	1.6 Determine the condition of the participant in consultation with relevant **support personnel** and the **participants aims and priorities**
	1.7 Conduct relevant tests and assessments
	1.8 Assess the likely demands of the activity on the **participants**
	1.9 Advise **participants** of any obvious reasons why they should not participate in a given **session or program**
	1.10 Identify **support personnel** necessary for the **session or program**
	1.11 Refer **participants** with **special requirements** beyond own level of responsibility to a competent person/agency
	1.12 Assess the **work environment** with regards to the **workplace context**
2 **Produce a session or program plan**	2.1 Develop a plan which includes aims relevant to identified needs and **learning**
	2.2 Ensure the plan includes tasks and activities to achieve the aims and is realistic to the **participants** and **resources** available

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		2.3 Identify and consider external factors which are likely to disrupt or influence the delivery, value and outcome of the session or program when planning the program
		2.4 Assess and confirm session and participant-specific risks are within acceptable **levels of supervision**
		2.5 Ensure the plan conforms to legislation, health and safety requirements and accepted good practice, taking into account age and stage of development of **participants**
		2.6 Ensure the plan enables everyone to take part to the best of their ability, according to their needs and avoids discrimination or stereotyping
		2.7 Seek agreement on the plan with staff, **participants** and organisations where relevant
3	**Resource a session**	3.1 Arrange a **venue** appropriate for the session, the **participants** and their abilities
		3.2 Arrange **equipment** and **resources** appropriate for the activity and **participants**
		3.3 Ensure **equipment** is safely modified and/or conditioned for use by different participant groups
		3.4 Check **resources** for availability and safety
		3.5 Arrange financial **resources** necessary for the session, where relevant
		3.6 Ensure arrangements make the best use of available **resources** and minimise damage to the chosen environment
		3.7 Ensure arrangements are sufficiently flexible to allow the activity to be modified to meet particular needs
		3.8 Confirm arrangements and resources with the appropriate staff, support personnel, organisations and **participants**
		3.9 Provide advice to **participants** on **physical resource** requirements for the **session**
		3.1 Organise and brief **support personnel** as to the

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0 extent and limitations of responsibilities, special needs of **participants** and expectations regarding attitudes to **participants**

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of the factors influencing the planning of a session or program for participants using a particular facility or location Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment In particular, assessment must confirm the ability to collect information to plan a session or program produce a session or program plan resource a session or program
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) BSBCMN202A Organise and complete daily work activities SRXOHS001B Follow defined Occupational Health and Safety policies and procedures SRXCAI001B Assist in preparing sport and recreation sessions for participants SRXCAI003B Provide equipment for activities This unit must be assessed in conjunction with the following unit(s) activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant

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For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRXCAI005B Conduct a sport and recreation session for participants

Required knowledge and skills

Required knowledge

Sources of information on participant needs and expectations in order to effectively plan a sport and/or recreation session or program for participants

Legislation relevant to confidentiality to ensure this information is included in planning for a sport and/or recreation session or program for participants

Factors affecting group and individual needs to ensure this information is included in planning for a sport and/or recreation session or program for participants

Reasons for individual participation in a sport and/or recreation activity to ensure this information is included in planning for a sport and/or recreation session for participants

Health and other reasons affecting ability to participate in an activity

Organisation's policy and procedures in regard to planning a sport and/or recreation session for participants

Policies, procedures and requirements specific to the venue/facility

Risk analysis processes in order to evaluate the risk of planned sport and/or recreation activities

Activity specific knowledge of identified planned sport and/or recreation activities

Required skills

Activity specific skills for identified planned sport and/or recreation activities

Organisational skills to coordinate resources

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	necessary for planned sport and/or recreation activities
	Ability to communicate effectively in order to plan effective sessions or programs for participants
	Questioning skills in order to determine appropriate sport and/or recreation activities to meet participant needs
	Ability to convey and interpret information in order to effectively and efficiently receive information and incorporate this into the planning of sessions or programs
Resource implications	Physical resources - assessment of this competency requires access to
	participants, equipment and a facility/venue for the conduct of a sport and/or recreation session
	Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must
	be competent in this unit
	be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
	have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the complete Range Statements and contexts applicable to planning a specific recreation session in defined locations
Context for assessment	This unit of competency must be assessed in the context of a sport or recreation activity

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with a range of clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should include real clients and be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	1	1	1	-	1	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin

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effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Determining individual participants needs, assessing session or program risks, arranging resources and equipment, ensuring the plan conforms to health and safety requirements, making

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arrangements for the sessions and programs, arranging financial resources for the session or program,

Communicating ideas and information - Providing advice to participants, briefing support personnel, confirming arrangements with others

Planning and organising activities - Developing the session or program plan, assessing participants aims and priorities

Working with teams and others - Liaising with support personnel, developing the session

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or program plan

Using mathematical ideas and techniques - Not applicable

Solving problems - Planning for alternative arrangements to be in place in the event of unsuitable environmental conditions

Using technology - Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Equipment	[all categories]
	safety requirements, eg, first aid kit and protective clothing
	session/program - specific participant requirements
	session/program - specific group requirements
	equipment required by the session organiser
Information	[all categories]
	organisational aims
	expectations and aspirations of participants
	numbers, ages and gender of participants
	previous experience of participants
	medical condition
	special requirements
	the session environment
Learning	[all categories]
	can be through
	demonstration and explanation
	collaboration
	self management
	experimentation
Levels of supervision	[all categories]
	minimal on-site supervision
	restrictions on the type of site, location or facility used

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	restrictions on type of session conducted
	restrictions on the number of participants
	working within clearly defined organisational procedures and policies
	restrictions on the conditions in which the session can be conducted, eg, environmental conditions, type of group
Participants	[all categories]
	experienced
	inexperienced
	adults
	children
	school
	variety of ethnic groups
	participants with special needs
	groups
	tourists
	club members
	general public
Participants aims and priorities	[all categories]
	competition/performance targets
	self improvement
	fitness targets
	lifestyle adjustments
	comfort/discomfort levels
	technical
	tactical
	participation
	social
Participant needs	[all categories]
	physical
	emotional
	psychological

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	individual
	group
	individuals within group
Physical resources	[all categories]
	food
	water
	clothing
	personal equipment
	safety equipment
	sun protection
	personal first aid requirements
	medication
Resources	[all categories]
	physical
	human
	financial
	transport and related logistical requirements
Session or program	[all categories]
	a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively
	a component of a sequenced program of individual sessions
	does not include drills, tasks and activities with the aim of skill development or enhancement in order to perform competitively or independently
	of up to a day's duration, ie, no overnight component
	are usually 1-2 hours duration but can be shorter or longer depending on the activity/sport and/or the aims and priorities of the participant
	aimed at developing skill and tactical

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	learning
Session or program plan	[all categories]
	aim
	date/s and time
	physical, human and financial resources
	activity stages or structure
	logistics
	information requirements
Sources of information	[all categories]
	individuals
	organisations
	participants
	recorded information
	parents
Special requirements	[all categories]
	age
	medical condition
	physical condition
	ethnic origin
	gender
Support personnel	[all categories]
	coaches
	administrators
	teachers
	health professionals
	carers
	assistant staff
	parents/guardians
	others involved/appropriate personnel
Venue	[all categories]
	outdoor site/location
	indoor facility

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Workplace context	[all categories]
	indoor or outdoor
	within a recreation/sport activity-specific context
Work environment	[all categories]
	varies with respect to
	size of organisation
	type of organisation
	location
	complexity
	product/service range

Unit Sector(s)

Not applicable.

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SRXCAI005B Conduct a sport and recreation session for participants

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a days duration, for participants.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a days duration, for participants.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Maintain participant's physical welfare**	1.1 Assess **participant** status and condition as suitable for the session immediately prior to commencement
	1.2 Monitor **influencing factors** which may influence the performance of the group or individual
	1.3 Modify session, where necessary, based on an assessment of the conditions, **participant** status, facilities and equipment
	1.4 Conduct activities within the session at a level and pace to suit the capabilities of individuals and/or the group
2 **Maintain a positive social environment**	2.1 Meet participants punctually and make them feel welcome and at ease
	2.2 Inform participants of session aims and objectives and encourage them to set realistic goals
	2.3 Balance group and individual needs appropriately and continuously monitor
	2.4 Encourage group co-operation, participation and **interaction**
	2.5 Establish group norms and standards and take appropriate action to address issues of equity, gender, ethnicity and **emotional well-being**
	2.6 Balance, where relevant, levels of real and perceived risk in accordance with group and individual goals and abilities
	2.7 Use negotiation and conflict resolution strategies to deal with potential problems
	2.8 Use recognition and positive feedback to engender motivation and enjoyment
	2.9 Make decisions over **participant** behaviour fairly and deal with any disagreements or conflicts with promptly and firmly

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3	**Establish effective communication**	3.1 Establish strategies where relevant to maintain **communication strategies** between all group members
		3.2 Communicate instructions in a manner suitable to the participants which is clear, accurate and contains all relevant information
		3.3 Encourage participants to seek clarification of information when necessary
		3.4 Communicate feedback to participant's at an appropriate time, on session technique and correct usage of equipment and aim to raise the participant's self-esteem and motivation
4	**Ensure participant** safety	4.1 Ensure personal skills are at an adequate level to engender **participant** confidence and to determine and maintain **participant** safety
		4.2 Identify and note current standing practices for emergency procedures and situations outside the normal routine and deal with them in accordance with organisation's procedures
		4.3 Brief participants on safe and responsible behaviour and make them aware of rules, codes, organisation's Occupational Health and Safety requirements, restrictions and the need to minimise damage to equipment and the environment
		4.4 Organise participants into manageable groups with appropriate levels of supervision to **situational variances** and legislative requirements
		4.5 'Warm up' participants through safe and appropriate exercises relevant to the proposed session
		4.6 Continuously monitor compliance with **regulations and restrictions**
		4.7 Continuously monitor location of clients, as appropriate to the **recreation session**
		4.8 Arrange equipment in a safe manner and appropriate to the session and continuously monitor equipment use for correct usage and compliance with safety procedures

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	4.9	Distribute safety equipment effectively throughout the group
	4.10	Identify potential **hazards**, continuously assess risks during the session and confirm them as within acceptable limits in accordance with risk management policy and procedures
5 **Prepare clients to end the session**	5.1	Allocate sufficient time for 'cooling down' and discussions with participants
	5.2	Collect and check issued equipment for damage and wear
	5.3	Give participants the opportunity to provide feedback and identify further needs
	5.4	Return the environment/facility to a condition acceptable for future use
	5.5	Supervise participant's departure in a manner appropriate to the situation
6 **Evaluate the session**	6.1	Determine the parameters for **evaluation**
	6.2	Ensure the **evaluation** includes the views of participants and other staff taking part
	6.3	Offer feedback and receive suggestions constructively
	6.4	Identify areas where personal performance could be improved and agree on ways of obtaining this improvement agreed

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation session for participants using a particular facility or location Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment In particular, assessment must confirm the ability to conduct a particular recreation session to suit Different participants needs different session aims different types of participant groups
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SRXFAD001A Provide first aid SRXEMR001A Respond to emergency situations SRXCAI002B Assist in conducting sport and recreation sessions for participants This unit must be assessed in conjunction with the following unit(s) activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant For the purpose of integrated assessment, this unit may be assessed in conjunction with

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the following unit(s)

SRXCAI003B Provide equipment for activities

SRXCAI004B Plan a session or program for participants

Required knowledge and skills

Required knowledge

Duty of Care requirements when dealing with clients

Relevant Occupational Health and Safety Legislation pertaining to the conduct of activities and care of participants

Organisation's policy and procedures for conducting a sport and recreation session for participants

Activity specific Codes of Practice and guidelines for identified activities to ensure session is conducted according to these practices and guidelines

Site/facility requirements to ensure a sport and recreation session for participants is conducted appropriately

Activity aims and participants goals in order to ensure the sport and recreation session is conducted in a manner that will fulfil both

Group dynamics with respect to stages of group formation

Leadership styles in order to adjust presentation according to dynamics of the group

Decision making and conflict resolution strategies for dealing with group and individual situations

Required skills

Ability to conduct risk assessment of planned sport and recreation session to ensure safety of participants and staff

Problem solving strategies to resolve issues relevant to session-specific problems as well as participants interaction/conflict

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Conflict resolution and negotiation skills to resolve conflict that arises

Interpersonal skills to build rapport with participants and enhance interaction with participants

Communication (verbal and listening skills) in order to accurately and effectively pass on information about the sport and recreation session to participants and to hear possible problems/conflicts that participants may have during the session

Flexibility skills in order to modify session plans as required in order to achieve client's and organisation's aims from the activity

Resource implications

Physical resources - assessment of this competency requires access to

participants, equipment and a facility/venue for the conduct of a recreation session

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the conduct of a recreation session within a particular activity area

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Context for assessment

This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should include real clients and be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
1	2	2	2	1	1	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency

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that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Assessing participants status, ensuring participant safety, determining parameters for evaluation,

Communicating ideas and information - Informing session

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aims, encouraging group co-operation and participation, communicating instructions

Planning and organising activities - 'Warm up' and 'cool down' activities, supervising participants departure at the end of the session, distributing safety equipment

Working with teams and others - Seeking feedback from participants, maintaining communication with all group members

Using mathematical ideas and techniques - Using terms in

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sessions

Solving problems - Resolving conflict when it arises, modifying session where necessary

Using technology - Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Communication strategies	[all categories]
	verbal
	whistles
	hand/arm signals
	radios
	phones
Emotional well-being	[all categories]
	feelings
	state of mind
	perception of risk
	self-esteem
Evaluation	[all categories]
	original aims and objectives
	participant satisfaction
	suitability and safety of facilities and equipment
	content, structure and processes of the session
	personal and group objectives
	personal performance
Hazards	[all categories]
	environmental
	people/human (behaviour)
	product/equipment and their use
Influencing factors	[all categories]

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	weather
	time of day
	level of fatigue
	health
	injuries
	environmental variables
	heat
	cold
	condition of site/location
	participant abilities
Interaction	[all categories]
	group activities
	games
	discussions
	tasks or drills
Level of supervision	[all categories]
	minimal on-site supervision
	restrictions on the type of site, location or facility used
	restrictions on type of session conducted
	restrictions on the number of participants
	working within clearly defined organisational procedures and policies
	restrictions on the conditions in which the session can be conducted, eg, environmental conditions, type of group
Participant	[all categories]
	experienced or inexperienced
	adults or children
	school or youth groups
	variety of ethnic groups
	participants with special needs
	tourists

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	club members
	general public
Recreation session	[all categories]
	a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively
	may be a component of a sequenced program of individual activities
	does not include drills, tasks and activity with the aim of skill development or enhancement in order to perform competitively or independently
	of up to a day's duration, ie, no overnight component
Regulations and restrictions	[all categories]
	imposed, recommended or enacted by
	land/facility managers
	organisation conducting session
	regulatory or peak body
	Occupational Health and Safety legislation
Situational variances	[all categories]
	staff and participants abilities and experience
	environmental conditions
	age of participants
	type of group
	participant gender

Unit Sector(s)

Not applicable.

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SRXCAI006B Organise a sport and recreation program

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the knowledge and skills to plan non-instructional recreation programs in a variety of contexts. Emphasis is on the depth and breadth of planning skills and knowledge to cater for a diversity of needs and situations.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the knowledge and skills to plan non-instructional recreation programs in a variety of contexts. Emphasis is on the depth and breadth of planning skills and knowledge to cater for a diversity of needs and situations.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Collect information** to plan activities	1.1 Gather relevant **information** from a range of sources to plan a program of activities
	1.2 Ensure **information** is as up to date, accurate and comprehensive as available sources allow
	1.3 Seek **information** politely and sensitively and respect participants' and organisations' rights to confidentiality
	1.4 Treat views of **participants** with respect and give consideration to individual **participant needs** as well as the group as a whole
	1.5 Discuss and agree on identified needs with participants
	1.6 Consider where relevant the level of interaction between **participants** and/or the stage of group development
	1.7 Advise individual **participants** of any obvious reasons why they should not participate in a given activity or program of activities
	1.8 Inform **participants** when their **needs** cannot be met, and give them **information** about other possible providers
2 **Produce a plan for a program of recreation sessions**	2.1 Ensure the **program plan** contains clear aims and objectives which can meet identified needs and makes the best use of available time and resources
	2.2 Ensure the **program plan** provides a framework which is sufficiently flexible to allow alterations and to cope with unforeseen changes in circumstance
	2.3 Encourage **participants** or their representatives to contribute to program design
	2.4 Ensure the **program plan** conforms to legislation, health and safety requirements and accepted good

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		practice
	2.5	Ensure the **program plan** is consistent with strategies to overcome discrimination and stereotyping
	2.6	Ensure the sequence of sessions within the program is designed to enhance participation and participants motivation
	2.7	Ensure where relevant, the plan is agreed with staff, **participants** and organisations
	2.8	Complete all documentation correctly
3 **Coordinate and allocate program resources**	3.1	Arrange a **venue** appropriate for the program, the **participants** and their abilities
	3.2	Arrange **equipment** and **resources** appropriate for the program and **participants**
	3.3	Take steps to ensure that selected staff have the necessary skills/qualifications and the ability to work sympathetically with the participants to achieve positive interaction and a supportive atmosphere
	3.4	Select staff with adequate skills to engender confidence in the **participants** and enhance motivation throughout the program
	3.5	Safely modify and/or condition **equipment** for use by different participant groups in a **variety of contexts**
	3.6	Check **resources** for availability and safety
	3.7	Arrange where relevant, financial **resources** necessary for the program
	3.8	Ensure arrangements support the planned sequencing and coordination of sessions
	3.9	Confirm arrangements and **resources** with the appropriate staff, organisations and participants
	3.10	Provide clear, accurate and concise **information** and advice to participants on **physical resource** requirements for the activity

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3.1 1	Brief, **assisting personnel** as to the extent and limitations of responsibilities, **special requirements** of participants and expectations regarding attitudes to participants

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of the factors influencing the planning of a recreation program for participants using a particular facility or location Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment In particular, assessment must confirm the ability to plan a program of individual sessions to suit Different participant needs different program aims a minimum of three different types of participant groups different program contexts from the range of variables statements
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SRXCAI003B Provide equipment for activities SRXCAI004B Plan a session or program for participants SRXCAI005B Conduct a sport and recreation session for participants BSBCMN402A Develop work priorities SRXRIK001A Undertake risk analysis of activities This unit must be assessed in conjunction

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with the following unit(s)

activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRXCAI007B Conduct a sport and recreation program

Required knowledge and skills

Required knowledge

Sources of information necessary to effectively organise an identified sport and recreation program

Legislation relevant to ensure compliance with confidentiality requirements of participants participating in a sport and recreation program

Knowledge of group dynamics and factors affecting group and individual needs in order to effectively organise a sport and recreation program

Reasons for client participation in a recreation program in order to ensure appropriate sport and recreation programs are organised

Health and other reasons affecting ability to participate in a session or a recreation program

Organisation's policies and procedures in regard to organising sport and recreation programs

Policies, procedures and requirements specific to the venue/facility in order to ensure appropriate sport and recreation programs are organised

Risk analysis processes in order to ensure all possible risks associated with an organised sport and recreation program have been identified and appropriate action taken to ensure safety of participants and staff

Activity-specific knowledge of the sport and

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	recreation program organised
	Required skills
	Activity-specific skills of the sport and recreation program organised
	Organisational skills in order to effectively plan a sport and recreation program, including all relevant details necessary to ensure smooth and efficient operation
	Research skills to determine participant needs and organise a sport and recreation program that will suit these needs
Resource implications	Physical resources - assessment of this competency requires access to
	participants, equipment and a facility/venue for the conduct of recreation programs
	Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must
	be competent in this unit
	be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
	have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the organisation of programs within a recreation sector
Context for assessment	This unit of competency must be assessed in the context of a sport or recreation activity

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with a range of clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should include real clients and be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	1	2	2	1	2	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin

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effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Collecting a range of information, arranging resources for the program, arranging financial resources where relevant

Communicating ideas and information - Confirming arrangemen

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ts and resources, seeking contributio n from others to the plan

Planning and organising activities - Producing a plan, co-ordinati ng resources

Working with teams and others - Liaising with assisting personnel

Using mathemati cal ideas and techniques - Checking and modifying equipment

Solving problems - Resolving conflict when it arises

Using technology - Not applicable

Please refer to the Assessment Guidelines

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for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Assisting personnel	[all categories]
	teachers
	carers
	assistant staff
	parents
Equipment	[all categories]
	safety requirements, eg, first aid kit and protective clothing
	session - specific client requirements
	session - specific group requirements
	equipment required by the session organiser
Information	[all categories]
	needs and expectations of organisation
	needs and expectations of participants
	numbers, ages and gender of participants
	previous experience and developmental stage of participants
	available time
	special requirements
	staff, physical and financial resources
	cultural and political influences
Participants	[all categories]
	experienced or inexperienced
	adults or children
	school or youth groups

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	variety of ethnic groups
	participants with special needs
	tourists
	club members
	general public
Participant needs	[all categories]
	physical
	emotional
	psychological
	individual
	group
	individuals within group
Physical resources	[all categories]
	food
	water
	clothing
	personal equipment
	safety equipment
	sun protection
	personal first aid requirements
	medication
Program of recreation sessions	[all categories]
	a sequence of tasks, games, activities or exercises in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively
	a sequenced program of individual sessions running sequentially or simultaneously, for individuals or groups
	does not include drills, tasks and activities with the aim of physical skill enhancement in order to perform competitively or independently

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Program plan	[all categories]
	aim
	date and time
	physical, human and financial resources
	sessions, stages or structure
	logistics
	information requirements
Resources	[all categories]
	physical
	human
	financial
	transport and related logistical requirements
Special requirements	[all categories]
	age
	medical condition
	physical condition
	ethnic origin
	gender
Variety of contexts	[all categories]
	different sites, locations or facilities used
	working independently
	different conditions in which the program sessions are conducted. That is, different
	types of group
	participant aims
	session aims
	sequences of individual sessions
Venue	[all categories]
	outdoor activity site/location
	indoor facility

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Unit Sector(s)

Not applicable.

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SRXEMR002A Coordinate emergency response

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the knowledge and skills to coordinate a response to an emergency situation, in accordance with an organisations policies and procedures.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the knowledge and skills to coordinate a response to an emergency situation, in accordance with an organisations policies and procedures.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Coordinate response to emergency reports or signals**	1.1 Identify and action emergency **reports and signals**
	1.2 Attend, where appropriate, **emergency stations** and operate according to procedures
	1.3 Assess **emergency situations** and report details according to procedures
	1.4 Coordinate emergency response actions according to **procedure**
2 **Anticipate the behaviour and characteristics of typical emergencies**	2.1 Conduct an examination of the situation
	2.2 Establish emergency action plan based on current situation and possible **development**
	2.3 Prioritise needs promptly and accurately
3 **Coordinate and apply operating instructions**	3.1 Implement organisational emergency **procedures** and policies
	3.2 Apply **occupational health and safety requirements** and safe working practices
4 **Coordinate the rescue procedure**	4.1 Determine and coordinate the safe use of **emergency equipment**
	4.2 Supervise equipment selection to match the type of emergency
	4.3 Supervise selection of rescue technique to ensure safety and effectiveness
	4.4 Improvise where necessary, equipment and technique
5 **Coordinate, initiate and control evacuation**	5.1 Refer situations beyond the capability of the emergency team promptly to the appropriate authorities for assistance
	5.2 Provide information and assistance to relevant authorities
	5.3 Control and coordinate, if necessary, **emergency**

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		evacuation to organisational procedures or directions from relevant authorities
	5.4	Arrange and coordinate the **welfare** of non-evacuated persons
6 **Coordinate operational procedures**	6.1	Maintain an operational log throughout the rescue activity or complete immediately thereafter
	6.2	Advise emergency team members to refer media inquiries to the nominated spokesperson

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of the organisation's procedures and relevant Occupational Health and Safety (OH&S) legislation to assess emergency situations and coordinate a response to emergency situations within the community recreation, fitness, outdoor recreation or sport industry Assessment of performance should be over a sufficient period of time covering all categories of each Range Statements that are applicable to coordinating a response to a range of emergency situations in the learner's work/industry environment and should simulate realistic situations Assessment must confirm the ability to apply this knowledge and appropriate techniques to emergency procedures applicable to the coordination of general and sport or recreation activity-specific emergencies classify the emergency and recognise situations that must not be attacked because of risk of life recognise hazards and precautions to be taken during emergency response and actions to take in response to developing situations anticipate the escalation/development of the emergency situation correctly apply operating procedures, occupational health and safety requirements and legislation to the coordination of a response supervise the correct use of rescue techniques and equipment recognise equipment operation

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characteristics, limitations and procedures

identify damaged, faulty or unserviceable equipment and recognise the hazards involved with the use of emergency equipment

assess the need, type and level of evacuation and apply correct emergency evacuation procedures

understand and/or use emergency evacuation signals or alarms

maintain an operational log of the emergency actions

deal with media inquiries in accordance with the organisation's procedures

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Activity specific or community recreation/fitness/outdoor recreation/sport specific emergency response or rescue units

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRXOHS002B Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs

Required knowledge and skills

Required knowledge

First aid knowledge and procedures

Use and location of emergency equipment

Organisational and legal policies and procedures in the event of an accident/incident

Activity specific rescue techniques relevant to the situation

Legal requirements in the event of a death

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Relevant emergency response agencies within the activity area/location and the process to contact them

Organisation's emergency plan, contingency plan and evacuation plan

Factors that impact on an emergency situation

Required skills

First aid procedures appropriate to the activity location

Activity specific rescue techniques

Problem solving to assess emergency situation and develop action plan

Contingency management

Adaptability and resourcefulness to improvise equipment/techniques

Communication strategies according to emergency procedures

Resource implications

Physical resources - assessment of this competency requires access to

emergency response procedural documents

equipment appropriate to the learner's work environment, ie, within the community recreation, fitness, outdoor recreation or sport industry

information on Occupational Health and Safety requirements

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

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have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Due to issues such as variations in emergency situations, this unit of competency must be assessed over a period of time sufficient to ensure consistency of performance over the Range Statements, contexts and types of emergency situations applicable to a particular work environment within the sport and recreation industry

Context for assessment

For valid and reliable assessment this unit of competency must be assessed in a real work environment using realistic simulated emergency situations. The environment should be safe, with conditions normally experienced in a sport and recreation workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	3	3	2	1	2	2

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These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Collecting and analysing information

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in a particular emergency situation and organising the information in order to coordinate a response

Communicating ideas and information - Communicating an action plan in accordance with organisational procedures to all relevant stakeholders as well as contingency plans if the need arises

Planning and organising activities - Planning emergency equipment needs and organising appropriate human resource needs to implement

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an emergency response

Working with teams and others - Planning and communicating with peers/colleagues and other emergency personnel according to organisational procedures

Using mathematical ideas and techniques - Calculating rescue equipment requirements

Solving problems - Problems are solved that may arise during the implementation of emergency procedures such as improvising rescue equipment

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Using technology - Technology for sourcing appropriate information and communicating during an emergency

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Development	[all categories]
	potential incidents
	spread of fire
	threat to adjoining areas
	danger of explosion
	loss of communications and involvement of additional persons
	possible causes
	environmental conditions
	human intervention
Emergency equipment	[all relevant categories]
	according to local policy
	hoses, hose reels
	monitors
	foam equipment and extinguishers
	blankets
	spill kits
	personal protective clothing/equipment
	ladders
	salvage gear
	rescue equipment
	first aid and evacuation equipment/resources
Emergency evacuation	[all categories]
	total

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	partial
	to an external refuge
	to an internal refuge
Emergency situations	[three categories]
	fire
	hazardous releases and uncontrollable processes
	smoke spread
	bomb threats or civil disorder
	environmental, eg, severe storms, earthquakes, floods
	other natural or man-made disasters
	specific emergencies occurring during participation in/conduct of sport and recreation activities
Emergency stations	[all relevant categories]
	emergency warning and control points
	assembly points
	fire points
	appropriate locations specific to the sport or recreation activity
	locations on the field, court, etc
	in the outdoor environment, eg, in the bush, in snow, on water, in caves, positions along the edge of the water, at the top or base of a pitch
	locations in the gymnasium or fitness centre
	sites specified in a recreation centre
Occupational health and safety requirements	[all categories]
	State/Territory legislation
	Australian Standards
	Occupational Health and Safety (OH&S) legislation
	industry codes of practice

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	organisation's procedures
Procedures	[all categories]
	practices (may be written or verbal)
	instructions outlining the organisation's fire and/or emergency procedures
	practices and/or operating instructions and/or procedures for emergency control equipment
Reports and signals	[three categories]
	observation
	verbal
	emergency warning system
	emergency alarm system
	hand signals
	verbal reports
	telephone communications
	radio communications
	whistles
Welfare	[all categories]
	relocating evacuated person to other areas
	advising relatives
	arranging transport and collecting personal items

Unit Sector(s)

Not applicable.

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SRXFAC004B Plan and provide sport and recreational services

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the knowledge and skills to determine the services required by clients and to plan, implement and evaluate the services, from a facility management perspective.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the knowledge and skills to determine the services required by clients and to plan, implement and evaluate the services, from a facility management perspective.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Establish need for the recreation service at a facility**	1.1 Undertake research to establish needs, and identify **target groups**
	1.2 Determine the composition and nature of the **services** which will address the identified needs
	1.3 Gain necessary approvals
	1.4 Make recommendations to the appropriate person/s
2 **Plan the service**	2.1 Establish objectives and evaluation procedures
	2.2 Establish **work plans** and **administration procedures**
	2.3 Identify **resources** necessary for the service, determine a promotional plan and establish a **budget**
	2.4 Determine service content and design and gain industry standards and necessary approvals
	2.5 Undertake risk audit
	2.6 Take into account the cultural, linguistic and special needs of the target group
	2.7 Identify relevant legislation
3 **Implement the service**	3.1 Obtain and allocate necessary **resources**
	3.2 Implement **work plan**, **administration procedures** and promotional strategy
	3.3 Monitor, review and modify or cancel service if necessary to meet **new circumstances**
	3.4 Conduct service safely to meet stated outcomes and objectives
	3.5 Follow Occupational Health and Safety (OH&S) and organisation's emergency procedures and industry standards

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4	**Evaluate the service**	4.1	Seek **feedback** on the service
		4.2	Identify outcomes and assess against objectives
		4.3	Develop recommendations on future **services,** record and report to the appropriate person in the **work environment**

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of the service requirements of the organisation and its clients Assessment of performance should be over a period of time covering all categories of administration, new circumstances and resources and any categories from the remaining Range Statements that are applicable in the learners environment In particular, assessment must confirm the ability to determine the nature of services that the organisation could provide in response to client needs recommend the introduction of new services plan services to meet identified client needs implement the introduction of a service monitor, review and evaluate the service make and record recommendations on future services
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SRXGCSO04A Meet client needs and expectations This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with other units

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SRXCAI006B Organise a sport and recreation program

SRXCAI007B Conduct a sport and recreation program

Required knowledge and skills

Required knowledge

Organisation policies and procedures

Organisation objectives

Resource allocation

Insurance policy/arrangements

Occupational Health and Safety (OH&S) legislation relevant to the provision of recreation services

Organisation emergency policy procedures

Community relations

Required skills

Ability to use computers

Research skills

Planning and coordination of services

Monitoring, reviewing and modifying services

Resource implications

Physical resources - assessment of this competency requires access to

a work environment in order to identify the need for and plan and provide a recreational service

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

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	have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Due to issues such as dealing with a variety of client and services, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to planning and providing sport and recreational services
Context for assessment	This unit of competency must be assessed in the context of a sport or recreation activity with a range of real clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology

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2	2	2	2	1	1	1

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Collecting information

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regarding target groups

Communicating ideas and information - Reporting on evaluation of service to clients

Planning and organising activities - Planning the composition and nature of the services which will address the identified needs

Working with teams and others - Interviewing staff for feedback

Using mathematical ideas and techniques - Collating number of feedback responses

Solving problems - Dealing

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with complaints from customers

Using technology - Using a computer to construct a survey form

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Administration procedures	[two categories]
	registration
	receipting
	ticketing
	confirmation of bookings
Budget	[all categories]
	setting fees
Facility	[one category]
	buildings
	single
	multi-purpose
	built structures, eg, tracks and walkways
	plant
	fixtures
	infrastructures
	superstructure
Feedback	[three categories]
	may be qualitative and quantitative
	evaluation forms
	asking people
	numbers
	surveys
	complaints

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	reaction feedback from staff financial information
Legislation	[all categories] state/territory statutory requirements local laws, by-laws, ordinances and policy
New circumstances	[all relevant categories] numbers weather facility booking falling through equipment failure people not arriving emergencies
Services	[one category] major events educational programs group programs/services an individual program/service overall program Occupational Health and Safety (OH&S) program term program
Resources	[all categories] staff equipment venues paperwork
Target group	[one category] may include non-English speaking background age specific

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	disability specific aboriginal regular clients new clients gender specific specific ethnic origin
Work environment	[all categories] varies with respect to size of the organisation location organisational structure nature of the service(s) provided availability of resources and technology
Work plan	[all relevant categories] timeframes promotional plan roles and responsibilities permits, approvals and/or permission renovations and refurbishing

Unit Sector(s)

Not applicable.

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SRXGCSO01A Create client relationship

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit involves the knowledge and skills required when meeting and greeting clients to create a positive impression and to establish rapport with the client. This unit will apply to any initial client encounter, or repeated client encounters. This unit will also apply to production workers providing a limited range of services/products to internal clients.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit involves the knowledge and skills required when meeting and greeting clients to create a positive impression and to establish rapport with the client. This unit will apply to any initial client encounter, or repeated client encounters. This unit will also apply to production workers providing a limited range of services/products to internal clients.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Establish contact with clients**	1.1 Create and maintain a welcoming client **environment**
	1.2 Acknowledge and greet **clients** courteously and politely according to enterprise policies and procedures
	1.3 Communicate with **clients** in a clear, concise and courteous manner
	1.4 Demonstrate effective **communication techniques**
	1.5 Establish a rapport/relationship with the **client** and express a genuine interest in **client** needs/requirements
	1.6 Create an effective service environment through verbal and non-verbal presentation according to **enterprise policies and procedures**
2 **Present a positive organisational image**	2.1 Provide information to the public to maintain organisation's image and accountability
	2.2 Establish and maintain professional ethics to enhance client commitment and build return client base
	2.3 Demonstrate actions that are in keeping with the required organisational image

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of communication techniques and organisation's products and services Assessment of performance should be over a minimum of five (5) client encounters including a variety of clients and enquiries, covering the prescribed number of categories from the Range Statements Assessment must confirm the ability to apply this knowledge and appropriate techniques to create a welcoming client environment create an effective service environment build a return client base
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) Nil
Required knowledge and skills	Required knowledge State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines, procedures and protocols, in regard to meeting and greeting customers Consumer law, environmental law,

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Occupational Health and Safety (OH&S), discrimination/equal employment opportunity, harassment and other laws specific to local government, state and federal legislation

Privacy legislation

Codes of Conduct

Relevant product knowledge and organisation standards

Required skills

Language skills which allow for adequate communication with the client

Literacy skills to the level required to acquire the required product knowledge

Numeracy skills to the level required to interpret the client requirements and meet their needs

Resource implications

Physical resources - assessment of this unit of competency requires access to

a real work environment with exposure to a minimum of five (5) real clients, representative of a normal client base

a variety of work related products and services

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the

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	Standards for Registered Training Organisations
Consistency in performance	Due to issues such as the diversity of clients and enquiries, this unit of competency must be assessed over a minimum of five (5) client encounters with a variety of clients and enquiries, in order to ensure consistency of performance over the Range Statements and contexts applicable to creating client relationships
Context for assessment	This unit of competency must be assessed in the context of creating a client relationship with a range of real clients. For validity and reliability the assessment should occur in the workplace. The interactions should be representative of a realistic workday This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	-	2	1	2	2

These levels do not relate to the Australian

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Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Developing a client database

Communicating ideas and information - Responding

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to client enquiries

Planning and organising activities - Not applicable

Working with teams and others - Working with client to meet their needs

Using mathematical ideas and techniques - Tallying quantities for an order

Solving problems - Meeting a clients needs when what they want is not available

Using technology - Operating computer database

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Clients	[all categories]
	internal or external
	superficial contact
	clients with routine special requests
	regular and new clients
	people from a range of social, cultural or ethnic backgrounds
	people with varying physical and mental abilities
	people who may be unwell, drug affected and emotionally distressed
Communication techniques	[all categories]
	active listening techniques
	using open and/or closed questions
	speaking clearly and concisely
	using appropriate language and tone of voice
	giving clients full attention
	maintaining eye contact for face-to-face interactions
	non-verbal communication - for face-to-face interactions, eg, body language, personal presentation
	clear, legible writing
Enterprise policies and procedures	[all categories]
	dress/uniform codes
	organisational image
	code of ethics

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	staff appearance and presentation quality systems, standards and guidelines
Environment	[all categories] face-to-face interactions telephone enquiries interactions with team members

Unit Sector(s)

Not applicable.

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SRXGOV001B Participate as a member of an effective Board of an organisation

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.This unit covers the skills required to be an active participant in the effective governance activities of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.This unit covers the skills required to be an active participant in the effective governance activities of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Identify the core business and establish the strategic direction of the organisation**	1.1 Identify the **core business of the organisation**
	1.2 Identify, explain and document the relationships between the organisation and other **stakeholders**
	1.3 Interact with key **stakeholders** to inform them of achievements and to ensure their input into the determination of strategic goals and directions
	1.4 Document the organisation's strategic direction and priorities
	1.5 Establish performance targets, that form the basis for evaluation of performance
2 **Follow legal requirements when carrying out Board duties**	2.1 Identify and refer to the relevant provisions of the **legal framework** under which the organisation was established
	2.2 Monitor relevant aspects of the appropriate federal, state and local **legislation** and by-laws for organisation compliance
3 **Work within the structure of the organisation**	3.1 Differentiate and document the member, governance and management issues of the organisation in the **organisation's governance policy guidelines**
	3.2 Identify, document and refer to the relationships between governance issues and management issues
	3.3 Identify and document the role of the Board in the **organisation's governance policy guidelines**
	3.4 Identify and document the role of the individual Directors in the **organisation's governance policy guidelines**
	3.5 Identify and document the role of the Chairperson in the **organisation's governance policy guidelines**
	3.6 Identify and document the role of the Secretary in the **organisation's governance policy guidelines**

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		3.7	Document delegations of the Board's authority
		3.8	Undertake and evaluate duties outlined in job descriptions of Board members regularly as a whole **Board assessment** and an **individual Director assessment**
4	**Monitor trends and changes in the industry**	4.1	Ensure the Board is aware of **emerging issues** in the industry that are likely to have an impact on the organisation's business
		4.2	Evaluate the identified **emerging issues** within a risk management and due diligence framework for their impact on the organisation
		4.3	Ensure those **emerging issues** requiring attention by the organisation are dealt with by the Board in an appropriate manner
		4.4	Demonstrate how the Board regularly reviews its policies and procedures to take account of the **emerging issues**
5	**Monitor the organisation's operations**	5.1	Ensure preparation for meetings is adequate and timely
		5.2	Record meeting are attendance and encourage effective participation by all Board members
		5.3	Utilise information provided in analysing the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets
		5.4	Review policies, procedures, operations and **workplace responsibilities** of the organisation and adapt accordingly
6	**Supervise the senior management of the organisation**	6.1	Receive information and advice regularly from the senior management of the organisation to form the basis of informed decision-making
		6.2	Provide instructions to the senior management of the organisation to implement specific policy directions as required
		6.3	Seek feedback from senior management of the organisation in relation to the implementation of the specific policy directions

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6.4 Assess the performance of the Chief Executive Officer (CEO) regularly in accordance with the **legal framework** under which they are engaged

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of being an effective paid or unpaid member of the Board of a sport or recreation organisation in the work environment Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment In particular, assessment must confirm the ability to identify the core business and establish the strategic direction of the organisation follow legal requirements when carrying out Board duties work within the structure of the organisation monitor trends and changes in the industry monitor the organisation's operations supervise the senior management of the organisation
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) SRXGOV002B Undertake the role of an individual Director of an organisation For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

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Nil

Required knowledge and skills

Required knowledge

Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of a Board and individual Directors

Knowledge of the business and operations of the organisation as it relates to participating in the formulation of strategic directions

Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation

Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director

Knowledge of the role policies and procedures play in the effective running of an organisation

Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO)

Knowledge of performance measurement systems as they relate to the measurement of the efficiency and effectiveness of the organisation in meeting its stated performance targets

Knowledge of effective human resource management practices as they relate to the delegation, monitoring and evaluation of the Chief Executive Officer (CEO) and senior management

Knowledge of issues to do with Occupational Health and Safety (OH&S) as they relate to the employment of staff

Required skills

Literacy and numeracy skills as they relate to

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the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines, undertaking of the function of Director and the monitoring of trends in industry

Research skills as they relate to the monitoring of trends in industry

Verbal communication skills as they relate to the presentation of cogent arguments within the Board processes

Written communication skills as they relate to the presentation of papers at a Board meeting

Negotiation skills as they relate to active participation in Board discussions and decision - making

Consultation skills as they relate to the meaningful engagement of relevant stakeholders in the organisation's operations

Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation

Resource implications

Physical resources - assessment of this competency requires access to

either real or simulated organisations and their respective Board processes

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the

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	Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Due to issues such as performing various duties as a member of a Board of an organisation, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to participating as a member of an effective Board of an organisation
Context for assessment	This unit of competency must be assessed in the context of participating as a member of an effective Board of a sport or recreation organisation Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

These levels do not relate to the Australian

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Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Collecting information on the core business of the organisation

Communicating ideas

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and information - Reporting to the Board on a task that was allocated

Planning and organising activities - Planning and organising regular Board meetings

Working with teams and others - Working as a member of a Board of an organisation

Using mathematical ideas and techniques - Analysing financial documents for the organisation

Solving problems - Identifying the need to hold an extraordina

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ry meeting

Using technology - Taking part in a teleconference

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Board assessment	[all categories]
	the assessment of the Board as a whole could be undertaken by four key issues
	chat with the Chairperson
	yes/no questionnaire
	grading questionnaire
	written questionnaire
	the introduction of an effective process of Board assessment will involve
	implementation over time
	gaining commitment
	careful preparation
	deciding the issues to be covered by the Board assessment
	defining measures of performance: organisation and Board
	communicating performance
	implementing changes
	reviewing the process
Chief Executive Officer assessment	[all categories]
	the Chief Executive Officer (CEO) assessment should be
	undertaken by the Board, as the Chief Executive Officer (CEO) is responsible to the Board as a whole, not just the Chairperson

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	part of a policy framework
	based on objective performance criteria
	reviewed as part of an organisation and Board performance review
	linked to a remuneration policy which reflects objective performance
	the aim of the performance evaluation is to align the long - term interests of the Chief Executive Officer (CEO) with the long - term interests of the organisation. This would require a three stage process of
	the Board setting goals for/with the Chief Executive Officer
	monitoring the performance of the organisation against the goals
	responding to the difference between expected and actual outcomes
	performance measures should be
	valid
	verifiable
	controllable
	global
	communicable
Core business of the organisation	[all categories]
	that business that is consistent with the intent and purpose for which the organisation was established
	that business that is consistent with the Memorandum and Articles of Association
Emerging issues	[all categories]
	the Corporate Law Economic Reform Bill (1998)
	technology
	information

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Individual Director assessment	[all categories]
	the assessment of Directors who are currently on the Board can be undertaken by various means
	chat with the Chairperson
	chat with the Governance Committee
	Director self-assessment
	aggregated results to give Board profiles
	qualitative peer assessment
	the assessment of a Director prior to appointment should consider the following issues
	the profile should be related to the goals of the organisation and the organisation and Board performance criteria
	an external search process should be used to complement the probable likely suspects known to the Board
	the appointment term should be considered
	relevant information should be discussed prior to the appointment
	current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner
	a thorough induction process should be undertaken
Legal framework	[all categories]
	the legal context within which the organisation operates
	association - Associations law
	corporation - Corporation law
Legislation	[all categories]
	specific laws
	Corporation law

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the Corporations law, the complementary State legislation and the Ordinances of the relevant Territories

the Company Law Review Act (1998)

the Corporate Law Economic Reform Bill (1998)

Associations law

Trade Practices law

competition

consumer protection

Contract law

Environmental law

Taxation law

Regulatory compliance

laws relating to people

Industrial Relations/Workplace Relations Act

Occupational Health and Safety (OH&S) Acts

Employment

Equal Opportunity and Anti - Discrimination

Child Protection

Volunteer Workers Insurance

Public Liability

Workers compensation

Business specific laws

laws relating to business

Income Tax Act

Payroll Acts

Stamp duty Act

Liquor Licensing Acts

Landlord and Tenant

Goods and Services Tax (GST) Act

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	Copyright Act Trade Marks Act Business specific laws and Acts
Organisation's governance policy guidelines	[all categories] would include policies and processes in the areas of role of board board structure role of individual directors role of chairperson role of company secretary role of chief executive officer board meetings board meeting agenda board papers board minutes the board calendar committees delegation of authority monitoring strategy formulation service/advice contacts chief executive officer evaluation director protection board evaluation director development director selection and induction
Stakeholders	[all categories] shareholders government Ministers government departments

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	Departments of Consumer Affairs or Fair Trading government industry regulators Australian Competition and Consumer Commission Australian Securities and Investments Commission Departments of Consumer Affairs or Fair Trading
	Non-government industry regulators Australian Stock Exchange
	employees suppliers customers media unions the community other organisations
Workplace responsibilities	[all categories] employment of staff Occupational Health and Safety (OH&S)

Unit Sector(s)

Not applicable.

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SRXGOV004B Work effectively with the Board of an organisation

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Identify the roles of governance and management**	1.1 Differentiate and document the member, governance and management issues of the organisation in the **organisation's governance policy guidelines**
	1.2 Identify, document and refer to the relationships between governance issues and management issues
2 **Facilitate the development of an effective Board**	2.1 Provide information to enable the **Board** to analyse the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets
	2.2 Ensure new Directors understand the way that the **Board** operates and the **organisation's governance policy guidelines**
	2.3 Highlight continuing professional development opportunities to the attention of all Directors
	2.4 Monitor relevant aspects of the appropriate federal, state and local **legislation** and by-laws for organisation compliance and provide advice to ensure Directors follow legal requirements when carrying out **Board** duties
3 **Provide detailed information for the Board to deal with the right matters**	3.1 Ensure the **Board** is aware of **emerging issues** in the industry that are likely to have an impact on the organisation's business
	3.2 Evaluate the identified **emerging issues** within a risk management and due diligence framework for their impact on the organisation and provide this information to the **Board**
	3.3 Differentiate governance and management issues of the organisation to ensure the **Board** deals with the right matters
	3.4 Collate a well structured **Board** paper, containing all necessary information items and including a recommendation from management, for all agenda items

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		3.5 Ensure **Board** members receive the papers in sufficient time to study them before the meeting
		3.6 Establish processes to source appropriate internal and external professional advice for Directors to inform their decision-making (where required)
		3.7 Establish processes to deal with extraordinary matters that arise outside scheduled meetings
4	**Ensure that Board decisions are implemented properly**	4.1 Ensure complete and accurate minutes are recorded and reported to the **Board**
		4.2 Identify and implement actions that flow from the decisions clearly
		4.3 Implement the appropriate policies and procedures to support the Board's decisions within agreed timeframes
		4.4 Advise the **Board** promptly of **issues** affecting the implementation of **Board** decisions
5	**Ensure regular communication with the Board**	5.1 Provide information and advice regularly to the **Board** to foster informed decision-making
		5.2 Brief the Chairperson in great detail on all substantive issues at all times
		5.3 Seek clear instructions from the **Board** in order to implement specific policy directions (as required)
		5.4 Seek feedback from the **Board** in relation to the performance of staff regarding implementation of the specific policy directions

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of working effectively with the Board of a recreation organisation or facility in the work environment Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment In particular, assessment must confirm the ability to differentiate between management and governance issues ensure the Board follows the organisation's governance policy guidelines facilitate the establishment of an effective Board team arrange for the Board to deal with the right matters provide sufficient documentation for the Board to reach informed decisions ensure that the decisions are implemented properly communicate regularly with the Board and ensure the Chairperson is well briefed on current issues affecting the organisation
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) Nil

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For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Nil

Required knowledge and skills

Required knowledge

Knowledge of the business and operations of the organisation as it relates to the formulation of strategic directions

Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation

Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director

Knowledge of the role policies and procedures play in the effective running of an organisation

Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO)

Knowledge of human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer Boards

Required skills

Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines and the monitoring of trends in industry

Research skills as they relate to the monitoring of trends in industry

Verbal communication skills as they relate to

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the presentation of information to the Board

Written communication skills as they relate to the presentation of papers at a Board meeting

Consultation skills as they relate to the meaningful engagement of relevant Board members in the organisation's operations

Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation

Facilitation and project management skills as they relate to the implementation of Board decisions

Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision - making and the utilisation of appropriate leadership styles

Resource implications

Physical resources - assessment of this competency requires access to

either real or simulated organisations and their respective Board processes

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

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Consistency in performance	Due to issues such as the varied issues that are required to be discussed by a Board, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to working effectively with the Board or management committee of a sport or recreation organisation
Context for assessment	This unit of competency must be assessed in the context of working effectively with the Board or management committee of a sport or recreation organisation Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

These levels do not relate to the Australian Qualifications Framework

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. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Collecting information on the core business of the organisation

Communicating ideas and information -

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Reporting to the Board on a task that was allocated

Planning and organising activities - Planning and organising regular Board meetings

Working with teams and others - Working with members of a Board of an organisation

Using mathematical ideas and techniques - Analysing financial documents for the organisation

Solving problems - Identifying the need to hold an extraordinary meeting

Using technology - Taking

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part in a teleconference	
Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.	

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Board	[all categories]
	refers to Boards or committees of management responsible for the governance of a recreation organisation or facility as distinct from the management operations
	Board members may be paid Directors or volunteers
Emerging issues	[all categories]
	may include but not limited to
	the Corporate Law Economic Reform Bill (1998)
	technology
	information
Legislation	[all categories]
	specific laws
	Corporation law
	the Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories
	the Company Law Review Act (1998)
	the Corporate Law Economic Reform Bill (1998)
	Associations law
	Trade Practices law
	Competition
	consumer protection
	Contract law

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	Environmental law
	Taxation law
	Regulatory compliance
	laws relating to people
	Industrial Relations/Workplace Relations Act
	Occupational Health and Safety (OH&S) Acts
	Employment
	Equal Opportunity and Anti - Discrimination
	Child Protection
	Volunteer Workers Insurance
	Public Liability
	Workers compensation
	business specific laws
	laws relating to business
	Income Tax Act
	Payroll Acts
	Stamp duty Act
	Liquor Licensing Acts
	Landlord and Tenant
	Goods and Services Tax (GST) Act
	Copyright Act
	Trade Marks Act
	business specific laws and acts
Organisation's governance policy guidelines	[all categories]
	would include policies and processes in the areas of
	role of Board
	Board structure
	role of individual Directors
	role of Chairperson

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role of Company Secretary
role of Chief Executive Officer (CEO)
Board meetings
Board meeting agenda
Board papers
Board minutes
the Board calendar
committees
delegation of authority
monitoring
strategy formulation
service/advice
contacts
Chief Executive Officer (CEO) evaluation
Director protection
Board evaluation
Director development
Director selection and induction

Unit Sector(s)

Not applicable.

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SRXOGN001A Conduct projects

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the planning, preparation and conduct of projects in accordance with a project management plan.
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the planning, preparation and conduct of projects in accordance with a project management plan.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Plan and prepare for project**	1.1 Identify work scope, desired outcomes and budget within own area of responsibility
	1.2 Required **resources** are identified, available accessed and allocated for effective management and completion of **project**
	1.3 Allocate tasks and **resources**
	1.4 All administrative activities of **project** within area of responsibility are identified, including planning of meetings, and preparation of minutes, papers and reports
	1.5 Occupational health and safety standards, statutory requirements, relevant codes and regulations applicable to **project** are identified, applied and monitored throughout the work procedure
	1.6 Identify all **key milestones** of the **project** within own area of responsibility and those impacting upon own area of responsibility including **contract requirements** and key recording/reporting dates for measurement of outcomes
	1.7 Link project budgets to key outcomes within projects and incorporate reporting mechanisms to ensure payments are made/received as outcomes are achieved
	1.8 Identify interrelationship with other concurrent projects and/or other aspects of overall **project** management plan and identify relevant personnel who should be informed and consulted
	1.9 Confirm agreements with **service providers** within key dates
	1.10 Develop contingency management plans for **project** outcomes within own area of responsibility

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2 **Implement and administer project**	2.1 Coordinate, alterations to service delivery or access in accordance with statutory, industry and organisation standards where required
	2.2 Coordinate supplementary functions, such as specialist or additional equipment and/or specialised personnel
	2.3 Execute communication processes to ensure adequate information flow between colleagues and all relevant personnel within project management team
	2.4 Regularly review and compare **project** progress with base-line plans
	2.5 Identify deviations from plan and take actions to recover original **project** program through **monitoring and reporting arrangements**
	2.6 The appropriate personnel are notified and direction sought where original program requirements cannot be met
3 **Coordinate project** administration	3.1 Monitor costs associated with the **project** and approve payment of invoices if appropriate
	3.2 **Monitor time frames** for the achievement of various aspects of the **project** and take appropriate action taken to meet deadlines, as necessary
	3.3 Regularly review **project variables** in relation to safety, quality, **resources**, timeframe and equipment
	3.4 Keep relevant people fully informed of **project** progress
	3.5 Maintain **project** records in accordance with **project** and organisational requirements
4 **Finalise and review project** administration	4.1 Undertake and complete **procedures for winding up a project**
	4.2 Provide relevant information and **measurement of outcomes** in an accurate and concise format to **project** management team to enable evaluation of all aspects of the **project activities**

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Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of conducting projects in the work environment Assessment of performance should be over a period of time covering two categories of project from the Range Statements and all categories of other variables that are applicable in the learners work environment In particular, assessment must confirm the ability to plan a project effectively apply occupational health and safety standards and other relevant statutory requirements and codes of practice allocate and coordinate the work of other colleagues assisting with the project apply the organisation's documentation and reporting procedures and policies monitor timelines, milestones and budgets effectively use oral and written communication to maintain communication regarding project progress to all relevant staff identify and resolve conflict within area of responsibility apply time and resource planning and management skills meet project timelines within project budget ensure wind up procedures, such as auditing, take place
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) BSBCMN301A Exercise initiative in a

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business environment

This unit must be assessed in conjunction with the following unit(s)

BSBCMN402A Develop work priorities

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Nil

Required knowledge and skills

Required knowledge

Knowledge of organisation's policies and procedures, particularly in regard to engaging internal and external services

Relevant occupational health and safety legislation pertaining to application within the workplace

Relevant statutory requirements and codes of practice

Environmental policies/requirements

Quality assurance and control principles

Project management techniques

Organisation's financial recording and reporting requirements

Required skills

Communication skills to effectively consult with project members and circulate information on project progress

Ability to define and monitor objectives of the project group

Coordination skills to manage project resource within timelines and budget

Liaison and negotiation skills to deal with internal and external service providers

Planning skills to develop the stages of the project

Problem solving skills to propose solutions

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from a range of possible solutions

Ability to relate to people form a range of social, cultural and ethnic backgrounds and physical and mental abilities

Literacy and numeracy skills in regard to onsite and project documentation and use of computer applications

Resource implications

Physical resources - assessment of this competency requires access to

a work environment with a project to be planned and implemented

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit, but preferably be competent in the unit at the above level

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace

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This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and

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3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - To plan, implement, coordinate and review the project in accordance with the project outline

Communicating ideas and information - Facilitate communication processes between colleagues and all relevant personnel on the project managemen

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t team

Planning and organising activities - Plan, prepare and conduct project

Working with teams and others - Allocate/monitor tasks and identify relevant personnel who should be informed on progress of the project

Using mathematical ideas and techniques - To monitor and control project budget

Solving problems - Identify deviations from the project plan and develop contingency management plans

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within own area of responsibility

Using technology - Use project planning software

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Contract requirements	[all categories] project scope performance standards agreed timelines goals and objectives names of parties bound by contract payment issues project description completion requirements timelines staffing ownership of materials indemnity and insurance
Key milestones	[all categories] contract requirements developing a workplan use of project planning software timelines progress reports achievement of key tasks/project phases measurement/achievement of set outcomes completion of tasks completion of contract phases/requirements
Measurements of outcomes	[all categories] project objectives

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	project outcomes
	benchmarks
	standards
	key performance indicators
	project monitoring process
	achievement of timelines
	costs
Monitoring and reporting arrangements	[all categories]
	team reports
	project control chart
	control point chart
	milestone chart
	budget control chart
Monitor timeframes	[all categories]
	project progress
	performance
	communicating with team members
	coordinating team meetings
	providing/seeking feedback
	solving problems/issues
	facilitating change to project plan
Procedures for winding up a project	[all categories]
	'signing off' on project completion/delivery of project outcomes
	evaluation and review of actual costs compared to budgeted costs
	auditing
	formal reporting
Project	[two categories]
	includes any task undertaken within the work environment, excluding construction/renovation, with a definite beginning and end with specified outcomes

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	and may include
	internal or external projects
	conferences and major meetings
	promotional or other events
	introduction of new technology or systems
	product development
	research/development projects
	ongoing business projects
	compels, eg, feasibility study
Project activities	[all categories]
	coordinating staff
	ensuring tasks are carried out
	communicating advice/information to team
	meetings, including preparation of minutes, papers and reports
	preparing project plan
	preparing project documentation
	monitoring financial arrangements
	processing invoices
	monitoring timelines
	monitoring progress
Project variables	[all categories]
	type and accountability
	number of staff
	timelines
	resources available
	budget
Resources	[all categories]
	all service providers
	material
	equipment
	tools

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	finances
Service providers	[all categories] internal staff and specialists external specialists contractors

Unit Sector(s)

Not applicable.

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SRXRIK001A Undertake risk analysis of activities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit provides basic knowledge and skills to apply a risk analysis *process* in the context of a recreation activity in accordance with an organisation's risk management procedures.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the context	1.1 Organisations' activity/location/equipment maintenance and operational procedures are obtained
	1.2 Activity/location/equipment operating and maintenance history is obtained including relevant incident and failure reports
	1.3 Applicable occupational health and safety and environmental standards are researched
	1.4 Applicable technical documentation is obtained
	1.5 Risk criteria, as determined by the organisation’s risk management policy and plan, are accessed and clarified
2. Identify risks	2.1 A comprehensive list of sources of risks within the particular activity is generated, including risks that are not under the control of the organisation
	2.2 Areas of impact on the organisation are taken into consideration
	2.3 Possible causes of risks are considered
	2.4 Sources of risk and areas of impact are documented in a clear and concise manner
3. Conduct risk analysis	3.1 Analysis is completed using appropriate methodology in accordance with organisations' and/or activity requirements
	3.2 Existing control, likelihood and consequences are determined

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Level of risk is compared to previously established risk criteria
4. Undertake risk assessment	4.1 Level of risks are compared against previously established risk criteria and decisions made as to whether risks can be accepted
	4.2 Risks are prioritised, taking account of the wider context of the risk
	4.3 Consideration is given to the tolerability of the risks borne by parties other than the organisation that benefits from it
	4.4 Risks that fall into the low or acceptable categories may be accepted without further treatment, monitored and periodically reviewed to ensure they remain acceptable
	4.5 Risks that fall outside the low or acceptable category are treated using a range of options
5. Treat risks	5.1 Risk treatment options are identified such as retaining the risk, reducing the likelihood of occurrence, reducing the consequence or transferring the risk
	5.2 Risk treatment options are evaluated in accordance with the organisation's risk management plan, on the basis of the extent of risk reduction, the extent of benefits or opportunities created and taking into account the risk criteria previously established
	5.3 Risk treatment plans are prepared identifying responsibilities, schedules, the expected outcome of treatments, budgeting, performance measures and the review process set in place
	5.4 Risk analysis and treatment options are documented, in accordance with the organisation's procedures
	5.5 Risk treatment plans are implemented prior to and during the conduct of an activity
6. Monitor and review the risk management plan	6.1 Risks and the effectiveness of control measures are monitored in accordance with the organisation's risk management plan to ensure changing circumstances do

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ELEMENT	PERFORMANCE CRITERIA
	not alter risk priorities
	6.2 The risk analysis is repeated regularly to ensure the risk treatment plan remains relevant
	6.3 Changes to the conduct of an activity are made, where required, in accordance with review recommendations
	6.4 Recommendations in accordance with the organisation's risk audit are implemented in future risk analysis of activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Common risk management terminology
- The role of risk as a reason for participating in or using recreation activities
- Factors that affect an individual's perception of risk
- Effect of legislation on procedures and practices in the recreation industry
- Causes of accidents, incidents and losses, in a recreation context
- Impact of high profile accidents/incidents/losses
- Legal responsibilities in risk management
- Knowledge of the activity for analysis
- Equipment design limits and effects of operating outside design limits

Essential skills:

- Application of incident scenarios logically and structurally
- Analysis and documentation of research
-
-

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm sufficient knowledge of relevant occupational health and safety regulations, statutory legislation and organisational safety procedures and risk management plan Assessment must confirm the ability to apply knowledge of the organisations' emergency procedures, techniques and operating parameters to conduct a risk analysis of individual activities in accordance with the organisation's risk management procedures, taking into account all categories of the range of variables statement applicable to the learner's work environment In particular, assessment must confirm the ability to effectively implement a structured analysis methodology to a particular recreation activity and clearly and concisely document analysis results and recommendations
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s): • Nil This unit must be assessed in conjunction with the following unit(s): • Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): • Nil

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EVIDENCE GUIDE

Resource implications	Assessment of this competency requires access to case studies, scenarios and incident reports Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a recreation workplace
Context for assessment	Competency must be demonstrated on-the-job or in a realistic simulated work environment Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Areas of impact

- Asset and resource base of the organisation and including personnel
- Revenue and entitlements
- Costs of activities both direct and indirect
- People/community
- Performance
- Timing and schedule of activities
- The environment
- Intangibles such as reputation, goodwill, quality of life
- Organisational behaviour

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RANGE STATEMENT

Classification of risk

- Diseases affecting humans, animals and plants
- Economic perils (eg, currency fluctuations, interest rates, share market)
- Environmental (eg, noise, contamination, pollution)
- Financial (eg, contractual risks, misappropriation of funds, fraud, fines)
- Human perils (eg, explosions, riots, strikes, sabotage)
- Natural perils (eg, climatic conditions, earthquakes, bushfires, vermin, volcanic activity)
- Occupational health and safety (eg, inadequate safety measures, poor safety management)
- Product liability (eg, design error, substandard quality control, inadequate testing)
- Professional liability (eg, wrong advice, negligence, design error)
- Property damage (eg, fire, water damage, earthquakes, contamination, human error)
- Public liability (eg, public access, egress and safety)
- Security (eg, cash arrangements, vandalism, theft, misappropriation of information, illegal entry)
- Technology (eg, obsolescence, advances and failure)

Risk analysis applies to

- Support equipment
- Personnel safety
- Environmental impact
- Processes

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RANGE STATEMENT

Sources of risk	• Commercial and legal relationships between the organisation and other organisations (eg, suppliers, subcontractors, lessees) • Economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances (eg, exchange rates) • Human behaviour of both those involved and those not involved in the organisation • Natural events • Political circumstances including legislative changes and factors which may influence other sources of risk • Technology and technical issues both internal and external to the organisation • Management activities and controls • Individual activities

Unit Sector(s)

Not Applicable

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TAEASS401A Plan assessment activities and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

Application of the unit	This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL. The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine assessment approach	1.1. Identify candidate and confirm ***purposes and context of assessment***/***RPL*** with relevant people according to ***legal***, ***organisational and ethical requirements*** 1.2. Identify and access ***benchmarks for assessment***/***RPL*** and any specific assessment guidelines
2. Prepare the assessment plan	2.1. Determine evidence and ***types of evidence*** needed to demonstrate competence, according to the ***rules of evidence*** 2.2. Select ***assessment methods*** which will support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3. Document all aspects of the ***assessment plan*** and confirm with relevant personnel
3. Develop assessment instruments	3.1. Develop ***simple assessment instruments*** to meet target group needs 3.2. Analyse ***available assessment instruments*** for their suitability for use and modify as required 3.3. ***Map assessment*** instruments against unit or course requirements 3.4. Write clear instructions for candidate about the use of the instruments 3.5. Trial draft assessment instruments to validate content and applicability, and record outcomes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material relating to reasonable adjustment
  - identify opportunities for integrated competency assessment
  - contextualise competency standards to the operating assessment environment, including RPL
  - consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
  - obtain competency standards, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
  - demonstrate sensitivity to access and equity considerations and candidate diversity
  - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes

Required knowledge

- ethical and legal requirements of an assessor
- competency-based assessment, including:
  - work-focused
  - criterion-referenced
  - standards-based
  - evidence-based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process

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REQUIRED SKILLS AND KNOWLEDGE
• purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL • rules of evidence and how they guide evidence collection • different types of assessment methods, including suitability for collecting various types of evidence • assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence-gathering opportunities

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• plan and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the selected assessment tools, where required
	  • incorporation of reasonable adjustment strategies
	  • development of simple assessment instruments for use in the process
	  • organisational arrangements.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purposes of assessment*/ *RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.

Context of assessment*/ *RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace
	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational*, *legal and ethical requirements may include:	• assessment system policies and procedures • assessment strategy requirements • reporting, recording and retrieval systems for assessment, including RPL • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative and partnership arrangements • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards, and enterprise agreements • Australian Quality Training Framework

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RANGE STATEMENT	

	• registration scope
	• human resources policies and procedures
	• legal requirements, including:
	  • anti-discrimination
	  • equal employment opportunity
	  • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements
	• OHS considerations, including:
	  • ensuring OHS requirements are adhered to during the assessment process
	  • identifying and reporting OHS hazards and concerns to relevant personnel.

Benchmarks for assessment/RPL may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be:
	  • competency standard/unit of competency
	  • assessment criteria of course curricula
	  • performance specifications of an enterprise or industry
	  • product specifications.

Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • reliable.

Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example:
	  • real work/real time activities at the workplace
	  • work activities in a simulated workplace environment
	• structured activities, for example:
	  • simulation exercises and role-plays
	  • projects
	  • presentations
	  • activity sheets
	• questioning, for example:
	  • written questions, e.g. on a computer
	  • interviews

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RANGE STATEMENT	
	• self-assessment • verbal questioning • questionnaires • oral or written examinations (applicable at higher AQF levels) • portfolios of evidence, for example: • collection of work samples compiled by candidate • product with supporting documentation • historical evidence • journal or log book • information about life experience • review of products, for example: • testimonials and reports from employers and supervisors • evidence of training • authenticated prior achievements • interview with employer, supervisor, or peer.
Assessment plan may include:	• overall planning document describing: • what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.
Simple assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including: • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	• commercially available instruments • those created by others inside the registered training organisation.

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RANGE STATEMENT	
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Unit sector	Assessment

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEASS402A Assess competence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

Application of the Unit

Application of the unit	This unit typically applies to assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for assessment	1.1. Interpret ***assessment plan*** and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2. Access and interpret relevant ***benchmarks for assessment*** and nominated ***assessment tools*** to confirm the requirements for evidence to be collected 1.3. Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4. Organise ***specialist support*** required for assessment 1.5. Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1. Use agreed ***assessment methods*** and tools to gather, organise and document evidence in a format suitable for determining competence 2.2. Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3. Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4. Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1. Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2. Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to ***individual differences*** and enables two-way ***feedback*** 3.3. Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics 3.4. Access required specialist support in accordance with the assessment plan 3.5. Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1. Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2. Use judgement to infer whether competence has

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ELEMENT	PERFORMANCE CRITERIA
	been demonstrated, based on the available evidence 4.3. Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan 4.4. Provide clear and constructive feedback to candidate regarding the assessment decision and develop any follow-up action plan required
5. Record and report the assessment decision	5.1. Record assessment outcomes promptly and accurately 5.2. Complete and process an assessment report according to agreed assessment procedures 5.3. Inform other relevant parties of the assessment decision according to confidentiality conventions
6. Review the assessment process	6.1. Review the assessment process in ***consultation*** with relevant people to improve own future practice 6.2. Document and record the review according to relevant assessment system policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
  - break down competency standards
  - interpret assessment tools and other assessment information, including those used in RPL
  - identify candidate needs
  - make judgements based on assessment of available evidence
- observation skills to:
  - recognise candidate's prior learning
  - determine candidate's performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate's prior learning
  - make a decision on a candidate's competence
- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
  - explain the assessment, including RPL process
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback
  - discuss assessment outcome

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REQUIRED SKILLS AND KNOWLEDGE
• use language appropriate to candidate and assessment environment • establish a working relationship with candidate
Required knowledge

• competency-based assessment, including:
  • vocational education and training as a competency-based system
  • criterion-referenced assessment as distinct from norm-referenced assessment
  • competency standards as the basis of qualifications
  • structure and application of competency standards
  • principles of assessment and how they are applied
  • rules of evidence and how they are applied
  • range of assessment purposes and assessment contexts, including RPL
  • different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
  • reasonable adjustments and when they are applicable
  • types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
  • potential barriers and processes relating to assessment tools and methods
  • assessment system, including policies and procedures established by the industry, organisation or training authority
• RPL policies and procedures established by the organisation
• cultural sensitivity and equity considerations
• relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
  • copyright and privacy laws in terms of electronic technology
  • security of information
  • plagiarism
  • training packages and competency standards
  • licensing requirements
  • industry and workplace requirements
  • duty of care under common law
  • recording information and confidentiality requirements
  • anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
  • workplace relations
  • industrial awards and enterprise agreements
• OHS responsibilities associated with assessing competence, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• requirements for reporting hazards and incidents • emergency procedures • procedures for use of relevant personal protective equipment • safe use and maintenance of relevant equipment • sources of OHS information

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan
	• assess at least one candidate for RPL
	• consider reasonable adjustment and the reasons for decisions in at least one assessment
	• cover an entire unit of competency and show:
	  • the application of different assessment methods and tools involving a range of assessment activities and events
	  • two-way communication and feedback
	  • how judgement was exercised in making the assessment decision
	  • how and when assessment outcomes were recorded and reported
	  • assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements
	  • how the assessment process was reviewed.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Assessment plan may include:	• overall planning, describing:
	  • what is to be assessed
	  • when assessment is to take place
	  • where assessment is to take place
	  • how assessment is to take place.

Benchmarks for assessment:	• refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.

Assessment tools may include:	• both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods
	• instruments to be used for gathering evidence, such as:
	  • profile of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for evaluating work samples
	  • candidate self-assessment materials
	• procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.

Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.

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RANGE STATEMENT	

Assessment methods include:	• particular techniques used to gather different types of evidence, such as:
	  • direct observation
	  • structured activities
	  • oral or written questioning
	  • portfolios of evidence
	  • review of products
	  • third-party feedback.

Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

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Unit Sector(s)

Unit sector	Assessment

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information, instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according

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ELEMENT	PERFORMANCE CRITERIA
	to organisational and legal requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbaland non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:
  - ensure all learning objectives are covered
  - pace learning
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency

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REQUIRED SKILLS AND KNOWLEDGE
requirements • assess learner communication and skills in interacting with others • identify learner concerns • recognise learner readiness to take on new skills and tasks
Required knowledge

• learner characteristics and needs
• content and requirements of the relevant learning program and/or delivery plan
• sources and availability of relevant learning resources and learning materials
• content of learning resources and learning materials
• training techniques that enhance learning and when to use them
• introductory knowledge of learning principles and learning styles
• key OHS issues in the learning environment, including:
  • roles and responsibilities of key personnel
  • responsibilities of learners
  • relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  • risk controls for the specific learning environment

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration

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RANGE STATEMENT	
	• reason for instruction or demonstration • who will be attending instruction session.
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret ***learning program documentation*** to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop ***session plans*** and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage ***inappropriate behaviour*** to ensure learning can take place 5.4. Maintain and store learner records according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:
  - motivate learners to transfer skills and knowledge
  - engage with the learner
- interpersonal skills to maintain appropriate relationships and ensure inclusivity
- observation skills to monitor individual and group progress

Required knowledge

- introductory knowledge of learning theories
- sound knowledge of learning principles
- sound knowledge of learner styles
- industry area and subject matter of the delivery
- learner group profile, including characteristics and needs of individual learners in the group
- content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners that may indicate learner difficulties
- organisational record-management systems and reporting requirements
- evaluation and revision techniques

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REQUIRED SKILLS AND KNOWLEDGE

• specific resources, equipment and support services available for learners with special needs
• relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
• OHS relating to the facilitation of group-based learning, including:
  • assessment and risk control measures
  • reporting requirements for hazards
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information
  • role of key workplace persons
• policies and procedures relevant to the learning environment

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• facilitate group-based learning by preparing and delivering a series of training sessions, including:
	  • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs
	  • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
	• identify and respond to diversity and individual needs
	• access and use documented resources and support personnel to guide inclusive practices.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Learning program documentation may include:	• competencies or other benchmarks to be achieved
	• for each chunk or segment of the learning program:
	  • specific learning outcomes derived from the benchmarks
	  • overview of content to be covered
	  • learning resources, learning materials and activities
	  • delivery methods
	• number and duration of training sessions or classes required, and overall timelines
	• OHS issues to be addressed in delivery
	• identification of assessment points to measure learner progress
	• assessment methods and tools to be used to collect evidence of competency, where assessment is required.

Session plans may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

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Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address ***OHS implications*** of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address ***contractual requirements*** and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the ***work-based learning pathway*** 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss ***individualised learning plan*** with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the learning environment 3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement work-based learning pathway	4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.2. Explain objectives of work-based learning and the processes involved to learner 4.3. Encourage learner to take responsibility for learning and to self-reflect 4.4. Develop techniques that facilitate learner's transfer of skills and knowledge
5. Maintain and develop the learning/facilitation	5.1. Prepare for each session 5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas

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ELEMENT	PERFORMANCE CRITERIA
relationship	for further development 5.3. Observe learner cues and change approaches where necessary to maintain momentum 5.4. Practise ***ethical behaviour*** at all times 5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties
6. Close and evaluate the learning/facilitation relationship	6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2. Seek feedback from learner on the outcomes achieved and value of the relationship 6.3. Evaluate and document process, including ***impact***, ***self evaluation and reflection***, and file according to legal and organisational requirements
7. Monitor and review the effectiveness of the work-based learning pathway	7.1. Document work performance and learning achievement and keep records according to organisational requirements 7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 7.3. Recommend improvements to work-based practice in light of the review process

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- oral communication and language skills to:
  - motivate the learner
  - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
  - using effective verbal and non-verbal language
  - using critical listening and questioning techniques
  - giving constructive and supportive feedback
  - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
  - providing clear and concrete options and advice
  - using appropriate industry/profession terminology and language
  - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace

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REQUIRED SKILLS AND KNOWLEDGE
• reporting requirements for hazards and incidents • specific procedures for work tasks • safe use and maintenance of relevant equipment • emergency procedures • sources of OHS information

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare and facilitate work-based learning
	• provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
	  • identifying needs for learning
	  • analysing work practices, work environment and work activities
	  • organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
	• provide a minimum of two examples of a learning facilitation relationship being conducted:
	  • with different individuals
	  • demonstrating communication skills and flexibility
	  • demonstrating one or more of the processes or techniques identified.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
OHS implications may include:	• OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
Contractual requirements may include:	• training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
Work-based learning pathway may include:	• identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
Individualised learning plan may include:	• information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the learner • performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
Ethical behaviour includes:	• trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty

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RANGE STATEMENT	
	• fairness to others.
Impact may be:	• successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.

Self-evaluation and reflection may include:	• asking critical questions about:
	  • own ability
	  • what worked or didn't work
	  • how the relationship building process could be improved
	• reviewing records and journals on sessions and critically evaluating own performance
	• reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDES401A Design and develop learning programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Application of the Unit

Application of the unit	This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define parameters of the learning program	1.1. Clarify ***purpose*** and type of learning program with key stakeholders 1.2. Access and confirm the competency standards and ***other training specifications*** on which to base the learning program 1.3. Identify language, literacy and numeracy requirements of the program 1.4. Identify and consider characteristics of the target learner group
2. Work within the vocational education and training (VET) policy framework	2.1. Access relevant ***VET policies*** and frameworks, and apply to work practices 2.2. Identify changes to training packages and accredited courses and apply these to program development 2.3. Conduct work according to organisational quality assurance policies and procedures
3. Develop program content	3.1. Research, develop and document specific subject matter content according to agreed design options 3.2. Evaluate existing learning resources for content relevance and quality 3.3. Specify assessment requirements of the learning program
4. Design structure of the learning program	4.1. Break the learning content into manageable segments and document timeframe for each segment 4.2. Determine and confirm ***delivery strategies*** and required assessment methods and tools 4.3. Document complete learning program in line with organisational requirements 4.4. Review complete program with key stakeholders and adjust as required 4.5. Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- organisational skills to ensure resources are available and suitable
- evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program
- cognitive skills to develop the learning program content and design its structure
- language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts

Required knowledge

- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- sound knowledge of learning principles
- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- methodology relating to developing and documenting new learning activities and related learning materials
- different delivery modes and methods
- relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector
- relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• design, develop and review learning programs within the VET context
	• prepare and develop a minimum of two learning programs:
	  • that contain differentiated learning program designs to reflect particular needs, contexts and timelines
	  • at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purpose may include:	• developing vocational competency or vocational skills • developing language, literacy and numeracy skills • developing general education • meeting legislative, licensing and registration requirements, such as OHS requirements.
Other training specifications may include:	• curriculum specifications • product specifications • organisational work requirements and training needs • induction needs • language, literacy and numeracy development needs • regulatory and licensing requirements.
Vocational education and training policies may include:	• policies and procedures set by national organisations, such as the National Quality Council • Australian Quality Training Framework • other relevant policies.

Delivery strategies may include:	• focus of delivery in terms of size and type of group
	• context of delivery, for example:
	  • in the workplace
	  • in a training room
	  • in a community setting
	• mode of delivery, for example:
	  • face-to-face
	  • online
	  • blended delivery mode
	• delivery methods, for example:
	  • lock-step, learner-paced and mixed
	  • interactive, participative and collaborative
	  • blended delivery methods.

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Unit Sector(s)

Unit sector	Learning design

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDES402A Use training packages and accredited courses to meet client needs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

Application of the Unit

Application of the unit	This unit typically applies to a person working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor. It assumes that the person is working from a pre-defined training product, such as a training package or accredited course, and applying that product to meet client needs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select appropriate training package or accredited course	1.1. Confirm training and/or assessment needs of ***client*** 1.2. Identify and source training packages and/or accredited courses which could satisfy client needs 1.3. Use training products in line with the ***training and assessment organisation's quality assurance policies*** and procedures
2. Analyse and interpret the qualifications framework	2.1. Read and interpret qualification rules 2.2. Review and determine applicable licensing requirements and prerequisites 2.3. Determine suitable electives that meet client needs and job roles
3. Analyse and interpret units of competency and accredited modules	3.1. Select individual unit or accredited module to meet client needs 3.2. Read, analyse and interpret all parts of the unit or accredited module for application to client needs 3.3. Analyse links between unit and/or accredited module to develop effective applications for the client 3.4. Document analysis of unit or accredited module in a clear and accessible manner
4. Contextualise units and modules for client applications	4.1. Use information from the client to ***contextualise the unit*** or accredited module to meet client needs 4.2. Use advice on contextualisation produced by the training package developer or course developer to meet client needs
5. Analyse and interpret assessment guidance	5.1. Read, analyse and apply the assessment guidance of the relevant training package or accredited course 5.2. Determine any special requirements for assessment or reasonable adjustment to suit client needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to collaborate with others in using training products
- planning skills to develop a structure for a particular application of training packages and accredited courses
- cognitive skills to analyse, interpret and apply the various components of selected training packages and accredited courses
- research skills to analyse and interpret training package and accredited course content to meet client needs

Required knowledge

- Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification levels
- functions and responsibilities of training package developers and course accreditation agencies, and their roles as key vocational education and training (VET) organisations
- dimensions of competency
- format and structure of accredited courses
- format and structure of competency standards
- function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system
- methodology relating to analysing and using competency standards for a range of applications and purposes to meet the needs of a diverse range of VET clients
- language and terminology used in training packages and accredited courses
- parts of training packages that can be contextualised and parts that cannot
- structure of training packages and the role and purpose of each endorsed component
- sources of training package information

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • analyse a training package and or accredited course to examine its component parts, identify relevant units of competency or modules, and contextualise those to meet a specific client need • demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be another training package or an accredited course that meets a specific client need.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Client may include:	• individual learners • candidates for assessment • organisations or enterprises with specific training needs.
Training and assessment organisation may include:	• registered training organisation (RTO) • organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services • organisation that provides non-recognised training and assessment services.
Quality assurance policies may include:	• Australian Quality Training Framework requirements as they apply to RTOs • organisational internal quality policies and procedures.

Contextualising units:	• means linking the requirements of the competency standard to the work environment of a particular client or client group
	• may include:
	  • identifying specific types of tools and equipment relevant to the competency
	  • identifying specific organisational policies, procedures, processes and forms relevant to the competency
	  • linking organisation-specific terminology to the competency
	  • identifying specific people relevant to the competency.

Unit Sector(s)

Unit sector	Learning design

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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CHCRH402A Undertake leisure and health programming

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with health practitioners and other relevant people to create, plan, coordinate, deliver and evaluate appropriate leisure and health activities and programs for individuals and groups

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify activities/programs to match leisure and health needs of the client or group	1.1 Work with health practitioners and key others to develop activity/program plans 1.2 Collect and review *relevant information* to establish the needs of leisure and health clients, based on the leisure and recreation assessment 1.3 Identify and review a range of possible *programs* to meet needs 1.4 Select *program focus* and type based on client needs, organisation's criteria and resource availability 1.5 Undertake an activity/program analysis to match client needs to the characteristics of the activity/ program 1.6 Where appropriate, undertake an assessment of outing requirements 1.7 Undertake risk assessment for activities/programs and outings

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare activity/program plan	2.1 Undertake *appropriate planning* of activities within team context to ensure client needs are met 2.2 Incorporate consultation with key clients and stakeholders into planning of activities 2.3 Determine operational arrangements for conducting the program and assess for feasibility 2.4 Develop and document goals and outcomes for each activity/program 2.5 Include appropriate implementation and evaluation strategies in the activity/program plan 2.6 Develop plans to include activity/program modifications required to meet client needs 2.7 Document resource adaptations, where appropriate, according to organisation procedures and protocols 2.8 Ensure planned activities reflect accepted good practice in working with leisure and health clients 2.9 Document the activity/program plan according to organisation procedures and protocols
3. Identify and obtain required resources	3.1 Devise and implement strategies to obtain and utilise necessary human, financial and physical resources 3.2 Where required resources are not readily available, make submissions to potential sources, in accordance with relevant guidelines 3.3 Evaluate, select and arrange suitable locations for program implementation 3.4 Demonstrate an understanding of the range of leisure and recreation options and experiences suitable to client needs 3.5 Identify components of an activity relevant to the abilities of the client 3.6 Where necessary, modify and adapt activities to meet client needs 3.7 Conduct resource audit

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ELEMENT	PERFORMANCE CRITERIA
4. Promote activity/program	4.1 Identify potential program users and design and distribute appropriate information to achieve maximum response 4.2 Evaluate effectiveness of promotional activities and make changes as indicated by response 4.3 Develop motivational strategies to maximise client participation 4.4 Evaluate effectiveness of motivational strategies and make amendments as indicated by the response
5. Deliver activity/program	5.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements 5.2 Provide participants with access to a range of activities suited to their needs and interests 5.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies 5.4 Adapt program to changing needs of participants as required 5.5 Promptly address problems in program delivery 5.6 Use effective facilitation techniques in the delivery of activities 5.7 Develop strategies to deal with challenging behaviour 5.8 Implement strategies to deal with challenging behaviour 5.9 Monitor levels of client participation 5.10 Amend activity to facilitate an appropriate level of client participation

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ELEMENT	PERFORMANCE CRITERIA
6. Evaluate activity/program	6.1 Define criteria to judge program effectiveness in consultation with clients and stakeholders
	6.2 Routinely use appropriate evaluation strategies during and after the program and for revision and development
	6.3 Collect, organise and report evaluation information in a format that is accessible and meaningful to clients and stakeholders
	6.4 Prepare and present reports as required
7. Document the activity/ program	7.1 Determine documentation requirements that reflect accepted good practice in working with leisure and health profession
	7.2 Conduct documentation processes according to organisation guidelines and legal/statutory requirements
	7.3 Evaluate the effectiveness of documentation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current documentation requirements and expectations within the profession
- Relevant aspects of psychology and behaviour management
- Motivational theory and strategies
- Client choice
- Holistic health (emotional, social, physical, mental, spiritual)
- Levels of human needs (universal, developmental, special)
- A range of activities and programs
- Facilitation techniques
- Legal and safety requirements as they relate to activities and programs
- Risk assessment processes
- Outing assessment processes
- Relevant funding sources
- Research and consultation
- Coordination and management of programs
- Analysis of data, information and relationships
- Advocacy
- Provision of support to a diverse range of people/organisations
- Conflict resolution communication and negotiation
- Cross cultural communication and negotiation
- Literacy adequate to prepare a range of appropriate resource material
- Working with and through community leaders
- Volunteers
- Occupational health and safety (OHS) principles and practices

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document steps within the programming process
- Identify the leisure and health needs of the client or group
- Prepare activity/program plan
- Identify and obtain required resources
- Promote, deliver and evaluate activity/program

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - a range of activities and programs
  - motivating clients
  - promoting activities and programs
  - research and consultation
  - coordination and management of programs
  - analysis of data, information and relationships
  - advocacy
  - provision of support to a diverse range of people/organisations
  - conflict resolution communication and negotiation
  - cross cultural communication and negotiation
  - literacy adequate to prepare a range of appropriate resource material
  - working with and through community leaders
  - OHS principles and practices
  - effective use of relevant information technology in line with OHS guidelines

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Competency should be assessed in the context of:
  - working with individuals and groups
  - target groups relevant to the worker and the activity or program
  - consulting with relevant stakeholders
  - for at least two of the types of activities and programs identified in the Range Statement
  - for at least two of the purposes identified in the Range Statement
  - individually or as part of a team

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant information may include:

- Interviews with clients
- Social history
- Care plans/case notes
- Research past lifestyles and interests
- Holistic assessment of client

Programs include:

- Activities designed to address needs of target groups or individuals
- Activities designed to meet needs identified in research
- Activities to extend the participation numbers in existing programs
- Passive and/or active activities
- Physical, mental, emotional, social and/or spiritual activities
- Strategies to address barriers to participation
- Those directed at individual people and their needs
- Those directed at the general community
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
- Those designed to respond to social, economic and demographic changes

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RANGE STATEMENT

Program focus may include:

- Leisure
- Education/learning/training
- Personal development and support (e.g. coping skills)
- Therapeutic
- Music and performing arts (e.g. theatres, band, video production team)
- Language and art based
- Spiritual and religious
- Research, planning and management (e.g. excursions, travel)
- Community action and development
- Special interest causes (e.g. environmental issues)
- Enterprise development activities
- Employment, fund raising, small business

Program activities may include:

- Discussion groups
- Games
- Outings
- Reminiscence
- Poetry and drama
- Storytelling and reading
- Art and craft
- Cognitive stimulation
- Sporting and recreational activities
- Structured and unstructured social activities
- Leisure activities
- Play
- Work-related tasks

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RANGE STATEMENT

Appropriate planning and implementation of programs is undertaken for the purpose of:

- Providing immediate and ongoing support
- Promoting participation and personal development
- Enabling people to use their time constructively, have fun and maintain independence
- Enabling people to learn and explore skills, knowledge and attitudes
- Enhancing well being
- Maintaining and improving cognitive functioning
- Maintaining and improving physical abilities
- Promoting social interaction and friendship development
- Provide an avenue for emotional and psychological support
- Enable participants to meet their spiritual and religious needs

Unit Sector(s)

Not Applicable

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CHCRH401B Work effectively in the leisure and health industry

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work in a context within which leisure and health work occurs and to effectively support its role in enhancing well being

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the context of the leisure and health sector	1.1 Demonstrate in all work understanding of the value of *leisure, recreation and play* in enhancing well being 1.2 In all work in the sector demonstrate consideration of the historical *context* of the sector 1.3 Demonstrate consideration of the changing social, political, and economic context in all work 1.4 Demonstrate an understanding of the different work environments and work roles within the industry
2. Develop knowledge of the leisure and health industry	2.1 Demonstrate knowledge of *current issues* which impact on the sector and different models of leisure and health 2.2 In collecting information about leisure and health, collect and use views of key *stakeholders and representatives* from relevant target groups 2.3 Seek information for professional development and further *training options* and identify potential career pathways

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate a commitment to the central philosophies of the leisure and health sector	3.1 Demonstrate consideration and understanding of the *underpinning values and philosophy of the sector* in all work undertaken 3.2 Demonstrate *commitment to access and equity principles* in all work in the sector 3.3 Ensure clients participate in all aspects of service planning and support activities 3.4 Undertake all work as part of the inter disciplinary team and exhibit an awareness of the role of a conjoint approach to leisure and health programs 3.5 Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities
4. Operate within the policies and procedures of the leisure and health sector	4.1 Identify *relevant organisation policies* and discuss with colleagues and team 4.2 Ensure all work is consistent with relevant statutory and legislative provisions 4.3 Demonstrate knowledge of ethical conduct and duty of care requirements relevant to the practice of leisure and health

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Concepts of autonomy and independence, integration and segregation
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Facts/myths about the value of leisure and recreation in enhancing health and well being
- Historical and social context
- Holistic and client-centred care
- Importance of consumer input and choice
- Importance of respecting individual recognition
- Indigenous Australian culture
- Knowledge specific to working with people from culturally, spiritually and linguistically diverse backgrounds
- Leisure theory
- Occupational health and safety (OHS) principles and practices
- Policy, regulatory, legislative and legal requirements include:
  - Privacy Act
  - equal employment opportunity principles
  - Guardianship Board
  - Freedom of Information Act
  - individual rights
  - disability services acts and standards
  - aged care accreditation standards
  - Aged care Act (1997) including the 'Quality Care principles'
  - National Home and Community Care standards
- Political and economic context
- Principles and practices of confidentiality

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REQUIRED SKILLS AND KNOWLEDGE

- Principles and practices of duty of care
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client empowerment / disempowerment
- Principles of quality of life
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Significance of the advocacy role when working with marginalised groups including the boundaries and limitations
- The leisure and health industry

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate commitment to the central philosophies of the leisure and health sector
- Operate within the policies and procedures of the leisure and health sector
- Work within the context of the leisure and health sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal communication with clients and other stakeholders
  - working as part of a team or as a sole worker
  - effective facilitation techniques
  - reflecting - feelings, experience, content
  - problem solving
  - communication
  - application of OHS principles and practices
- Prepare reports so the information and organisation of information is appropriate to its purpose and audience
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The person being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Leisure, recreation and play include:

- Examples of leisure: Free choice activities which are not seen as work, obligatory or constrained that foster well being
- Examples of recreation: Participation in community, outdoor, fitness, sport, racing, arts, entertainment. Music, tourism activities
- Examples of play: all of the following activities outside of our usual roles which include any of the following; voluntary, fun, role play, games, fantasy, exploring, social exchange and learning.

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RANGE STATEMENT

Context includes:

- Changing social context of work and leisure e.g. consumer centred approach, changing government and societal views of leisure and health approaches to working with clients
- Economic context e.g. the current economic situation as it relates to and affects the subsequent impact on client needs
- Facts/myths about the place of leisure and health in our lives
- Historical context of leisure and health work e.g. changing attitudes to Leisure and recreation ; changing approaches to using leisure with clients
- Political context e.g. government policies and initiatives affecting leisure and health work
- Range of sectors within which leisure and health work takes place, such as disability, aged care residential and community, hospital, rehabilitation services, mental health, correctional services
- Statutory framework within which leisure and health work takes place

Current issues and models of work in the leisure and health sector may include:

- Clubs and societies
- Community development and education
- Consumer run models
- Employment options
- Home based support
- Leisure and health promotion
- Peer support / self help
- Psychosocial rehabilitation
- Residential services
- Respite care

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RANGE STATEMENT

Stakeholders and representatives may include:

- Carers
- Community organisations
- Consumers
- Families and care givers
- Friends, peers and target groups
- Government representatives and service providers
- Leisure and health services
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector

Training options may include:

- TAFE
- Universities
- Other training providers:
  - private
  - government

The underpinning values and philosophy of the sector may include:

- A holistic and consumer-centred approach
- Commitment to empowering the consumer
- Commitment to meeting the needs and upholding the rights of consumers
- Community education
- Delivery of appropriate services
- Encouragement of personal growth and wellness
- Promotion of health and well being

A commitment to access and equity principles includes:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Creation of a consumer oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

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RANGE STATEMENT

Relevant organisation polices and legislation may include:

- Aged care accreditation standards
- Aged Care Act (1997) including the 'Quality Care principles'
- Child Protection Act
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Services Act 1986
- EEO or anti-discrimination acts
- Juvenile justice regulations
- Mental Health Act
- National Home and Community Care standards
- Occupational health safety and welfare
- Organisation mission statements
- Organisation policies
- Relevant state/territory acts

Unit Sector(s)

Not Applicable

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CHCDFV510C Facilitate workplace debriefing and support processes

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to manage colleagues' occupational health and welfare This will involve participating in and facilitating debriefing and various support processes for self or colleagues who are providing various services to people affected by domestic and family violence

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor occupational health and welfare	1.1 Monitor occupational health and welfare, and where issues arise, take appropriate action in accordance with *organisation standards and procedures*
	1.2 Employ appropriate *feedback techniques* to accurately identify workplace needs of *colleagues*
	1.3 Readily identify required professional and *personal performance standards* and use to monitor occupational health and welfare
	1.4 Regularly use self assessment and *reflective behaviour* strategies to monitor performance
	1.5 Regularly or constructively seek formal or informal performance feedback and act upon it as appropriate
	1.6 Plan appropriately to identify areas of need and develop proposals to support these areas

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ELEMENT	PERFORMANCE CRITERIA
2. Conduct debriefings	2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures
	2.2 Schedule debriefing as soon as possible following the incident
	2.3 Conduct debriefing in a safe environment and in a manner that facilitates open communication
	2.4 Use appropriate *debriefing techniques* to encourage further exploration of emotions and experiences to assist in reflection on issues
	2.5 Use appropriate questioning to encourage colleagues to explore and acknowledge their concerns
	2.6 Analyse and respond to any *indications of risk* or threat to safety according to the degree and nature of the risk to self or colleagues
	2.7 Where required, report and record results of debriefings in accordance with organisation standards and procedures
3. Assist and support colleagues	3.1 Promptly deal with any issues relating to the well being of colleagues according to organisation standards and procedures
	3.2 Routinely identify and implement effective ways of working to sustain ongoing health and morale
	3.3 Provide encouragement, support, regular feedback and advice to colleagues as required
	3.4 Clearly communicate to appropriate colleagues any additional support requirements to improve performance
	3.5 Encourage and support colleagues to attend training appropriate for both professional and *personal development*
	3.6 Hold regular meetings with colleagues to review and adjust *support strategies* and priorities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of legislative requirements and knowledge of best practice approach to occupational health and welfare
- Understanding of rights and obligations of employees and employers regarding occupational health and welfare
- Knowledge of debriefing techniques and processes
- Knowledge of appropriate feedback techniques to ensure the various workplace occupational health and welfare needs are accurately identified
- Understanding of techniques for effective workplace communication and team management
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Understanding of role in debriefing process as a peer, supervisor or 'professional debriefer'
- Understanding of specific debriefing techniques and a colleagues' need to debrief specifically in relation to domestic and family violence including dealing with violence, rage, intimidation, threats, transference, counter-transference and interaction with users of violence and those affected by users of violence

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Manage own and colleagues' occupational health and welfare by participating in and facilitating workplace debriefing and support processes, in particular, to:
  - work in accordance with the organisation's occupational health and welfare policies and procedures
  - make appropriate use of feedback and self assessment techniques to accurately identify occupational health and welfare issues
  - use appropriate debriefing techniques in accordance with organisation standards and procedures
  - accurately identify risk and issues that will affect the well being of self or colleagues
  - provide advice, encouragement and support to colleagues to ensure that the workplace occupational health and welfare needs are met
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to workplace occupational health and safety (OHS)

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship, such as questioning and active listening (paraphrasing, clarifying, summarising) techniques, including non-judgemental and empathic approaches
  - performance planning and feedback that will provide regular and constructive feedback to colleagues
  - response ranging from responding sensitively and appropriately, to providing constructive feedback on performance
  - assessment for a broad range of unpredictable problems involving analysis, assessment and evaluation, for example, identifying levels of risk that will affect occupational health and welfare of self and/or colleagues
  - problem solving for a defined range of unpredictable problems that may affect levels of occupational health and welfare
  - collaboration between worker and client, and between services and other providers
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to OHS and welfare issues

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REQUIRED SKILLS AND KNOWLEDGE

- collaboration between worker, clients and colleagues and between services and other providers

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in facilitating workplace debriefing and support processes and managing own and colleagues occupational health and welfare
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to identifying and responding to domestic violence

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation standards and procedures may include those relating to:

- Whether debriefing is a voluntary or compulsory component of workplace practice
- Client and worker safety
- Employment conditions (e.g. industrial agreements, employee/employer requirements)
- Training and development practices
- Administrative processes
- OHS
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to parameters of confidentiality/client consent
- Accountability procedures
- Timeframes for reflective practice and supervision

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RANGE STATEMENT

Feedback techniques may include:	• Team briefing and planning meetings • Performance planning and feedback systems • Questionnaires • Counselling • Oral or written
Colleagues may include:	• Other staff • Unpaid workers • Students on placements • Resources workers • Ancillary staff • Staff from other related organisations/agencies • Co-facilitators in group work
Personal performance standards relates to:	• The practitioner's level of competency • Professional ethics • Integrity and behaviour • Regulations • Code of ethics/practice • Organisation/agency procedures • Community standards • Occupational accountabilities
Reflective behaviour requires practitioners to regularly review their own performance against required and established professional performance requirements *Such performance requirements may be documented through*:	• Professional bodies' competencies and codes of practice/ethics • Organisation HR development policies and procedures • Occupational or functional roles/units of competency

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RANGE STATEMENT

Debriefing techniques may include:

- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- Active listening

Indications of risk could include:

- Client contact outside service boundaries
- Poor performance
- Feelings of depression, anger, low self-esteem
- Medical problems such as overuse of tranquillisers, or alcohol, rug or substance abuse
- Emotional distress
- Transference and counter-transference of client issues on to worker and vice-versa
- Demonstration of stress related problems
- Indicators of stress could include the following:
- Inability to concentrate
- Health problems
- Changes of behaviour
- Continued focus on and re-visiting of an event
- Frequent absences
- Negative attitudes
- Unaware of own stress levels

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RANGE STATEMENT

Personal development strategies may include development/ implementation of a personal/ professional improvement program, either internal or external to the organisation including such things as:	• Development of improved interpersonal/technical skills • Updating stress management abilities • Adapting work rotation to facilitate changing personal/work priorities • Formal/informal learning programs • Utilisation of existing strengths to focus future career development • Cultural and sub-cultural awareness/sensitivity • Seeking coaching • Mentoring • Counselling from appropriate personnel to overcome identified limitations • Development/improvement of conflict management skills • Establishment of new career paths within or external to the organisation
Support strategies may include:	• Formal, personal and organisation debriefing and professional supervision • Informal exploration of incidents with team members and supporters • Counselling • Review of practice and resources • Conscious use of personal recreational activities • Performance appraisal • Training and development activities

Unit Sector(s)

Not Applicable

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CHCDFV509C Work with users of violence to effect change

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with and engage users of violence in assisting them to take responsibility for their violence and to work towards changing their behaviour and enhancing the safety of their family

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain professional relationship	1.1 Use appropriate *interpersonal skills* to develop an open, trusting and professional relationship and to allow accurate and relevant exchange of information
	1.2 Establish and maintain contact with partner and/or family of *users of violence* to identify and analyse their needs
	1.3 Explain and promote client and worker *rights and responsibilities* throughout client contact
	1.4 Mutually agree and adhere to appropriate structures, timeframes and protocols
	1.5 In all dealings with users of violence and their family, comply with *organisation standards and procedures* and with *legislative and statutory requirements*

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ELEMENT	PERFORMANCE CRITERIA
2. Assess capacity for change	2.1 Assess motivation and commitment of users of violence to change *attitudes, beliefs and behaviour* and encourage positive elements and aspects 2.2 Respectfully challenge and constructively address violent behaviour and attitudes condoning violence in an environment that promotes positive client participation 2.3 Identify and assess related issues and factors that impact directly on the user of violence, their partner and family members 2.4 Identify own limitations and strengths in addressing and assessing needs, and respond to them within a supervision framework
3. Encourage personal responsibility	3.1 Challenge users of violence and encourage them to identify their violence and its known and potential affect upon partner and family members 3.2 Encourage users of violence to take responsibility for their actions, to recognise their choices to develop *skills and/or knowledge* and to develop non-violent and respectful relationships 3.3 Assist users of violence to use personal exploration to identify and address opportunities and obstacles to change their *attitudes, beliefs and behaviour* 3.4 Assist users of violence to establish realistic *goals* and strategies to enhance the safety of their partner and family members 3.5 Identify and negotiate the need for specialised services or referral with users of violence and *relevant people* 3.6 Ensure all dealings with users of domestic violence are respectful and sensitive to cultural and family issues and to any *individual differences*

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor and review progress	4.1 Monitor progress of the user of violence through self reflection, partner and family member feedback and critical assessment by the worker and if appropriate, the criminal justice system 4.2 Identify and challenge lack of progress in taking responsibility and any re-use of violence, and develop modified strategies to enhance the safety of the partner and family members of users of violence *4.3* Encourage users of violence to establish and maintain networks of support to assist in the development of responsible *behaviour* 4.4 Identify and allocate additional *services and/or support needed* for further progress according to availability and organisation standards and procedures 4.5 Complete and maintain all appropriate documentation in accordance with organisation standards and procedures and in compliance with legislative and statutory requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social context of domestic violence, including power and control, motivation for change, gender, child abuse and criminal issues
- Knowledge of behaviour and socialisation theories including those which emphasise that thinking patterns can be changed to give people acceptable and constructive alternatives to harmful behaviour
- Knowledge of the cultural, age and language groups represented within the local community, and an understanding of cultural issues that arise when working with those groups
- Understanding of the prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- Knowledge of internally and externally provided services particularly in the domestic violence field
- Knowledge of respectful strategies that will assist clients in changing their attitudes, beliefs and behaviours
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Knowledge which incorporates theories and concepts of planning and control procedures, resource management and risk management
- A knowledge of techniques for dealing with potentially volatile clients and group situations
- Awareness of own values and attitudes and their potential impact on clients
- Knowledge of potential obstacles and opportunities for clients that may impact on changes in attitudes, beliefs and behaviours

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Use interpersonal skills and knowledge to work effectively with users of violence to effect change and to provide appropriate support to family members, in particular, to:
  - accurately identify the safety needs of partners and family members of users of domestic violence
  - establish clear agreements with users of violence about goals, strategies and outcomes to effect change
  - comply with the organisations security and occupational health and safety (OHS) policies and operating procedures relating to contact with users of violence
  - demonstrate challenging and supportive feedback techniques to maintain a focus on personal responsibility with users of violence
  - refer to relevant programs which meet the needs of the users of violence, their partner and family
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to service delivery
  - manage own practice within a supervisory framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - facilitation in relation to providing guidance for behavioural change and the achievement of specified goals
  - response, which include maintaining separate confidentiality strategies when working with users of violence, their partner and family members
  - questioning and active listening (paraphrasing, clarifying, summarising, relationship building and engaging) techniques to develop a trusting relationship and facilitate accurate and relevant exchange of information
  - goal setting and strategy development for ensuring safety
  - self management within a supervision framework
  - assessment to identify needs and related issues which impact on user of violence, partner and family members
  - counselling which challenge violence and support the change process
  - problem solving for a broad range of unpredictable problems involving analysis, assessment, evaluation and the ability to adjust plans and acquire additional resources to assist users of violence, their partner, and/or family
  - collaboration between worker and use of violence, partner and family, and between worker and services and workers across occupational groups
  - dealing with volatile and potentially volatile clients and group situations

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REQUIRED SKILLS AND KNOWLEDGE

- literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

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EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to users of violence to effect change
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to work done with users of violence to effect change

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCCM402D Establish and monitor a case plan
- CHCCS607D Coordinate the assessment and delivery of services to clients with particular needs

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Interpersonal skills may include:

- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Assessment for motivation and capacity to change violent and abusive behaviour
- Techniques to challenge client's behaviour and attitudes where appropriate
- Cultural, sub-cultural awareness/sensitivity
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family

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RANGE STATEMENT

Users of violence may be:	• Individuals who have committed domestic violence • Referred or self-referred • People with specific needs • Voluntary or involuntary clients
Rights and responsibilities may include:	• Rights of safety • Rights under common law • Rights outlined under relevant standards/principles and charters (e.g. UN declaration on rights of the child) • Rights under the constitution • Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation) • Guidelines relating to parameters of confidentiality/client consent • Worker's code of ethics
User/s of violence demonstrate a range of attitudes, beliefs and behaviours which may include:	• Verbal and/or physical, or sexual abuse • Threats or intimidation • Economic abuse • Social abuse • Emotional, psychological and spiritual abuse • Discrimination • Gender privilege • Committing offences • Drug/alcohol usage or abuse • Antisocial behaviour • Breach of an order or condition • Not complying with reasonable directions

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RANGE STATEMENT

Services and/or support needed for users of violence, their partner and family members which enhance safety may include, but are not limited to:	• Crisis intervention services • Legal or medical information and support • Access to services/information • Ongoing assessment • Educational materials and assistance with literacy • Living skills and problem solving programs • Individual and group programs for users of violence, their partner and family • Referrals to specialist services • Referrals to community support and/or education groups • Counselling (one-to-one, family or group orientated) • Provision of assistance to address issues, gather information and locate other resources
Goals should aim for the cessation of violence and/or abuse and be:	• Realistic and attainable • Open to review
These goals may be:	• Those set out in a case plan • Those set out by the individual, partner and/or family • Compliance with directions/orders • Immediate • Short term • Long term • Or a combination of the above

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RANGE STATEMENT

Relevant people may refer to:

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence issue experts (including, specialised practitioners from human/community service sectors etc)
- Various community groups representing cultural, religious, social, ethnic, gender, and age groups within the community
- Government representatives and service providers
- Family members, friends, care-givers
- Behaviour change groups, such as users of violence groups, drug and alcohol groups
- Support groups such as users of violence support groups, community houses, church groups, professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, state and commonwealth agencies
- Probation and parole officers

Skills and/or knowledge and behaviours to be developed may include but are not limited to:

- Communication skills
- Life-skills
- Self management skills
- Stress-management skills
- Personal development/self-esteem skills
- Development of constructive alternatives to current abusive behaviour
- The development of an awareness of the effects of violence and abuse
- Development of a sense of responsibility for their actions
- Insight/personal assessment

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RANGE STATEMENT

Individual differences may, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or first language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who are of a particular gender
- With a dual diagnosis
- Who have addiction or dependency issues
- Who come from an aboriginal background
- Who come from a Torres Strait Islander background
- Who have mental health issues

Organisation standards and procedures may include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to confidentiality/client consent
- OHS
- Debriefing and supervision
- Industry standards

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RANGE STATEMENT

Legislative and statutory requirements may include:	• Relevant State/territory/Commonwealth legislation (e.g. domestic violence, family violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation) • International conventions relating to the rights of women, children and young people • Relevant international conventions on civil and human rights • Freedom of information legislation

Unit Sector(s)

Not Applicable

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HLTOHS501A Manage workplace OHS processes

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit specifies the workplace performance required by an individual responsible for ongoing management of OHS within an area of management responsibility, where the OHS management processes have been set up by other persons, either internal or external to the organisation

Application of the Unit

Application	Application of this unit should be contextualised to reflect any specific workplace risks, hazards and associated safety practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage OHS information and records	1.1 Identify and access relevant OHS *legislation*, *standards*, *codes of practice*/compliance codes, guidance material and other sources of OHS information and evaluate their relevance to the specific work context
	1.2 Collect and collate OHS information to provide information on OHS requirements, trends and risk controls
	1.3 Review records and record keeping processes to ensure that legal requirements for OHS record keeping are identified and addressed
	1.4 Implement and monitor processes for ensuring that OHS records are accurately completed, collected and stored in accordance with legal requirements and workplace procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Manage OHS participative processes	2.1 Monitor participative processes to ensure compliance with *legislative requirements* and organisation procedures 2.2 Evaluate information provided to employees to ensure it is in a readily accessible and understandable format 2.3 Implement and monitor processes for ensuring that workgroup members have an opportunity, either directly or through their representative, to contribute to decisions that may affect their health and safety 2.4 Evaluate processes for addressing OHS issues, to ensure issues raised through consultation are resolved promptly and in line with organisation procedures and legislative requirements 2.5 Promptly provide information about the outcomes of consultation in a format and medium that is readily accessible to employees
3. Manage OHS risk management processes	3.1 Ensure hazard, incident, and injury reporting and investigation processes are in place, to meet legislative requirements and to inform future prevention strategies 3.2 Ensure processes are in place so that hazard identification and risk assessments occur according to organisation procedures 3.3 Ensure risk controls and hazard specific procedures are consistent with the hierarchy of control and are monitored to support compliance with legislative and regulatory requirements 3.4 Ensure processes are in place to identify and address any OHS implications of either proposed or implemented changes to the workplace, work processes or organisation of work 3.5 Recognise limits of own professional expertise and consult expert advisors as required

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ELEMENT	PERFORMANCE CRITERIA
4. Manage OHS training program	4.1 Conduct an OHS training needs assessment for workgroup members, that takes account of legislative and regulatory requirements, internal policies and procedures, existing skills of workgroup members and *risk control* requirements 4.2 Implement and monitor training programs to ensure identified OHS training requirements are addressed 4.3 Implement and monitor processes to ensure that all new employees receive OHS induction 4.4 Access and consult relevant OHS and training specialists as required, in the development and implementation of the OHS training program(s)
5. Manage OHS continuous improvement process	5.1 Consider input from individuals and workgroup in identifying and implementing OHS improvement 5.2 Determine OHS priorities in consultation with appropriate managers and stakeholders 5.3 Develop OHS action plans taking account of priorities and training needs 5.4 Monitor achievements against the OHS plans and update plans accordingly

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Hazard identification procedures
- Knowledge and understanding of guidance material including codes of practice/compliance codes relevant to the particular industry/type of work site
- Legal and practical requirements for OHS training
- Legal requirements for OHS record keeping and reporting
- Legislative requirements for consultation
- Principles of risk assessment
- Relationship between OHS and sustainability in the workplace, including the contribution of maintaining health and safety to environmental, economic, workforce and social sustainability
- Sources of OHS information both internal and external to the workplace
- Systems for identifying skill needs, for example:
  - identifying additional training needs of learners
  - performance reviews
  - training needs analysis
- The difference between hazard and risk
- The hierarchy of control and its application
- The roles and responsibilities of employees, supervisors and managers in the workplace
- Understanding of OHS legislation and regulatory requirements relevant to the particular industry/type of work site
- Workplace specific information including:
  - awards and enterprise agreements that impact on the particular workplace
  - designated person(s) for raising OHS issues
  - hazard identification procedures relevant to the hazards in their workplace
  - hazards of the particular work environment and how they cause harm

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REQUIRED SKILLS AND KNOWLEDGE

- organisation procedures related to OHS including hazard, incident and injury reporting, hazard identification, risk assessment and control, consultation and participation, incident investigation, record keeping
- the characteristics and composition of the workforce and how they may impact on the management of OHS

Essential skills:

It is critical that the candidate demonstrate the ability to

- Manage OHS processes for a small organisation or group(s) of persons undertaking a range of work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply an action planning process
- Assimilate information from a range of sources to evaluate effectiveness of processes
- Communicate with supervisors, other managers, staff, OHS inspectors and expert advisers in a range of contexts, and using a range of media and formats.
- Conduct effective meetings
- Develop solutions to complex OHS problems, utilising information from a range of sources
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Take into account and support staff to use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use language and literacy and conceptual skills to analyse and evaluate OHS information
- Use technical skills to access OHS information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence gathered by an assessor to determine competence will include:
  - written or verbal responses to scenarios and case studies
  - reports from persons who have been involved in the management processes
  - portfolio of workplace documents
- Evidence of performance over time must be obtained to inform a judgement of competence

Products that could be used as evidence include:

- Verbal and written responses to verbal, pictorial or physical scenarios
- Demonstrated action to scenarios, simulations, role plays
- Completed reports to senior managers
- Written directions, emails, memos and other information provided to supervisors in area of responsibility
- Reports from team leaders, senior managers, other managers, specialist advisors

Processes that could be used as evidence include:

- How training needs were identified and addressed
- How action plans are developed, monitored and updated
- How hazard identification and risk assessment occur

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units: Assessment of this unit should address and build on the content of related unit:

- HLTOHS300B Contribute to OHS processes

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

OHS legislation includes: Commonwealth, state and territory OHS Acts and regulations

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RANGE STATEMENT

Standards include:	Documents produced by national bodies, OHS regulators or industry bodies, that prescribe preventative action to avert occupational deaths, injuries and diseases Standards are of an advisory nature only, except where a law adopts the standard and thus makes it mandatory They may be called up as evidence in court or other enforcement action
Codes of practice/compliance codes are:	Documents generally prepared to provide advice to employers and workers, of an acceptable way of achieving standards Codes of practice/compliance codes may: • be incorporated into regulations • not relate to a standard • be called up as evidence in court or other enforcement action
Guidance material:	Is an advisory technical document, providing detailed information for use by unions, employers, management, health and safety committee members and representatives, safety officers and others requiring guidance Advises on 'what to do' and 'how to do it' Has no legal standing

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RANGE STATEMENT

Other sources of OHS information include

Persons, organisations and references where knowledge about OHS may be obtained

These sources may be:

- *Internal, including*:
  - hazard, incident and investigation reports
  - workplace inspections
  - incident investigations
  - minutes of meetings
  - Job Safety Analyses (JSAs) and risk assessments
  - organisation data such as insurance records, enforcement notices and actions, workers compensation data, OHS performance data
  - reports and audits
  - material safety data sheets (MSDSs) and registers
  - employees handbooks
  - employees including questionnaire results
  - OHS advisors
  - manufacturers' manuals and specifications
- *External, including*:
  - regulatory bodies and OHS Acts, regulations, codes and guidance material
  - other relevant legislation
  - Office of the Australian Safety and Compensation Council (ASCC)
  - National Occupational Health and Safety Commission (NOHSC) documents
  - databases such as national and state injury data
  - OHS specialists and consultants
  - newspapers and journals, trade/industry publications
  - internet sites
  - industry networks and associations including unions and employer groups
  - OHS professional bodies
  - specialist advisors
  - research information

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RANGE STATEMENT

OHS information includes:

- Requirements under OHS legislation, regulations, standards, codes of practice/compliance codes and guidelines
- Rights and responsibilities
- Information on hazards including MSDSs
- Collated information on hazard incidents and injuries
- Investigation and audit reports
- Outcomes of hazard identifications and workplace inspections
- Risk assessments
- Risk controls
- Workplace OHS policies and procedures
- Work procedures
- Training records

Risk controls include:

The devices and methods to, where practicable, eliminate the hazard or, where this is not practicable, minimise the risk associated with the hazard

Legal requirements for record keeping include:

That specified under OHS legislation and regulations for:

- Serious incident and injury reporting
- Registered plant
- Hazardous substances and dangerous goods
- Environmental monitoring
- Health surveillance
- Privacy legislation.

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RANGE STATEMENT

OHS records may include:

- Hazard, incident and investigation reports
- Workplace inspection reports
- Incident investigation reports
- First aid records
- Minutes of meetings
- Job Safety Analyses (JSAs) and risk assessments
- Material safety data sheets (MSDSs) and registers
- Plant and equipment operation records including those relevant to registered plant
- Maintenance and testing reports
- Training records
- Environmental monitoring records
- Health surveillance records

Participative processes include: Processes that:

- inform employees and other stakeholders of OHS matters
- seek their input
- offer opportunity for stakeholders to participate in decisions that may impact on their health and safety

Participative processes may also be referred to as 'consultative processes', however 'participation' implies a higher level of involvement

Organisation policies and procedures include: Policies and procedures underpinning the management of OHS including:

- hazard, incident and injury reporting
- hazard identification, risk assessment and control
- consultation and participation
- incident investigation
- quality system documentation

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RANGE STATEMENT

Consultation includes processes for:	Seeking information or the opinions from one or more people prior to decision-making Consultation should particularly include those who may affect the outcomes or be affected by the decisions made but may also include specialist sources
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Specific safety related hazards may include but are not limited to:	• Alarms • Bodily fluids • Burnout (compassion fatigue) • Chemicals • Computer use • Cytotoxic medicines and waste • Defusing violent behaviour • Egress from rooms • Managing violent behaviour on outreach and home visits • Manual handling • Manual handling (boxes) • Moving parts of machinery • Noise • Rostering • Sharps • Trips falls etc • Underfoot hazards • Violence in the workplace • Work posture
Other workplace hazards may include:	• Occupational violence • Stress • Fatigue • Bullying

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RANGE STATEMENT

Incident includes: Any event that has caused or has the potential for injury, ill health or damage

Hazard identification is: The process of identifying sources of harm and may be required:

- at design or pre purchase of equipment and materials
- at commissioning or pre-implementation of new processes or practices
- before new forms of work and organisation of work are implemented
- before changes are made to workplace, equipment, work processes or work arrangements
- as part of planning major tasks or activities, such as equipment shutdowns
- following an incident report
- when new knowledge becomes available
- at regular intervals during normal operations
- prior to disposal of equipment, buildings or materials

Risk: In relation to any hazard, means the probability and consequences of injury, illness or damage resulting from exposure to a hazard

Risk assessments involve: Analysing a hazard to:

- identify factors influencing the risk and the range of potential consequences
- effectiveness of existing controls
- likelihood of each consequence considering exposure and hazard level
- and combining these in some way to obtain a level of risk

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RANGE STATEMENT

Hierarchy of control is: The preferred order of control measures for OHS risks:

- elimination - controlling the hazard at the source
- substitution e.g. replacing one substance or activity at the source
- engineering e.g. installing guards on machinery
- administration policies and procedures for safe work practices
- Personal Protective Equipment e.g. respirators, ear plugs

Expert advisors include:

- Persons either internal or external to the organisation including;
  - safety professionals
  - ergonomists
  - occupational hygienists
  - audiologists
  - safety engineers
  - toxicologists
  - occupational health professionals
- Other persons providing specific technical knowledge or expertise in areas related to OHS including:
  - risk managers
  - health professionals
  - injury management advisors
  - legal practitioners with experience in OHS
  - engineers (e.g. design, acoustic, mechanical, civil)
  - security and emergency response personnel
  - workplace trainers and assessors
  - maintenance and trade persons

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RANGE STATEMENT

OHS induction includes: The processes by which new employees are introduced to, and acquainted with their job and the new workplace, including familiarisation with:

- hazards and risks associated with the work,
- risk control measures,
- welfare facilities and
- emergency response procedures

Stakeholders are: Those people or organisations who may be affected by, or perceive themselves to be affected by an activity or decision including:

- managers
- supervisors
- health and safety and other employee representatives
- OHS committees
- employees and contractors
- the community

OHS action plans include: Documented plans developed within the workplace to implement a systematic approach to OHS management and contain:

- actions that support an integrated strategy to address deficiencies, meet obligations or provide for improved outcomes
- allocated responsibilities
- timeframes

Unit Sector(s)

Not Applicable

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TAEASS402B Assess competence

Modification History

Version	Comments
TAEASS402B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

Application of the Unit

This unit typically applies to assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Prepare for assessment	1.1 Interpret ***assessment plan*** and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2 Access and interpret relevant ***benchmarks for assessment*** and nominated ***assessment tools*** to confirm the requirements for evidence to be collected 1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4 Organise ***specialist support*** required for assessment 1.5 Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1 Use agreed ***assessment methods*** and instruments to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to ***individual differences*** and enables two-way ***feedback*** 3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics 3.4 Access required specialist support in accordance with the assessment plan 3.5 Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan 4.4 Provide clear and constructive feedback to candidate regarding

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	the assessment decision and develop any follow-up action plan required
5. Record and report the assessment decision	5.1 Record assessment outcomes promptly and accurately 5.2 Complete and process an assessment report according to agreed assessment procedures 5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions
6. Review the assessment process	6.1 Review the assessment process in ***consultation*** with relevant people to improve own future practice 6.2 Document and record the review according to relevant assessment system policies and procedures

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
  - break down competency standards
  - interpret assessment tools and other assessment information, including those used in RPL
  - identify candidate needs
  - make judgements based on assessment of available evidence
- observation skills to:
  - recognise candidate's prior learning
  - determine candidate's performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate's prior learning
  - make a decision on a candidate's competence
- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
  - explain the assessment, including RPL process
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback
  - discuss assessment outcome
  - use language appropriate to candidate and assessment environment
  - establish a working relationship with candidate.

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Required knowledge

- competency-based assessment, including:
  - vocational education and training as a competency-based system
  - criterion-referenced assessment as distinct from norm-referenced assessment
  - competency standards as the basis of qualifications
  - structure and application of competency standards
  - principles of assessment and how they are applied
  - rules of evidence and how they are applied
  - range of assessment purposes and assessment contexts, including RPL
  - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
  - reasonable adjustments and when they are applicable
  - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
  - potential barriers and processes relating to assessment tools and methods
  - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - training packages and competency standards
  - licensing requirements
  - industry and workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment

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- sources of OHS information.
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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan
	• assess at least one candidate for RPL
	• consider reasonable adjustment and the reasons for decisions in at least one assessment
	• cover an entire unit of competency and show:
	  • the application of different assessment methods and instruments involving a range of assessment activities and events
	  • two-way communication and feedback
	  • how judgement was exercised in making the assessment decision
	  • how and when assessment outcomes were recorded and reported
	  • assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements
	  • how the assessment process was reviewed.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assessment plan may include:	• overall planning, describing:
	  • what is to be assessed
	  • when assessment is to take place
	  • where assessment is to take place
	  • how assessment is to take place.

Benchmarks for assessment:	• refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.
Assessment methods include:	• particular techniques used to gather different types of evidence, such as: • direct observation

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	• structured activities • oral or written questioning • portfolios of evidence • review of products • third-party feedback.
Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Assessment

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Custom Content Section

Not applicable.

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TAEASS401B Plan assessment activities and processes

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.
The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Determine assessment approach	1.1 Identify candidate and confirm ***purposes and context of assessment/RPL*** with relevant people according to l***egal, organisational and ethical requirements*** 1.2 Identify and access ***benchmarks for assessment/RPL*** and any specific assessment guidelines
2. Prepare the assessment plan	2.1 Determine evidence and ***types of evidence*** needed to demonstrate competence, according to the ***rules of evidence*** 2.2 Select ***assessment methods*** which will support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Document all aspects of the ***assessment plan*** and confirm with relevant personnel
3. Develop assessment instruments	3.1 Develop ***simple assessment instruments*** to meet target group needs 3.2 Analyse ***available assessment instruments*** for their suitability for use and modify as required 3.3 ***Map assessment*** instruments against unit or course requirements 3.4 Write clear instructions for candidate about the use of the instruments 3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material relating to reasonable adjustment
  - identify opportunities for integrated competency assessment
  - contextualise competency standards to the operating assessment environment, including RPL
  - consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
  - obtain competency standards, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
  - demonstrate sensitivity to access and equity considerations and candidate diversity
  - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.
- **Required knowledge**
- ethical and legal requirements of an assessor
- competency-based assessment, including:
  - work focused
  - criterion referenced
  - standards based
  - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence

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- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Evidence of the ability to:
	• plan and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the selected assessment tools, where required
	  • incorporation of reasonable adjustment strategies
	  • development of simple assessment instruments for use in the process
	  • organisational arrangements.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purposes of assessment/ RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.

Context of assessment/ RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace
	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational, legal and ethical requirements may include:	• assessment system policies and procedures • assessment strategy requirements • reporting, recording and retrieval systems for assessment, including RPL • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative and partnership arrangements • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards, and enterprise agreements • Australian Quality Training Framework • registration scope • human resources policies and procedures • legal requirements, including:

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	• anti-discrimination • equal employment opportunity • job role, responsibilities and conditions • relevant industry codes of practice • confidentiality and privacy requirements • OHS considerations, including: • ensuring OHS requirements are adhered to during the assessment process • identifying and reporting OHS hazards and concerns to relevant personnel.
Benchmarks for assessment/RPL may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be: • competency standard/unit of competency • assessment criteria of course curricula • performance specifications of an enterprise or industry • product specifications.
Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • current.
Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example: • real work/real time activities at the workplace • work activities in a simulated workplace environment • structured activities, for example: • simulation exercises and role-plays • projects • presentations • activity sheets • questioning, for example: • written questions, e.g. on a computer • interviews • self-assessment • verbal questioning • questionnaires • oral or written examinations (applicable at higher AQF levels) • portfolios of evidence, for example:

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	• collection of work samples compiled by candidate • product with supporting documentation • historical evidence • journal or log book • information about life experience • review of products, for example: • testimonials and reports from employers and supervisors • evidence of training • authenticated prior achievements • interview with employer, supervisor, or peer.
Assessment plan may include:	• overall planning document describing: • what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.
Simple assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including: • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	• commercially available instruments • those created by others inside the registered training organisation.
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Assessment

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Custom Content Section

Not applicable.

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PSPPROC607A Manage strategic contracts

Modification History

PSPPROC607A Release 2: Layout adjusted. No changes to content.
PSPPROC607A Release 1: Primary release.

Unit Descriptor

This unit covers the competencies required to manage contracts for strategic purchases, to effectively minimise risks and achieve value for money to meet an organisation's core objectives. It includes managing the establishment, performance and evaluation of strategic contracts.
In practice, managing strategic contracts may occur in the context of other generalist and specialist work activities, such as maintaining and enhancing confidence in public service or local government, establishing and maintaining strategic networks, managing compliance with legislation in the public service or local government, managing risk, developing a business case, planning for strategic procurement, coordinating strategic procurement and negotiating strategic procurement.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those in specialist procurement and contracting.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage contract establishment	1.1. Requirements of ***contracts and strategic initiatives*** are discussed, clarified and agreed by all parties. 1.2. Responsibilities for establishing and carrying out procedures are assigned to achieve contract outcomes. 1.3. Effective communication strategies and processes are established and implemented to assist ongoing communication between internal and external ***stakeholders*** and contractors. 1.4. Relationship management is undertaken of all levels of personnel involved in procurement and contract management, within probity boundaries. 1.5. Strategic relationships are established and managed within probity boundaries to improve procurement capability and performance. 1.6. Risk management plans are updated according to organisational policy and procedures.
2. Manage contract performance	2.1. Progress of contracts is ***monitored*** against set targets and performance measures to ensure success of procurement activities. 2.2. Should monitoring find that set targets, performance measures and probity requirements are not being met, action is taken to rectify performance in a timely manner. 2.3. Advice and support are provided to solve problems, make improvements and maintain progress. 2.4. Disputes are managed promptly according to contractual conditions to achieve resolution and maintain contract performance and progress. 2.5. Opportunities to continuously improve procurement outcomes are sought and negotiated with contractors. 2.6. Approvals are provided or gained for ***contract variations*** that are negotiated and agreed between the parties. 2.7. Opportunities are provided for stakeholders and contractors to have input into and receive feedback on progress during the performance of the contract. 2.8. Internal and external stakeholders are engaged as necessary throughout the life of the contract to maintain progress.
3. Manage contract evaluation	3.1. Evaluation of contract performance is undertaken relative to planned performance measures and in

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consultation with stakeholders and contractors.

3.2. Where stakeholders and contractors do not agree, dispute resolution is undertaken according to organisational policy and procedures.

3.3. Conclusions are detailed against agreed criteria to provide a complete picture of ***performance of contractors***, organisation's ***procurement processes*** and ***value for money***.

3.4. Performance of strategic initiatives is measured relative to planned outcomes in consultation with industry and other stakeholders.

3.5. Lessons learnt from evaluations of contracts and strategic initiatives are documented according to organisational requirements and used to continuously improve future procurement activities.

3.6. Contractors and stakeholders are advised of evaluation outcomes in a timely manner according to organisational guidelines.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and negotiate with stakeholders
  - network, within probity boundaries, with stakeholders
  - build and manage effective working relationships
  - write business cases, plans, reports, submissions and other complex documents
  - read complex documents, such as contracts, legislation and guidelines
  - provide feedback
- teamwork skills to:
  - manage teams of expert negotiators in functions such as finance, legal, technical and engineering
  - manage strategic relationships
  - model effective management and leadership approaches
  - respond to diversity
  - refer issues to the correct person
- problem-solving skills to:
  - apply decision-making processes or methodologies
  - identify and resolve strategic contract management issues
  - apply understanding of supplier issues and supply chain management in the context of managing strategic contracts
- initiative and enterprise skills to:
  - identify, assess and implement opportunities for performance improvement
  - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of managing strategic contracts
- planning and organising skills to:
  - undertake research and business analysis
  - manage financial and other resources
  - manage strategic procurement contracts, contract management plans and sub-plans
- learning skills to keep up-to-date with:
  - best practice examples in strategic procurement
  - relevant procurement legislation, policies and procedures
- technology skills to:
  - operate organisational IT systems
  - use electronic procurement templates

Required knowledge

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- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
  - relating to managing strategic contracts, including environmental purchasing guidance
  - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- aspects of law of contract, trade practices law, and commercial law relating to managing strategic contracts
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- government procurement environment
- legal requirements of government contracting
- financial rules and regulations
- implications of particular contracting arrangements
- whole-of-life considerations
- procurement management processes
- cultural issues relating to contract management and industry development
- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to managing strategic contracts

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Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Competency must be demonstrated in managing strategic contracts consistently and in accordance with legislative and organisational requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- develop contract management plans and sub-plans suited to the nature of the contracts
- establish contract management relationships with stakeholders using strategic techniques such as start up workshops, service level agreements, etc.
- implement contract management plans
- manage contractors to ensure the delivery of contract outcomes, using flexibility and initiative to deal with issues as they arise
- implement contract performance measures
- provide contractors with performance feedback
- deal promptly and proactively with contract disputes and refer to higher authority when this is not possible
- communicate effectively with internal and external stakeholders about the operation of contracts
- uphold probity standards in all dealings with contractors.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to managing strategic contracts
- codes of conduct and codes of practice
- long-term government policy papers, such as White Papers
- strategic procurement plans and direction statements
- workplace scenarios and case studies relating to a range of strategic procurement and disposal activities.

Method of assessment

The following assessment methods are suggested:

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- questions to assess understanding of relevant legislation and procedures
- review of strategies and approaches adopted for managing strategic contracts
- review of contract management plans and related sub-plans, such as transition plans, probity plans, contract variations, contract performance reports and reviews, budgets, negotiation notes from meetings with contractors, risk assessments, formal sign-offs and approvals, contract closure reports, and other documentation prepared or reviewed by the candidate in a range of contexts
- review of stakeholder engagement approaches adopted by the candidate.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Candidates for this qualification must demonstrate a high level of understanding and practical workplace application of underpinning knowledge. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPMNGT607B Develop a business case
- PSPMNGT608B Manage risk
- PSPPM601B Direct complex project activities
- PSPPROC604B Plan for strategic procurement
- PSPPROC605B Coordinate strategic procurement
- PSPPROC606B Negotiate strategic procurement.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Contracts and strategic initiatives may include:

- non-traditional procurement and finance activities
- strategic procurement activities, such as industry development
- in-house option directives
- inter and intra-government agreements
- memoranda of understanding and memoranda of agreement
- public private partnerships (PPP)
- purchases from suppliers
- coordinated procurement arrangements
- whole of government procurement arrangements
- cooperative procurement arrangements.

Stakeholders may include:

- end users
- customers or clients
- sponsors
- current or potential providers or suppliers
- technical or functional experts or advisers
- commonwealth, state or territory, and local government
- the organisation
- other public sector organisations
- employees, unions and staff associations
- industry bodies
- local communities
- lobby groups and special user groups.

Monitoring may involve:

- progress meetings and regular progress reports from contractor
- visits to contractor's premises
- provision of samples
- tests and verification
- independent audit
- end-user feedback.

Contract variation may include modification of:

- targets
- performance measures
- procurement plans
- resourcing

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	• monitoring and evaluation processes.
Evaluation of ***contractor performance*** may include:	• strengths and weaknesses • client acceptance of service delivery (client satisfaction) • meeting delivery and completion dates • compliance with other contractual requirements • performance in relation to relevant policy objectives, such as industry development, care for the environment, OHS and affirmative action • achievements of the contractor in developing Australian and New Zealand supply networks • general relationships, including effectiveness of communication at all levels • performance of key technical personnel • acceptability and cost of whole-of-life technical support, including lead times and availability of spares and maintenance services • achievements in innovation and quality improvement programs • acceptability and suitability for future agreements, including potential status as an approved contractor • adherence to codes of practice and codes of conduct.
Evaluation of organisation's ***procurement processes*** may focus on:	• effectiveness of project management, including project plan and responsibilities and accountabilities set out in it • quality of the business case, as indicated by achievement of planned outcome and contribution to program objectives • effectiveness of contractor qualification processes • value obtained in bid clarification and post-tender negotiation • effectiveness of project management systems, focusing particularly on management information • effectiveness of risk management, including corruption risks and probity risks • methods for controlling variations in cost, time, quality and performance from initial planning to completion • adequacy of safeguards against fraud, error and impropriety • incidence of material losses due to waste or inefficiency • overall performance in terms of cost, time, service and quality • compliance with procurement policy.

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Value for money must reflect:

- whole-of-life program benefits
- residual values
- disposal costs or disposal return
- costs of parts
- servicing and maintenance
- industry benchmarks.

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

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PSPPROC503B Manage contract performance

Modification History

PSPPROC503B Release 2: Layout adjusted. No changes to content.
PSPPROC503B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required by people whose primary role is contract management to implement strategies that ensure effective contract performance. It includes managing the business relationship, performance of the contract, and contract issues; and implementing a communication strategy.
In practice, managing contract performance may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service or local government, undertaking negotiations, promoting compliance with legislation in the public sector, finalising contracts, managing procurement risk, planning to manage a contract, planning for procurement outcomes and making procurement decisions.
PSPPROC414A Manage contracts is the appropriate unit for people undertaking contract management as a minor part of their work role.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those who may or may not have had involvement in the procurement process preceding execution of the contract.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage the business relationship	1.1. ***Probity*** is managed in accordance with organisational requirements, ***legislation***, ***policy and public sector standards***. 1.2. Obligations to the contractor are met according to contractual arrangements. 1.3. Consideration of conflicts of interest and their resolution are recorded according to public sector standards and organisational requirements. 1.4. Business relationship with contractor is managed in the public interest through ***formal and informal mechanisms*** according to public sector standards and organisational policy and procedures.
2. Manage performance of the contract	2.1. Start-up or transition arrangements are implemented according to contract requirements and organisational procedures. 2.2. ***Contract management plan*** is monitored for effectiveness on a regular basis and adapted as necessary during the life of the contract. 2.3. Performance of ***contract*** is monitored against key performance indicators and tracking milestones to ensure obligations under the agreement are being met. 2.4. E-procurement, financial and other resources are managed as necessary according to contract requirements and organisational procedures. 2.5. Emerging and potential ***risks*** are identified and managed according to organisational risk management procedures.
3. Manage contract issues	3.1. Contract ***variations*** are managed according to contract management plan, organisational policy and procedures, and probity requirements. 3.2. ***Early signs of under-performance*** are identified, and ***action is taken to improve performance*** to the agreed level and documented according to contract's communication and information policy. 3.3. ***Disputes*** and complaints are investigated and ***resolved*** or referred according to contract's management plan and contractual arrangements. 3.4. ***Negotiation of issues*** relating to the contract is conducted and approvals are obtained according to stipulations in the contract. 3.5. Conflict is addressed and resolved where possible or

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	other ***actions*** are taken according to contractual arrangements. 3.6. Non-compliance with codes of conduct, codes of practice and standards of behaviour is dealt with in a timely manner.
4. Implement communication and information strategy	4.1. ***Communication*** on the performance of the contract is maintained with all stakeholders according to organisational protocols and public sector standards. 4.2. Management reporting is carried out according to tracking milestones and organisational requirements. 4.3. ***Contract information*** is maintained for ***organisational purposes*** according to organisational policy and procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and negotiate with contractors and stakeholders, involving complex oral and written exchanges of information
  - network, within probity boundaries, with contractors and stakeholders
  - read complex documents, such as contracts, legislation and guidelines
  - write management reports and keep records of meetings, liaison, notes and follow-up actions
  - provide feedback
- teamwork skills to:
  - build effective working relationships with contractors and stakeholders, within probity boundaries
  - model effective team management approaches
  - respond to diversity
  - refer issues to the correct person
- problem-solving skills to:
  - resolve disputes, conflict and complaints
  - make judgements about when to refer disputes, conflict and complaints to others
  - apply understanding of supplier issues/supply chain management in the context of contract management
- initiative and enterprise skills to:
  - apply the content of complex documents, such as contracts, legislation and guidelines
  - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of contract management
- planning and organising skills to:
  - manage contract documentation
  - plan and organise contract meetings, reports and reviews
- learning skills to keep up-to-date with:
  - best practice examples in procurement practice
  - relevant procurement legislation, policies and procedures
- technology skills to:
  - operate organisational IT systems
  - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies,

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practices and guidelines:

  - relating to contract management, including environmental purchasing and corporate social responsibility guidance
  - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract management for a range of contractual situations
- privacy and confidentiality issues
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- whole-of-life considerations
- financial and accounting issues relevant to the contract
- legal aspects of negotiation
- aspects of law of contracts, trade practices law and commercial law relevant to the management of contracts relating to complex procurement
- equal employment opportunity relevant to the management of contracts
- OHS requirements relevant to the management of contracts
- environmental, sustainability and corporate social responsibility principles relevant to the management of contracts

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Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Competency must be demonstrated in managing contract performance consistently in accordance with legislative and organisational requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- develop and implement an appropriate contract management plan, using templates where available
- develop and implement an appropriate transition plan, using templates where available
- develop and maintain a sound business relationship with contractors within probity guidelines, upholding probity standards in all dealings with them
- manage contractor performance so that goods and services are delivered according to the contract
- provide the contractor with performance feedback
- deal promptly and proactively with contract issues and disputes and refer to higher authority when this is not possible
- communicate effectively with internal and external stakeholders about the operation of the contract.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities associated with managing contract performance
- case studies that incorporate dilemmas and probity requirements relating to managing contract performance.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and

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procedures
- review of strategies and approaches adopted for managing contract performance
- review of contract management plans, contracts, contract variations, contractor performance reports, communication strategy and other documentation prepared by the candidate in a range of contexts
- review of stakeholder engagement approaches adopted by the candidate.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV507A Undertake negotiations
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPPROC504B Finalise contracts
- PSPPROC505A Manage procurement risk
- PSPPROC506A Plan to manage a contract
- PSPPROC507A Plan for procurement outcomes
- PSPPROC508A Make procurement decisions.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Probity principles:

- may include:
  - accountability
  - transparency
  - confidentiality
  - managing conflict of interest
  - impartiality
- are maintained to:
  - ensure conformity to processes
  - facilitate accountability
  - ensure proponents are treated in a fair and equitable manner
  - encourage commercial completion
  - preserve public and private sector confidence in government processes.

Legislation, ***policy and public sector standards*** may include:

- financial management legislation
- government procurement, purchasing and contracting legislation, policy and guidelines
- council rules and by-laws
- public sector standards
- codes of conduct, codes of practice and standards of individual behaviour
- cross-cultural and social justice issues
- environmental and sustainability policies
- corporate social responsibility policies.

Formal and informal mechanisms may include:

- non-confrontational interaction
- hospitality
- formal contract variations
- formal negotiations
- formal and informal meetings
- regular and *ad hoc* reporting
- review processes.

Contract management plan may include:

- risk management plan
- contingency plan
- communication and public relations plan

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	• human resource management plan • disposal plan • contract review plan • setting up routines • quality assurance systems • arrangements for transfer of legal responsibility • insurances • strategies to avoid implied acceptance of varied conditions through non-enforcement of contractual obligations • environmental/green procurement, sustainability and corporate social responsibility principles.
Contracts may include:	• formal written contracts • standing offers (panels) • multi-use lists and similar arrangements • inter and intra-government agreements • letters of intent • memoranda of understanding and memoranda of agreement • licensing agreements • in-house option directives.
Risks may include:	• supplier inability to meet obligations • end user or buyer inability to meet obligations • scope creep • client requirements not fully understood • becoming too dependent on a single supplier • disruption to continuity and consistency of service if too many suppliers are selected • other environmental influences • corruption risks • probity risks.
Variation to agreements may arise from:	• change of scope • negotiation of new terms and conditions • dissolution of contracts • inability to deliver.
Early signs of under-performance may be detected through:	• tracking milestones • regular meetings • meeting records and follow-up • file management and audit trail • stakeholder surveys on performance • ongoing review of deliverables.
Actions taken to improve	• discussion with contractor

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performance may include:	• regular interaction • ongoing performance feedback • provision of support • expert advice.

Disputes may include:	• disputes over:
	  • requirements
	  • delivery schedules
	  • price changes
	  • additional tasking
	  • payment schedules
	• complaints from third parties
	• formal and informal.

Techniques available to ***resolve*** disputes include:	• conference • negotiation • mediation • arbitration • resort to contractual conditions • litigation.
Negotiation of issues may include:	• contract variations • continuous improvement • innovations • non-compliance • consequences.
Actions as a result of unresolved conflict may include:	• mediation • court action • termination of contract.
Communication strategies may include:	• clear communication • understanding the needs of the service provider and the client • setting regular times to talk, meet or check on progress • protocols for dealing with other stakeholders • emergency contact arrangements • diary system to monitor milestones, timeframes, receipt of deliverables, etc. • strategies for ensuring information flow at critical stages of the contract.
Contract information may include:	• contract and variations • contract management plan • financial records, including funding submissions, budgets, delegations, invoices and payments • contractor performance information

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- contract reports
- information about disputes and other issues
- complaints and compliments.

Organisational purposes may include:

- probity and accountability
- budget reporting
- feeding into future procurement processes
- performance management of suppliers
- internal and external reviews and audits
- governance requirements
- legal compliance.

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

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PSPPROC506A Plan to manage a contract

Modification History

PSPPROC506A Release 2: Layout adjusted. No changes to content.
PSPPROC506A Release 1: Primary release.

Unit Descriptor

This unit covers the ability to establish arrangements for contract management. It includes confirming contract requirements, preparing a contract management plan, and implementing contract strategies and contractual arrangements.
In practice, planning to manage a contract may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service or local government, undertaking negotiations, promoting compliance with legislation in the public sector, managing contract performance, finalising contracts, managing procurement risk, planning for procurement outcomes and making procurement decisions.
PSPPROC414A Manage contracts is the appropriate unit for people undertaking contract management as a minor part of their work role.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those whose primary role is contract management, and who may or may not have had involvement in the procurement process preceding execution of the contract.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm contract requirements	1.1. ***Legislation***, ***public sector standards and organisational requirements*** relating to ***probity***, financial management, approvals and ***other considerations*** are identified for inclusion in the ***contract*** management plan. 1.2. ***Contract requirements*** are re-confirmed with all parties. 1.3. Obligations to the contractor, limits of authority and ***delegations*** relating to contract are determined according to contractual arrangements and organisational policy and procedures. 1.4. Start-up or transition arrangements are confirmed.
2. Prepare contract management plan	2.1. ***Contract risks*** are identified and risk management plan is developed in line with contract requirements and organisational policy and procedures. 2.2. Procedures to identify, receive and address contract ***variations*** are determined according to contract requirements and organisational policy and procedures. 2.3. ***Procedures*** to investigate, resolve or refer ***disputes*** or complaints are determined according to contract requirements and organisational policy and procedures. 2.4. Key performance indicators are developed and negotiated, and ***administrative processes*** are identified and approved for the life of the contract according to organisational policy procedures. 2.5. ***Contract management plan*** that addresses key elements is documented, approved and maintained according to organisational requirements. 2.6. Expected standards of behaviour, probity and privacy principles are applied to all elements of contract management plan. 2.7. Environmental, sustainability and corporate social responsibility principles are applied to all elements of contract management plan.
3. Develop stakeholder relationships	3.1. ***Stakeholder*** networks and relationships are identified. 3.2. Networking strategies are used, within probity boundaries, to establish, develop and maintain working relationships to promote benefits to the contract requirements. 3.3. Confidence of stakeholders is developed and maintained through high standards of behaviour and

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	ethical conduct. 3.4. Negotiation strategies are used to achieve positive outcomes when difficult situations arise. 3.5. Communication requirements are identified and confirmed in line with contractual obligations and stakeholder needs.
4. Implement contract strategies	4.1. Requirements of confidentiality and freedom of information are identified for the contract. 4.2. ***Communication/information strategy*** is developed that matches needs of the organisation, the contract and the contractor's business environment. 4.3. Contract review requirements are established with stakeholders. 4.4. ***Contract review strategy*** is developed to review management of the contract, contractor performance and user satisfaction.
5. Implement contractual arrangements	5.1. Business relationship with contractor is established and managed according to organisational policy and procedures and probity requirements. 5.2. Start-up or transition arrangements are implemented. 5.3. Financial, administrative and information management processes are established. 5.4. Contractual arrangements are implemented according to contract management plan. 5.5. Appropriate ***contract records*** are maintained for the life of the contract.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and negotiate with contractors and stakeholders
  - network, within probity boundaries, with contractors and stakeholders
  - develop a written contract management plan and sub-plans
  - read complex documents, such as contracts, legislation and guidelines
  - provide feedback
- teamwork skills to:
  - model effective team management approaches
  - respond to diversity
  - refer issues to the correct person
- problem-solving skills to:
  - apply OHS requirements in the context of contract management
  - apply understanding of supplier issues and supply chain management in the context of procurement risk management
- initiative and enterprise skills to:
  - apply the content of complex documents, such as contracts, legislation and guidelines
  - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of planning for contract management
- planning and organising skills to manage and update the contract management plan and sub-plans
- learning skills to keep up-to-date with:
  - best practice examples in procurement practice
  - relevant procurement legislation, policies and procedures
- technology skills to:
  - operate organisational IT systems
  - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
  - relating to contract management, including environmental purchasing, sustainability and corporate social responsibility guidance relevant to the contract
  - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract management planning for a range of contractual situations

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- privacy and confidentiality issues
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- whole-of-life considerations
- financial and accounting issues relevant to the contract
- equal employment opportunity relevant to the contract
- OHS requirements relevant to the contract

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Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Competency must be demonstrated in the ability to plan to manage a contract consistently in accordance with legislative and organisational requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- develop a contract management strategy in consultation with key stakeholders
- develop a contract management plan suited to more complex contracts, using templates if available, which may include sub-plans such as risk, transition and probity
- implement the contract management strategy and the contract management plan
- develop and maintain a sound business relationship with internal and external stakeholders
- manage the performance of contractors to ensure the effective delivery of value for money outcomes under the contract
- manage more complex contract disputes to achieve prompt resolution and refer to higher authority when necessary
- review contract throughout to identify opportunities for continuous improvement
- act within own delegations and refer issues to higher authority when necessary.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities associated with planning to manage a contract
- case studies that incorporate dilemmas, and probity requirements relating to planning to manage a contract.

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Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies and approaches adopted for planning to manage a contract
- review of contract management plans, contracts, probity plans, budgets, transition plans, approvals and sign-offs, and other documentation prepared by the candidate in a range of contexts
- review of stakeholder engagement approaches adopted by the candidate.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV507A Undertake negotiations
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPPROC503B Manage contract performance
- PSPPROC504B Finalise contracts
- PSPPROC505A Manage procurement risk
- PSPPROC507A Plan for procurement outcomes
- PSPPROC508A Make procurement decisions.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation, ***public sector standards and organisational requirements*** may include:

- financial management legislation
- government procurement, purchasing and contracting legislation, policy and guidelines
- ethics standards
- codes of conduct and codes of practice
- environmental purchasing

Probity principles:

- may include:
  - accountability
  - transparency
  - confidentiality
  - managing conflict of interest
  - impartiality
- are maintained to:
  - ensure conformity to processes
  - facilitate accountability
  - ensure proponents are treated in a fair and equitable manner
  - encourage commercial completion
  - preserve public and private sector confidence in government processes

Other considerations may include:

- corporate governance
- intellectual property
- privacy
- freedom of information requirements
- public liability insurance considerations

Contracts may include:

- formal written contracts
- standing offers (panels)
- multi-use lists and similar arrangements
- inter and intra-government agreements
- letters of intent
- memoranda of understanding and memoranda of agreement
- licensing agreements
- in-house option directives

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Contract requirements may include:	• terms and conditions
	• specifications
	• risk
	• managing hospitality
	• clauses dealing with:
	  • variations
	  • insurances
	  • notices
	  • disputes
	  • intellectual property
	  • privacy
	  • confidentiality
	  • milestones
	  • payments
	  • breaches

Delegations may include:	• financial delegations • procurement delegations • compliance with instructions or finance circulars • special consideration if they concern travel, computers or software, leasing arrangements or issuing indemnities, or other special categories of goods and services • other delegations, such as disposals and human resources • confirmation by chief financial officer • ministerial authorisation
Contract risks may include:	• contextual/environmental factors • supplier inability to meet obligations • end user or buyer inability to meet obligations • unclear contract terms and conditions • contractual disputes • factors outside the control of either party, such as global health pandemic, failure of third-party businesses, and natural disasters • implications if dependence on one supplier, versus risks in lack of continuity and consistency of services provided
Variation to agreements may arise from:	• change of scope • negotiation of new terms and conditions • dissolution of contracts
Procedures to resolve disputes may include:	• conference • negotiation • mediation • arbitration

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Disputes may include:

- resort to contractual conditions
- litigation
- disputes over:
  - requirements
  - delivery schedules
  - price changes
  - additional tasking
  - payment schedules
- complaints from third parties

Administrative processes may include:

- file and records management
- audit trail
- methodology for recording meetings
- notes and follow-ups of meetings and actions agreed
- management reporting

Contract management plan may include:

- risk management plan
- contingency plan
- communication and public relations plan
- human resource management plan
- disposal plan
- contract review plan
- setting up routines
- quality assurance systems
- arrangements for transfer of legal responsibility
- insurances
- strategies to avoid implied acceptance of varied conditions through non-enforcement of contractual obligations
- environmental/green procurement, sustainability and corporate social responsibility principles

Stakeholders may include:

- contractor
- buying organisation
- board of management
- steering committee
- advisory panel
- staff
- union
- industry
- client
- end user
- parliamentarian
- the public

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Communication/ information strategies may include:

- setting regular times to talk, meet or check on progress
- protocols for dealing with other stakeholders
- appeals mechanisms for resolving conflict between clients and service providers
- clear communication
- reliability
- emergency contact arrangements
- diary system to monitor milestones, timeframes, receipt of deliverables, etc.
- strategies for ensuring information flow at critical stages of the contract

Contract review strategy may include:

- planning process
- evaluation considerations at each stage of the contract
- sources and methods of gathering data
- role of audit trails
- measuring outputs
- meeting client needs
- innovation
- strategies for continuous improvement

Contract records may include:

- contract and variations
- contract management plan
- financial records, such as funding submissions, budgets, delegations, invoices and payments
- contractor performance information
- contract reports
- information about disputes and other issues
- complaints and compliments

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

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PSPPROC505A Manage procurement risk

Modification History

PSPPROC505A Release 2: Layout adjusted. No changes to content.
PSPPROC505A Release 1: Primary release.

Unit Descriptor

This unit covers the ability to manage risks associated with all stages of procurement. It includes assessing risk, and preparing, implementing and reviewing a risk management plan. In practice, managing procurement risk may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service or local government, undertaking negotiations, promoting compliance with legislation in the public sector, managing contract performance, finalising contracts, planning to manage a contract, planning for procurement outcomes and making procurement decisions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

The unit applies to those in specialist procurement who plan for procurement risks across all stages of the procurement cycle.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess risk	1.1. ***Legislation***, ***policies***, business processes and resources impacting on the contract are identified. 1.2. Procurement outcomes and internal inputs necessary for effective performance are identified. 1.3. Critical success factors necessary for the achievement of procurement outcomes are identified and confirmed. 1.4. Non-trivial ***procurement risks*** relating to the procurement activity are identified. 1.5. Potential ***probity risks*** are identified. 1.6. Causes of risk are analysed and their potential impact is determined. 1.7. Likelihood and consequences of risks are determined and ***risk assessments*** are developed.
2. Prepare risk management plan	2.1. Preliminary ***risk management*** plan is developed that addresses risks identified in planning phase of procurement activity. 2.2. Risks that will be accepted and those requiring ***treatment*** are identified. 2.3. Treatments that reduce risks to an acceptable level are designed according to organisational requirements. 2.4. Plan for implementing new treatments, additional ***risk controls*** or modifications to existing controls is developed. 2.5. Risk level is re-checked at key points during procurement process, and risk management plan is reviewed and adjusted to cover procurement activity risks not already identified.
3. Implement and review risk management plan	3.1. Risk controls and treatments are implemented according to the treatment plan. 3.2. Risk management plan is implemented, and regularly reviewed and revised to include potential or emerging risks during the life of the procurement activity. 3.3. Review results are used to improve risk treatments and controls.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - write risk management plans using templates or a recognised risk management methodology
  - interpret complex, formal documents
  - make verbal and written recommendations about the management of procurement and contracting risks
  - provide feedback
- teamwork skills to:
  - model effective team management approaches
  - respond to diversity
  - refer issues to the correct person
- problem-solving skills to analyse risks associated with procurement and contract using a recognised risk management methodology
- initiative and enterprise skills to identify procurement risks and opportunities using a recognised risk management methodology
- planning and organising skills to manage and update the risk management plan
- learning skills to keep up-to-date with:
  - best practice examples in procurement practice
  - relevant procurement legislation, policies and procedures
- technology skills to:
  - operate organisational IT systems
  - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
  - relating to contract risk management
  - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- risk management procedures
- probity principles and issues, particularly as they relate to probity risks
- codes of conduct, codes of practice and standards of individual behaviour relating to the procurement process
- risks associated with financial and accounting issues relevant to procurement and contract management
- supplier issues and supply chain management in the context of procurement risk management
- aspects of law of contracts, trade practices law and commercial law relevant to risk

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management relating to complex procurement

- OHS requirements relevant to procurement and contract management
- equal employment opportunity relevant to procurement and contract management
- environmental, sustainability and corporate social responsibility principles relevant to procurement and contract management

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Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Competency must be demonstrated in the ability to manage procurement risk consistently in accordance with legislative and organisational requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use recognised risk management methodologies to identify and assess risks for all stages of a procurement activity
- prepare a risk management plan for a procurement activity, using templates where available
- implement risk management plans
- review and revise risk management plans to reflect the changing procurement context and environment during the procurement activity
- liaise and consult with stakeholders to ensure that risks are appropriately identified and managed
- make recommendations to higher management about options for the management of procurement risks.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services and managing procurement risk
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities associated with managing procurement risk
- case studies that incorporate dilemmas and probity requirements relating to managing procurement risk.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies and approaches adopted for managing

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procurement risk

- review of risk assessments, risk management plans, contract management plans, contracts, probity plans, budgets, transition plans and other documentation prepared by the candidate in a range of contexts
- review of stakeholder engagement approaches adopted by the candidate.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV507A Undertake negotiations
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPPROC503B Manage contract performance
- PSPPROC504B Finalise contracts
- PSPPROC506A Plan to manage a contract
- PSPPROC507A Plan for procurement outcomes
- PSPPROC508A Make procurement decisions.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation and policies may include:

- commonwealth or state and territory legislation, including equal employment opportunity and anti-discrimination law
- council rules and by-laws
- national and international codes of practice and risk management standards
- organisational policies and practices
- government policy
- codes of conduct and codes of practice
- national competition policy.

Procurement risks may include:

- contextual and environmental factors
- too many or too few potential suppliers
- unsophisticated marketplace
- timeframes for procurement too short
- inappropriate method of procurement used
- inadequate budget and other resources
- inappropriate form of contract selected
- supplier inability to meet obligations
- end user or buyer inability to meet obligations
- unclear contract terms and conditions
- contractual disputes
- factors outside the control of either party, such as global health pandemic, failure of third-party businesses or natural disasters
- implications if dependence on one supplier, versus risks in lack of continuity and consistency of services provided
- changes to government policy.

Probity risks may include:

- corruption
- fraud
- conflict of interest (actual, perceived or potential)
- unfair treatment of providers or potential providers
- misuse of resources
- misuse of information
- manipulation of the marketplace.

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Risk assessments differentiate between risks that have:	• high impact/consequence/likelihood • low impact/consequence/likelihood.
Risk management is often considered in relation to an organisation's:	• people • assets and physical environment • reputation and image • legal issues • business continuity • finances • stated outcomes.
Risk ***treatments*** may include those that:	• avoid risk • transfer risk • reduce likelihood • reduce consequence • partially reduce assessed risk level so that risk can be accepted.
Risk controls may include:	• legislation • government policies and guidance • organisational policies, processes and procedures • standardised documentation and templates • hierarchy of controls, such as fraud control plans and security plans • staff skills and knowledge.

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

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PSPPROC414A Manage contracts

Modification History

PSPPROC414A Release 2: Layout adjusted. No changes to content.
PSPPROC414A Release 1: Primary release.

Unit Descriptor

This unit covers the ability to manage contracts. It includes undertaking preparations, establishing and maintaining contract management arrangements, monitoring and maintaining contract performance, and completing and reviewing contracts.
In practice, managing contracts overlaps with other generalist and specialist public sector work activities, such as upholding and supporting the values and principles of public service and local government, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, developing and distributing requests for offers and selecting providers.
Those who specialise in procurement are catered for by the units PSPPROC503B, PSPPROC504B, PSPPROC505A and PSPPROC506A, which address in depth the aspects of contract management performed by those who specialise in procurement.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those who are not specialist contract managers, but manage contracts as part of their role rather than as their primary role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to manage a contract	1.1. ***Contract*** requirements, approvals and funding arrangements are confirmed and clarified where necessary, and obligations and limits of authority as contract manager are identified in line with contractual and organisational requirements. 1.2. Operational elements of the contract are confirmed and contact is made with ***specialists*** and ***stakeholders*** to clarify and assist with contract administration issues. 1.3. ***Key contract clauses*** are identified and their content is clarified as necessary to ensure contract requirements are understood. 1.4. Process, timings, and key performance indicators are identified from the contract and confirmed with stakeholders. 1.5. ***Risks*** are confirmed and a risk management plan is developed or reviewed in line with contract requirements and organisational policy and procedures. 1.6. ***Contract management strategy*** is developed or ***obtained*** and key details are entered from the contract. 1.7. Contract management team is formed and roles and responsibilities are allocated.
2. Implement a contract management strategy	2.1. Start-up or transition arrangements are confirmed and implemented according to contract requirements and organisational procedures. 2.2. Information and ***communication strategies*** are established to meet contractor, stakeholder and organisational needs. 2.3. Risk management plan is monitored for effectiveness and adapted as necessary during the life of the contract. 2.4. Relationship with contractors and stakeholders is established and managed according to organisational policy and procedures and probity requirements. 2.5. Specialist expertise is obtained as necessary for progress meetings and for advice on or resolution of contract issues. 2.6. Consideration is given to OHS, environmental and sustainability principles and corporate social responsibility principles as they apply to the contract. 2.7. Contract information/documentation is maintained for organisational purposes according to organisational

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	policy and procedures.
3. Monitor and maintain performance of a contract	3.1. Obligations to contractor and stakeholders are met according to contractual arrangements and organisational financial management requirements. 3.2. ***Monitoring and control measures*** and performance indicators are used to manage performance of contract and ensure that all obligations under the agreement are being met. 3.3. ***Contract variations*** are managed in accordance with the contract, organisational policy and procedures, and probity requirements. 3.4. ***Disputes*** and complaints are investigated and ***resolved*** or referred according to contract requirements. 3.5. ***Negotiation*** of issues relating to the contract is managed and approvals are obtained according to stipulations in the contract proper. 3.6. Communication is maintained with all stakeholders on the performance of the contract according to organisational protocols and public sector standards.
4. Complete and review contract.	4.1. Client satisfaction with contract deliverables is confirmed. 4.2. Contracts are finalised, amended, cancelled or terminated according to contractual arrangements. 4.3. Strategies are applied to manage close-out, and ensure renewal of contract or transition to a new contract meet organisational guidelines, probity requirements and public sector standards. 4.4. ***Review*** is undertaken of contract management, contractor performance relevant to measures at each stage of the contract, user satisfaction and audit results, when necessary. 4.5. Where measures or outcomes are not met in full, variances are documented and explained. 4.6. Information from the review and audit is used to report on contractor performance, to review contract management practice and make recommendations for improvement.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and negotiate with contractors and stakeholders, involving complex oral and written exchanges of information
  - network, within probity boundaries, with diverse stakeholders and contractors
  - read complex documents, such as contracts, legislation and guidelines
  - provide feedback
- teamwork skills to:
  - work independently or under direction as appropriate to the situation
  - model team leadership approaches if appropriate
  - respond to diversity
  - refer issues to the correct person
- problem-solving skills to apply simple supply chain management and supplier issues management to the process of contract management
- initiative and enterprise skills to:
  - apply the content of complex documents, such as contracts, legislation and guidelines
  - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of contract management
- planning and organising skills to manage contract documentation
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
  - operate organisational IT systems
  - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
  - relating to contract management, including environmental purchasing and corporate social responsibility guidance
  - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract performance management
- privacy and confidentiality issues
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to managing contracts and relationships with contractors

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- whole-of-life considerations relating to the ownership, operation and disposal/completion of the goods or services
- equal employment opportunity
- financial and accounting issues relevant to the contract

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Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Competency must be demonstrated in the ability to manage contracts consistently in accordance with legislative and organisational requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- develop a contract management strategy in consultation with key stakeholders
- develop a suitable contract management plan, using templates if available
- implement the contract management plan
- manage the performance of contractors
- provide contractors with performance feedback
- manage contract disputes to achieve prompt resolution and refer to higher authority when necessary
- review contracts throughout to identify opportunities for continuous improvement
- act within own delegations and refer issues to higher authority when necessary
- uphold probity standards in all dealings with contractors.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities associated with managing contracts
- case studies that incorporate dilemmas, and probity requirements relating to managing contracts.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures

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- review of strategies and approaches adopted for managing contracts
- review of contract management plans, contracts, contract variations, contractor performance reports, contract closure documents and other documentation prepared by the candidate in a range of contexts
- review of stakeholder engagement approaches adopted by the candidate.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV417A Identify and treat risks
- PSPGOV421A Exercise delegations
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC411A Plan procurement
- PSPPROC412A Develop and distribute requests for offers
- PSPPROC413A Select providers and develop contracts.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Contracts may include:

- memoranda of understanding and memoranda of agreement
- in-house option directives
- common use arrangements/standing offers
- inter and intra-government agreements
- letters of intent
- licensing agreements

Specialists may include:

- procurement and contracting
- corporate finance
- outsourced procurement or contracting advisers
- legal advisers
- functional/business
- technical
- business owner of the contract
- OHS
- environmental
- audit and probity
- appropriate cross-government department experts

Stakeholders may include:

- end users, customers or clients, and sponsors
- current or potential providers or suppliers
- technical or functional experts or advisers
- commonwealth, state or territory, and local government
- the organisation
- other public sector organisations
- employees, unions and staff associations
- industry bodies
- local communities
- lobby groups and special user groups

Key contract clauses may include:

- specifications
- variations
- insurances
- notices
- disputes
- intellectual property

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- privacy
- confidentiality
- milestones
- payments
- breaches
- penalties
- expected standards of behaviour

Risks may include:

- contractor inability to meet agreements
- end user or buyer inability to meet obligations
- limited number of suppliers
- corruption risks
- probity risks

Contract management strategy may include:

- formal contract management plan
- contract management checklist
- setting up routines
- checking quality assurance systems
- transferring legal responsibility
- avoiding implied acceptance of varied conditions through non-enforcement of contractual obligations
- applying environmental, sustainability and corporate responsibility principles

Contract management strategy may be ***obtained*** from:

- procurement/contracting area
- specialist contract managers
- central agencies, such as state supply boards, and contract and management services
- finance area
- legal advisers
- outsourced providers of contracting services

Communication strategies may include:

- setting regular times to talk, meet or check on progress
- protocols for dealing with other stakeholders
- emergency contact arrangements
- diary system to monitor milestones, timeframes, receipt of deliverables, etc.
- strategies for ensuring information flow at critical stages of the contract

Monitoring and control measures may include:

- inspections
- tests
- audits
- reviews
- meetings
- progress reports
- verifications

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- identification of non-conformances
- corrective actions

Contract variations may include:

- change of scope
- change in prices
- change in quantity
- change to specifications
- negotiation of new terms and conditions
- dissolution of contracts
- in writing
- verbal variations, confirmed in writing
- variations by action/inaction

Disputes may include:

- disputes over:
  - requirements
  - delivery schedules
  - price changes
  - additional tasking
  - payment schedules
- complaints from third parties

Techniques available to ***resolve*** disputes include:

- conference
- negotiation
- mediation
- expert determination
- arbitration
- resort to contractual conditions
- legal considerations

Negotiation of issues may include:

- contract variations
- continuous improvement
- innovations
- non-compliance
- consequences

Review may include:

- planning process
- evaluation considerations at each stage of the contract
- sources and methods of gathering data
- role of audit trails, where applicable
- measuring outputs
- meeting client needs
- considering new and different ways of delivering the service or product in the future
- strategies for continuous improvement

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Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

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FNSACM303A Process payment documentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify payments for processing and accurately process financial payment documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to any job role with responsibility for processing payment documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range Statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Enter data to system	1.1. Data is entered into systems without error and within time requirements as specified in relevant ***organisation policy and procedures*** 1.2. Data is allocated to correct systems and accounts and ***related systems*** are updated 1.3. ***System controls*** are maintained to ensure the integrity and security of client and payee database
2. Create payment facility	2.1. Payment facility is processed accurately in accordance with organisation policy and procedures 2.2. ***Documentation*** is maintained in a secure manner to protect the privacy and interests of all parties
3. Verify payments against documentation	3.1. Authorisation for payment is confirmed with information on ***payment facility*** matching approved documentation 3.2. Discrepancies are identified and followed up promptly
4. Effect payments	4.1. Payments are made within agreed credit arrangements in accordance with organisation policy and procedures and ***industry and legislative requirements*** 4.2. Payment instruments are signed in accordance with relevant authority levels and related systems updated promptly to ensure that the integrity of accounting systems are maintained 4.3. Primary documentation associated with payment is cancelled or noted to ensure multiple payments are not made
5. File documentation	5.1. Documentation is filed promptly in accordance with organisation policy and procedures 5.2. Location of filed documentation is easily accessible and traceable

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - determine and confirm work requirements and interact with customers, using questioning and active listening as required
  - share information, listen and understand
  - use language and concepts appropriate to cultural differences
- numeracy skills to make financial calculations
- information technology skills for accessing and using accounting systems, spreadsheets, databases and internet information
- evaluation skills to determine payment status and any discrepancies
- literacy skills for data analysis and entry
- organisational skills, including the ability to plan and sequence work

Required knowledge

- awareness of relevant acts and regulations
- industry codes of practice
- organisation policy and procedures
- relevant legal systems and procedures impacting on payment systems

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret and apply organisation, industry and legislative requirements for processing payment documentation • accurately enter data in organisation systems • create payment facilities and verify payments against documentation.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables • access to an integrated financial software system and data
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisation policy and procedures may include:	• computer system documentation • internal control guidelines • operations manuals.
Related systems may include:	• assets system • claims • commissions and fees • holding/suspense accounts • receivables • reinsurance • tax related.

Systems controls:	• protect against the corruption of payee:
	  • name
	  • address
	  • bank account details.

Payment facility ***documentation*** may include:	• authorisation slips • batch records • cheque cancellations • confirmation of receipt • delivery dockets • invoices • payment requests • periodic approvals • signature verifications • stop payments.
Industry and legislative requirements may cover:	• Anti-Money Laundering and Counter Terrorism Financing Acts • Consumer Credit Protection (Fees) Act • industry codes of practice • occupational health and safety (OHS) acts and guidelines • Privacy Act • relevant Insurance Act

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RANGE STATEMENT	
	• Stamp Duties Act • Taxation Act.

Unit Sector(s)

Unit sector	Account management

Competency field

Competency field	

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FNSACM302A Prepare, match and process receipts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to receive, identify and record receipts, match receipts to documentation, enter data into organisation operating or accounting systems and file all necessary documentation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to a range of job roles in the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range Statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive, identify and record receipts	1.1. Established procedures are followed and ***receipts*** are checked for accuracy against remittance documents 1.2. All receipts are recorded with remittance types accurately identified to ensure correct allocation in accordance with ***organisation policy and procedures*** 1.3. Batching is completed in accordance with organisation systems and operating procedures and relevant departments advised of total daily receipts
2. Match receipts to documentation	2.1. Receipts are checked and matched to documentation accurately and promptly and documentation security maintained to protect interests of all parties to transaction 2.2. Unmatched receipts are noted for follow-up or referral in accordance with organisation, ***industry and legislative requirements***
3. Enter data to systems	3.1. All receipts are accurately allocated to appropriate chart of account areas and data entered onto ***receipt systems*** without error and within time requirements specified in relevant organisation policy and procedures 3.2. All receipts are accurately matched to system debit with any ***data and allocation discrepancies*** identified promptly to enable early follow-up 3.3. Advice on source and solution to discrepancies is sought, where necessary, to solve outstanding problems 3.4. Related systems are updated, reconciliations completed and discrepancies between general ledger and sub-systems resolved
4. File documentation	4.1. Documentation is filed promptly in accordance with organisation policy and procedures 4.2. Location of filed documentation is accessible and easily traceable when required

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Required Skills and Knowledge

Required skills

• communication skills to:
  • determine and confirm work requirements and interact with customers, using questioning and active listening as required
  • share information, listen and understand
  • use language and concepts appropriate to cultural differences
• numeracy skills to make financial calculations
• information technology skills for accessing and using accounting systems, spreadsheets, databases and internet information
• evaluation skills to determine payment status and any discrepancies
• literacy skills for data analysis and entry
• organisational skills, including the ability to plan and sequence work

Required knowledge
• industry codes of practice • awareness of relevant acts and regulations • relevant legal systems and procedures impacting on payment systems • organisation policy and procedures

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret and apply organisation policies and procedures for preparing, matching and processing receipts • comply with legislative requirements for processing receipts • accurately match receipts to relevant documentation • enter data into organisation systems and correctly file documentation.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables • access to an integrated financial software system and data
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Receipts may include:	• bankers orders
	• cash
	• cash journal entry
	• cheques
	• credit cards:
	  • direct
	  • mail
	  • telephone
	• direct debits
	• direct drawing
	• payroll deduction
	• postal money order.

Organisation policy and procedures may include:	• computer systems documentation • internal control guidelines • operations manuals.
Industry and legislative requirements may cover:	• Cash Transaction Act • consumer credit legislation • industry codes of practice • occupational health and safety (OHS) acts and guidelines • Privacy Act • relevant Insurance Act • Stamp Duties Act • Taxation Act.
Receipt systems may include:	• assets • cash receipts debiting • commissions • investment • loans • receipting system may take account of optimising legislative requirements including Financial Institutions Duty (FID).

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RANGE STATEMENT	
Systems may be:	• computer based • manual.
Data and allocation discrepancies may include:	• incorrect account allocation • keystroke error.

Unit Sector(s)

Unit sector	Account management

Competency field

Competency field	

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FNSACC506A Implement and maintain internal control procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to review corporate governance requirements, implement operating procedures and monitor policy. This unit has application to a variety of financial services sectors and is applicable to individuals working within enterprises and job roles subject to licensing, legislative, regulatory or certification requirements so the varying Commonwealth, State or Territory requirements should be confirmed with the relevant body.

Application of the Unit

Application of the unit	The unit has application across all sectors of the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range Statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review corporate governance requirements	1.1. ***Corporate governance requirements*** are identified and analysed to determine application to operations 1.2. Clarifications on application of corporate governance requirements are accessed from ***authoritative and recognised sources*** 1.3. ***Internal control procedures*** are reviewed and developed reflecting the application of corporate governance requirements to internal operations
2. Implement operating procedures	2.1. ***Financial delegations and accountabilities*** are maintained and reviewed to ensure consistency and compliance with internal control procedures 2.2. ***Required reports*** are produced, reviewed and distributed within agreed timelines 2.3. Timetables for the implementation of corporate governance requirements are developed in consultation with ***stakeholders*** 2.4. Internal control procedures are detailed and documented in standardised formats to promote consistency of use
3. Monitor policy	3.1. Applications of corporate governance requirements are developed from published sources or recognised practices 3.2. Performance indicators are developed and reported on to evaluate compliance with internal control procedures 3.3. Variations in adoption of corporate governance requirements in operations are identified and evaluated to determine causes 3.4. Modifications to procedures are developed and implemented to facilitate compliance with internal control procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- high level communication skills to:
  - determine and confirm internal control requirements by consulting with staff on internal control procedures and using questioning and active listening as required
  - liaise with others, share information, listen and understand
  - use language and concepts appropriate to cultural differences
- well-developed research and analysis skills for accessing and managing complex information
- well-developed literacy skills for interpreting and analysing complex documentation including relevant legislation and producing accessible guidelines and reports
- numeracy skills to accurately analyse, record and store data in accordance with organisational requirements
- IT skills for accessing and using appropriate software such as spreadsheets and databases and using internet information
- learning skills to maintain knowledge of changes to compliance legislation and requirements
- problem solving skills to identify any issues that have the potential to impact on the financial controls in the organisation and to develop options to resolve these issues when they arise
- organisational skills, including the ability to plan and sequence work

Required knowledge

- ethical considerations and confidentiality for management and handling of files and records
- financial legislation such as:
  - taxable transactions
  - reporting requirements
- methods of work practices and routines
- organisational guidelines and procedures
- principles of internal control and auditing

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret and comply with corporate governance requirements, organisational policies, financial delegations and accountabilities • review corporate governance requirements and implement effective operating procedures • monitor policy and relevant financial legislation.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables • corporate governance documentation and organisational operational policies and procedures information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills which may include formal examinations • setting and reviewing workplace projects and business simulations • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Corporate governance requirements may include:	• common law
	• delegated authorities
	• legislation such as:
	  • corporation law
	  • tax law
	• reporting periods
	• taxation payment timings.

Authoritative and recognised sources may include:	• asset registers • Australian Securities and Investments Commission (ASIC) • Australian Taxation Office (ATO) • financial information systems • laws and regulations • personnel information systems • professional associations • pronouncements.

Internal control procedures may include:	• accuracy in valuations
	• adequate disclosure in financial reporting
	• decision making authorities
	• electronic commerce security
	• identification, measurement and recording of:
	  • income
	  • assets
	  • expenditure
	  • liabilities
	  • equity
	• risk management strategies
	• safeguarding and insurance of assets.

Financial delegations and accountabilities may include:	• corporate governance requirements • employment delegations • expenditure and investment approvals • loan and lending approvals

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RANGE STATEMENT	
	• sign-off authorities.
Required reports may include:	• balance sheets • capital statements • cash flow statements • internal management reports • operating statements • transaction and auditable trails.

Stakeholders may include:	• clients
	• employees
	• financial institutions
	• managers and company officers such as:
	  • company directors
	  • boards of management
	• suppliers

Unit Sector(s)

Unit sector	Accounting

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FNSACC505A Establish and maintain accounting information systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and record system requirements, evaluate alternative systems, acceptance test systems, prepare system documentation, implement reporting systems and records, monitor systems and review reporting procedures. This unit has application to a variety of financial services sectors and is applicable to individuals working within enterprises and job roles subject to licensing, legislative, regulatory or certification requirements so the varying Commonwealth, State or Territory requirements should be confirmed with the relevant body.

Application of the Unit

Application of the unit	The unit can be applied across the financial services sector and applies to job roles that are responsible for the selection of accounting information systems.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and record and system requirements	1.1. Comprehensive specifications are prepared based on requirements of potential users with any conflicting requirements and solutions are negotiated prior to and during the development process 1.2. Objectives are defined and specifications documented to establish the expected inputs, outputs and means of delivery 1.3. ***System and records*** requirements are prioritised according to importance and urgency of user needs 1.4. Security requirements to maintain system integrity are identified and incorporated into the system design 1.5. Features of any existing system and ***records*** are reviewed to establish their suitability and usability 1.6. Recording processes are established according to accepted practice and in accordance with ***legislation and codes of practice***
2. Evaluate alternative systems	2.1. Features of various systems are compared and measured against user requirements to enable identification of alternative systems and solutions 2.2. Cost-benefit analysis of alternative systems and solutions is carried out and recommendations documented
3. Acceptance test system	3.1. ***System is tested*** in an operational environment to ensure compliance with user requirements, ***company policy and guidelines***, system specifications and relevant legislation or industry codes of practice 3.2. Formal confirmation from all users is obtained on acceptability of new system/system changes against all criteria and ***system specifications***
4. Prepare system documentation	4.1. System documentation is prepared thoroughly and accurately using easily understood language and in a clear format to support system implementation and training 4.2. Users are consulted to ensure clarity, accuracy, thoroughness and usability of system documentation 4.3. System documentation is made easily accessible and is constantly reviewed and updated to ensure currency and accuracy
5. Implement reporting	5.1. Implementation is carried out in accordance with

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ELEMENT	PERFORMANCE CRITERIA
systems and records	specified guidelines and timelines and contingency plans established to deal with any potential delays or problems 5.2. Effective training schedules and programs are established to support implementation 5.3. All data are transferred from existing to the new or modified system and records without error or loss 5.4. Systems and records are updated regularly to identify ongoing benefits and threats to the organisation 5.5. Files are maintained within ***organisational and statutory requirements*** and ***discrepancies*** identified and remedied 5.6. Integrity of systems and records complies with organisational and statutory requirements 5.7. ***transactions*** are monitored to identify ***taxation and other liabilities***
6. Monitor reporting systems	6.1. Transactions are analysed and accounted for completely and are correctly related to the accounting period 6.2. Processes for recording and classifying transactions are communicated and promoted to support internal verification of records 6.3. Sources of input data and documentation are standardised in structured formats to minimise errors 6.4. Back-ups are maintained in an accessible location to safeguard data in accordance with organisational and audit requirements
7. Review reporting procedures	7.1. Sources of input data and documentation records are systematically checked for accuracy and reliability 7.2. Reporting requirements are established and analysed regularly to identify variations and compliance with established processes for recording and classifying transactions 7.3. Written reports, explanatory notes and financial results are maintained to support source documentation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - determine and confirm system requirements with users
  - liaise with others, share information, listen and understand
  - use language and concepts appropriate to cultural differences
- research and analysis skills for accessing, analysing and managing financial services systems and data
- well-developed literacy skills for preparing clear written systems specifications and guidance manuals for organisations and business units
- numeracy skills for financial calculations and analysis
- highly developed IT skills for developing and integrated financial systems and using spreadsheets, databases and internet information
- learning skills to maintain knowledge of financial system features, requirements and procedures
- problem solving skills to identify any system issues that have the potential to impact on organisations and to develop options to resolve these issues when they arise
- organisational skills, including the ability to plan and sequence work and correctly schedule activities of others

Required knowledge

  - ethical considerations for the handling of financial reconstruction such as:
  - conflict of interests
  - confidentiality
  - disclosure requirements
- financial legislation such as:
  - taxable transactions
  - reporting requirements
- methods of data protection including:
  - back-ups
  - security
- principles and practices of budgetary control such as:
  - double-entry bookkeeping
  - accrual accounting
- principles of internal control including statutory reporting
- procures and procedures for recording and storing financial data

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret and comply with and statutory requirements, organisational policies and procedures • assess the impact of taxation and other liabilities, relevant legislation and industry codes of practice • identify record and systems requirements • evaluate alternative systems and acceptance test systems • prepare systems documentation and implement reporting systems and records • monitor and review reporting systems.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables • access to integrated financial systems software and data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills which may include formal examinations • setting and reviewing workplace projects and business simulations • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Systems and records may include:	• management information systems • proformas and other documents • software packages • user manuals.

Records may include:	• asset management accounts
	• cash and trading accounts
	• client histories
	• credit balances
	• electronic formats such as:
	  • forms
	  • spreadsheets
	• expense accounts
	• loan accounts
	• master files.

System testing may include:	• ensuring operational capability matches system specifications and user requirements • running current system in parallel with new or modified system for defined periods of time.
Company policy and guidelines may include:	• accounts and records • auditing practices and procedures • clerical and administrative systems • client service • corporate governance • information technology.
Legislation and industry codes of practice may include:	• Australian Accounting Standards • Australian Auditing Standards • Australian Institute of Company Directors policies • consumer affairs law • contract law • corporate governance • corporations law • Privacy Act

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RANGE STATEMENT	
	• relevant industry codes of practice • taxation law • trade practices law • trust law.
System specifications may include:	• applicable to large, medium or small organisations • company policies and guidelines • compliance and reporting requirements • cost • integration with existing or other systems, data and records • technical, functional and operational features.
Organisational and statutory requirements may include:	• electronic forms • exception reports • financial analysis assessments including growth prospects against prior and current periods • overdue accounts and debt recovery procedures • reporting requirements and financial reporting cycles.
Discrepancies may include:	• absence of audit trails • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements • variances from budget and phasings.

Transactions may include:	• financial adjustments such as:
	  • write-offs
	  • revaluations
	• journal entries
	• payments
	• purchases
	• receipting.

Taxation and other liabilities may include:	• Capital Gains Tax (CGT) • Corporate Tax • Fringe Benefits Tax (FBT) • Goods and Services Tax (GST) • State Government charges (e.g. payroll taxes) • superannuation requirements.

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Unit Sector(s)

Unit sector	Accounting

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FNSACC402A Prepare operational budgets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and document operational budgets for a variety of organisations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit has application to job functions that have budget responsibility and may include accountants and departmental managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the budget	1.1. ***Budget objectives*** are confirmed and consistent with organisational aims, projects and forecasts 1.2. Cash, ***expenditure and revenue items*** are clearly defined and relevant to the identified objectives of the budget 1.3. Discussions and negotiations with ***stakeholders*** that the budget applies to are conducted in a manner that promotes goodwill and ongoing cooperation
2. Set the budget timeframe	2.1. ***Milestones and performance indicators*** are identified and included in the budget 2.2. Annual budgets are broken down into seasonal periods in accordance with operating trends
3. Document the budget	3.1. ***Data*** is presented in a ***format*** that is easily understood and appropriate to budget reporting 3.2. ***Reports*** are completed within timelines and distributed for specified periods and projects

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - determine and confirm work requirements, using questioning and active listening as required
  - liaise with others, share information, listen and understand
  - use language and concepts appropriate to cultural differences
- literacy skills to:
  - read and interpret documentation from a variety of sources
  - read and interpret financial statements and reports
- writing skills for preparing reports and recommendations, recording and classifying financial information
- numeracy skills for financial calculations and analysis
- information technology skills for setting up and analysing spreadsheets
- estimating, forecasting and analysis skills
- organisational skills, including the ability to plan and sequence work and meet organisational timelines

Required knowledge

- principles of budgetary control
- forecasting techniques
- principles of double entry bookkeeping
- principles of statistical analysis and measures of variance
- organisational procedures and policies for financial administration

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • apply knowledge of organisational policies and procedures • establish and confirm milestones and performance indicators • prepare budgets for a variety of purposes and organisations • accurately record and document budget reports.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • simulated tasks involving preparation of budgets from supplied data • verbal or written questioning on underpinning knowledge and skills which may include formal examinations • evaluating samples of work.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Budget objectives may include:	• annual planning
	• cost reduction
	• rolling forecasts:
	  • next period
	  • monthly
	  • next year.

Expenditure and revenue items may include:	• capital expenditure
	• client and supplier payments
	  • sales
	  • commissions
	• fees and charges
	• Goods and Services Tax (GST)
	• Pay As You Go (PAYG) tax
	• revenue producing expenditures
	• sales.

Stakeholders may include:	• chief executive officers • clients • directors • financial institutions • suppliers.

Milestones and performance indicators may include:	• compliance with scheduled payment dates
	• profits and losses
	• reports:
	  • quarterly
	  • half yearly
	  • annually.

Data may include:	• cash flow projections • fixed costs information • sales records and projections • variable business costs.
Formats and	• explanations of calculations used

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RANGE STATEMENT	
presentation methods may include:	• explanatory notes • graphics • highlighted estimates and projections • tables.
Reports may include:	• cash budgets • purchase budgets • sales budgets • Statement of financial performance • Statement of financial position.

Unit Sector(s)

Unit sector	Accounting

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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CHCCD516A Work within organisation and government structures to enable community development outcomes

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work within community and government structures to enable community development processes

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the structures and process of the organisation	1.1 Identify and work within the management structure, philosophy and purpose of own organisation 1.2 Identify *governance structures* within the organisation and *roles and responsibilities* within those governance structures 1.3 Identify the structures within the organisation that provide the authority for community development activity to occur 1.4 Work within lines of decision-making and accountability in contributing to *planning processes* in relation to organisation's community development activities 1.5 Ensure decisions and processes are documented accessible to all involved

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ELEMENT	PERFORMANCE CRITERIA
2. Assess extent to which organisation supports community development work	2.1 Determine aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which are supportive of community development work 2.2 Identify aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which may create barriers to community development work
3. Utilise all *levels of government* for community development activities and projects	3.1 Identify *levels of government* and responsibilities for community funding 3.2 Identify current and possible future funding sources for community resources and programs 3.3 Identify government policy barriers and with community members identify strategies to support change 3.4 Develop *strategic alliances* between organisation, community members and relevant government agencies to support community development activities 3.5 Seek opportunities to influence government decision and policy making in line with community issues and needs 3.6 Ensure community development activities and projects adhere to relevant commonwealth, state and local government legal requirements 3.7 Regularly update information about current legal requirements and if appropriate, develop proposals to modify organisation policy and procedures in relation to community development activities

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ELEMENT	PERFORMANCE CRITERIA
4. Maintain the profile of community development work within the organisation	4.1 Use formal and informal networks to communicate the organisation's community development activities and achievements 4.2 Use a range of communication media and activities to convey information about community development activities and achievements of the organisation to encourage support and interest 4.3 Seek and utilise opportunities to promote the organisation and its community development work and activities 4.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation's activities
5. Maintain management support for community development activities and projects	5.1 Identify and advise management of political, social, cultural and economic trends that may impact on community development activities and projects 5.2 Ensure community development activities and project work is within the policies and procedures of the organisation 5.3 Promptly address problems in implementing defined procedures to ensure resolution 5.4 Identify and seek to resolve conflict between organisation policies and community or public issues 5.5 Prepare reports on community development activities and projects in a comprehensive and accurate manner and present to relevant stakeholders and management, as required 5.6 When required, ensure information about community development activities and projects is provided within the *management structures* to facilitate effective and informed deliberations and decision-making

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Australian government system
- Principles of participatory democracy
- Range of governance structures operating with the community services industry
- Value of process
- Social, economic, political, cultural and economic development
- Valuing of local knowledge and skills
- Critical theories for analysing human service organisations
- Critique of managerial approaches including:
  - management systems and principles
  - performance standards
  - service quality development
  - consumer focus
  - enterprise agreements
  - performance monitoring and review
- Relevant statutory and legislative requirements impacting on community development and area of work
- Change management principles

Essential skills:

Ability to:

It is critical that the candidate demonstrate the ability to:

- Identify those aspects of an organisation's structure and philosophy which support community development work and potential implicit barriers to that work
- Work with all levels of government to support, promote and implement community

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REQUIRED SKILLS AND KNOWLEDGE

development activities and projects

- Work in a manner that can maintain management support for community development activities and projects

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake strategic planning
- Understand the different organisational status of programs, projects and activities
- Positively influence organisation change
- Identify policy barriers and strategies for positively influencing policy change
- Ability to network with and lobby
- Develop strategies for adapting organisation to changes
- Design strategies to involve and communicate with all major stakeholders
- Demonstrate application of skills in:
  - strategic thinking
  - decision-making
  - environmental scanning
  - analysis/evaluation
  - facilitation
  - high level liaison
  - high level oral and written communication
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Governance structures may include:

- Incorporated community based management structures
- Company structures
- Government governance structures

Roles and responsibilities include:

- Own role and responsibilities
- Roles and responsibilities of other workers within the organisation
- Roles and responsibilities of organisation's management structures

Levels of government include:

- Australian government
- State/territory government
- Local government
- Other relevant government structures

Planning processes may include

- Strategic plans
- Operational plans
- Action plans

Management structures may include:

- Boards of management
- Management committees
- Management structures within government agencies
- Local government councils

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RANGE STATEMENT

Indicators for change may come from:

- Community members
- Management committee members
- Other workers within an organisation
- Organisation executive management
- External agencies
- Change in government polices and associated change in organisation focus

Communication designed to promote the organisation include:

- Verbal presentations
- Letters
- Brochures
- Fliers and other written advertisements
- Poster and other artwork and audiovisual advertisements

Organisation change related to:

- Nature and focus of programs and activities
- Government funding programs
- Changing nature of community
- Changing service users
- Staff requirements
- Employment and work practices
- Management decision-making processes
- Membership changes
- New buildings and other resources
- Different levels of funding
- Legislative change
- Technological change
- External policy change

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RANGE STATEMENT

Strategic alliances may include alliances between:

- Community members
- Industry networks
- Professional associations
- Other key agencies/organisations
- Political parties and committees
- Key government officers
- Different levels of government
- Ministerial advisers and staff
- Ministerial advisory committees
- Key public policy and decision-makers
- Funding agencies
- Business leaders
- Community leaders
- Social/economic/political researchers, analysts and advisers
- Media
- Special interest groups
- Specialist services

Unit Sector(s)

Not Applicable

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BSBHRM602B Manage human resources strategic planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, implement and maintain a strategic approach to managing human resources in an organisation. The unit is critical for any human resources manager and should be undertaken after a firm grounding has been established in a range of human resources activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or policy and planning staff with specific responsibility for ensuring that the organisation has the structure and staff to meet current and foreseeable business and performance objectives. In most instances this role will be undertaken by someone from a large organisation and will support an established strategic or business plan.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research planning requirements	1.1. Analyse strategic plans to determine human resource strategic direction, objectives and targets 1.2. Undertake additional environmental analysis to identify ***emerging practices and trends*** that may impact on human resources management in the organisation 1.3. Identify ***future labour needs***, skill requirements and ***options for sourcing labour supply*** 1.4. Consider new technology and its impact on job roles and job design 1.5. Review recent and potential changes to industrial and legal requirements
2. Develop human resources strategic plan	2.1. Consult relevant managers about their human resources preferences 2.2. Agree on human resources philosophies, values and policies with relevant managers 2.3. Develop ***strategic objectives and targets for human resources*** services 2.4. Examine ***options for the provision of human resources services*** and analyse costs and benefits 2.5. Identify appropriate technology and systems to support agreed human resources programs and practices 2.6. Write strategic ***human resources plan*** and obtain senior management support for the plan 2.7. Develop risk management plans to support the strategic human resources plan
3. Implement human resources strategic plan	3.1. Work with others to see that the plan is implemented 3.2. Monitor and review the plan 3.3. Adapt plan should circumstances change 3.4. Evaluate and review performance against plan objectives

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• literacy skills to:
  • read relevant documentation
  • write plans
• numeracy skills to undertake cost-benefit analysis of available options
• planning and organisational skills to develop and implement plans
• research, learningand analysis skills to ensure necessary information is gathered prior to writing plans

Required knowledge
• human resources practices and functions • impact of technology on job roles • labour market options for sourcing labour supply • requirements of a strategic plan

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a strategic human resources plan which includes relevant research and data and demonstrates a clear alignment with broader business objectives • implementation and review of the plan.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • assessment of reports on strategic human resources issues and human resources planning • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • evaluation of strategic objectives and targets for human resources services • review of human resources plan and risk management plans • oral or written questioning to assess knowledge of human resources practices and functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Emerging practices and trends may include:	• ageing workforce • changes in consumer patterns or community expectations • economic trends • labour market trends • multi-generational teams • new products or services • new technologies • political or legislative changes • qualification or educational changes • working internationally.

Future labour needs may include:	• labour required to achieve organisation's strategic objectives, for example:
	  • competency
	  • number
	  • quality
	  • type.

Options for sourcing labour supply refer to:	• employing a range of recruitment options • hiring casual labour • hiring new graduates or trainees • employing off-shore workers • outsourcing • using contractors or consultants.
Strategic objectives and targets for human resources may refer to:	• equal employment opportunity and diversity • human resources information systems • induction • industrial relations • job analysis and design • OHS • performance management • professional development • recruitment and selection

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RANGE STATEMENT	
	• remuneration • staff retention and succession planning.
Options for the provision of human resources services may include:	• external provision by a consultant or contractor • having the work performed elsewhere (outsourcing) • internal human resources provision of the service • internal non-human resources provision of the service • merging of business units.
Human resources plan includes:	• budget • priorities • objectives • timeframes.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce development - human resource management

Co-requisite units

Co-requisite units		

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AHCBUS508A Prepare and monitor budgets and financial reports

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers preparing and monitoring budgets and financial reports and defines the standard required to: prepare a budget using most likely costs and income; develop and monitor budgets in an enterprise; prepare financial reports to meet industry standards.

Application of the Unit

Application of the unit	This unit applies to enterprise managers who prepare and monitor budgets and financial reports in an agricultural, horticultural or land management enterprise.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Prepare a budget	1.1. Information on past receipts and payments is obtained from previous records, compared to current prices and cost trends, and compiled in a form that enables projections of future receipts and expenditures. 1.2. A plan is prepared for a period which allows for expected expenditure and financial reporting requirements, using the 'most likely' prices and costs.
2. Implement and monitor a budget	2.1. Receipts and payments are monitored and reconciled against the original budget. 2.2. Variances against the original plan are identified, and the impact on overall profit/loss and cash flow is calculated. 2.3. Funds are allocated in accordance with budget objectives and parameters. 2.4. Adjustments are made where necessary to respond to unacceptable variations. 2.5. Budgets and plans are renegotiated/ restructured where necessary to optimise enterprise performance.
3. Prepare financial report	3.1. Records of financial performance are properly maintained within enterprise systems. 3.2. Information with source documents is assembled according to the requirements of the report recipient. 3.3. Documentation is forwarded in a timely and efficient manner. 3.4. Non-financial objectives are reported in the context of overall enterprise performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• prepare a budget • monitor receipts and payments • negotiate and restructure budgets • implement and monitor a budget

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REQUIRED SKILLS AND KNOWLEDGE
• maintain financial records • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• budget formulation • financial information systems • business transactions • banking and reconciliation • standards for organisational recordkeeping and audit requirements.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence in preparing and monitoring budgets and financial reports requires evidence that budgets have been successfully and appropriately developed and monitored in an enterprise, and that financial reports meet industry standards in their content and structure. The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare a budget using most likely costs and income • develop and monitor budgets in an enterprise • prepare financial reports to meet industry standards.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Budgets may include:	• recurrent operating or project based funds.
Financial reports may be:	• prepared for Taxation Commissioner • financing agencies • boards of management • committees • councils • executive management.

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Unit Sector(s)

Unit sector	Business

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCAGB503A Plan and monitor production processes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning and monitoring production processes and defines the standard required to: identify production processes required to achieve targeted production; establish production targets for each enterprise and each product, crop, herd, or flock; schedule production processes with monitoring points and performance indicators; evaluate production processes and make modifications; create and maintain records and documentation as described in the production plan.

Application of the Unit

Application of the unit	This unit is likely to be undertaken alone or under broad guidance. Responsibility for the planning and management of the work of others may be involved.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Determine production process requirements	1.1. Information regarding the characteristics of products being grown or refined/manufactured and their respective market requirements is accessed. 1.2. Characteristics of the land under production and the quality and amount of existing infrastructure are confirmed from colleagues and other planning processes. 1.3. Historical data, including recent data from organisational records is identified and accessed for input to production planning. 1.4. Information regarding other organisational planning processes and potential for improvements or innovations is collected and used to inform production planning. 1.5. Requirements of the organisation are taken into consideration during analysis. 1.6. Production processes required to efficiently achieve the targeted production requirements in line with organisational policies are identified and compared with those that currently exist. 1.7. Details regarding production planning are used as input to other organisational planning processes.
2. Determine monitoring requirements and systems	2.1. Production targets for each enterprise and each product, crop, herd, or flock are established from the range of organisational management and strategic plans. 2.2. Scheduling for production processes is determined taking varying organisational factors into consideration. 2.3. Environmental and waste management controls are established and specifically included in the production plan. 2.4. Monitoring points and performance indicators for the production process are established using target, environmental management and scheduling information. 2.5. Prepared risk management strategies are put into place and acted upon when necessary. 2.6. A plan is prepared that documents the decisions taken, the assessments made, the targets established, and any specific issues that relate to environmental and Occupational Health and Safety (OHS) risks.
3. Monitor/evaluate	3.1. Checks are made to ensure that the performance

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ELEMENT	PERFORMANCE CRITERIA
effectiveness of production processes	indicators, targets, and specifications are being met and amendments to the process are made where necessary. 3.2. The effectiveness of the production processes is evaluated at key points and adjustments are made as necessary. 3.3. Environmental impacts and OHS hazards relating to production processes are identified, monitored and assessed throughout the production cycle. 3.4. Modifications are made to the production process when made necessary by shifting priorities and results. 3.5. Data, observations and documentation from the production process are analysed against the plan according to organisation guidelines.
4. Record and manage information	4.1. Recommendations for future plans are prepared based on the analysis of the data. 4.2. A report is prepared that documents the plans implementation according to the organisations requirements and guidelines. 4.3. Records and documentation are created, maintained and kept as described in the production plan, the OHS requirements, and machinery and equipment management programs. 4.4. The recordkeeping system that is used ensures that required information is available, accessible, meaningful and useful.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• interpret monitored information on production processes • interpret, analyse and extract information from a range sources such as professional literature, legal documents, discussions and workshops • identify, build and use network and support groups • observe, identify and react appropriately to environmental implications and OHS

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REQUIRED SKILLS AND KNOWLEDGE
hazards • assess, then adopt profitable innovations • set yield targets and objectives and estimate timelines • prepare enterprise budgets and calculate financial returns • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• environmental controls and codes of practice available to the organisation • relevant legislation and regulations relating to OHS, contractor engagement, chemical use and application, and vehicle and plant use • sound management practices and processes to minimise noise, odours and debris from production processes • sustainable land use principles and practices applicable in the region • planning processes • cost benefit analysis • relevant legislation and regulations, such as those relating to soil and water degradation issues, animal health and welfare, and chemical use.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify production processes required to achieve targeted production • establish production targets for each enterprise and each product, crop, herd, or flock • schedule production processes with monitoring points and performance indicators • evaluate production processes and make modifications • create, and maintain records and documentation as described in the production plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
The production process includes:	• the resources, personnel, methodology, and any interactions between them for an agricultural or horticultural enterprise.

Unit Sector(s)

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Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBUS506A Develop and review a business plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing and reviewing a business plan and defines the standard required to: set strategic goals, targets and directions for the enterprise; determine clear and measurable indicators of operational performance; identify and design risk management and mitigation strategies; develop appropriate operational plans; document the business plan; monitor the business plan to identify strengths, weaknesses and areas for improvement.

Application of the Unit

Application of the unit	This unit applies to those whose role is to set the short, medium or long term goals and targets for the business plan and may relate to marketing and production targets, resource and asset development and management, acquisitions, capital, property improvements, and operational systems.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Determine scope	1.1. Scope of the business plan and associated systems is determined in consultation with key and specialist personnel. 1.2. Accurate information is accessed to inform business plan development. 1.3. Trends and seasonal variations are accounted for and incorporated into the business plan. 1.4. Strategic goals, targets and directions of the enterprise are accounted for in the development of the business plan. 1.5. Legal obligations are understood and complied with in developing the business plan.
2. Prepare business plan	2.1. Operational goals and targets that enhance opportunities to meet the enterprise strategic plan are developed. 2.2. Supply chains are identified and incorporated into the business plan. 2.3. Risk management needs are identified and addressed within the business plan. 2.4. Trial systems are incorporated in order to test budgetary impact and operational potential prior to full implementation of the business plan. 2.5. Indicators of operational performance are clear and measurable and allow for realistic analysis of performance.
3. Document and review business plan	3.1. Fiscal and operational systems that enhance performance management and suit enterprise requirements are included. 3.2. Resource considerations are incorporated into the business plan. 3.3. Business plan is accurately documented and clearly communicated to all relevant parties. 3.4. Performance against the business plan is monitored to identify strengths, weaknesses and areas for improvement. 3.5. Recommendations to improve the business plan and associated systems are made as required.

Required Skills and Knowledge

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- set realistic goals
- operate manual and/or electronic commercial systems
- consider and evaluate alternatives
- develop and manage supply chains
- design performance criteria, and operational and tactical plans that are incorporated into a business plan
- analyse information and results
- identify and design risk management and mitigation strategies
- identify and design appropriate operational plans
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- budgeting
- forecasting
- relevant industrial awards and agreements
- communication techniques
- risk management factors and priorities
- indicators of operational performance
- the fiscal and operational systems, and the resource considerations, that are relevant to business planning
- logical and analytic methods
- profit and loss and cash flow systems
- working knowledge of environmental, OHS, industrial relations, taxation, corporate and industry legislation as they relate to the enterprise
- capital investment analysis.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence in developing and reviewing a business plan requires evidence that demonstrates ability to scope the business plan and determine key objectives and targets. The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • set strategic goals, targets and directions for the enterprise • determine clear and measurable indicators of operational performance • identify and design risk management and mitigation strategies • develop appropriate operational plans • document the business plan • monitor the business plan to identify strengths, weaknesses and areas for improvement.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Business plans may include:	• the goals and targets for the business plan which may be short, medium or long term and may relate to marketing and production targets • resource and asset development and

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RANGE STATEMENT	
	management, acquisitions • capital • property improvements • operational systems.
Operational goals and targets may include:	• link directly to the enterprise strategic plan and also to Occupational Health and Safety (OHS), environment, quality and customer/market satisfaction key result areas.

Unit Sector(s)

Unit sector	Business

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCAGB501A Develop climate risk management strategies

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the work function associated with developing climate risk management strategies for an agricultural, horticultural or land management enterprise and defines the standard required to: research climate and enterprise data; analyse and interpret climate and enterprise data; prepare risk management strategies; and integrate climate risk and opportunities for management strategies at a business management level.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes developing climate risk management strategies for an agricultural or production horticultural.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Survey climate and enterprise data	1.1. Historical climate data is obtained and interpreted from a range of sources. 1.2. Weather and climate risk factors are identified. 1.3. Information on normal and significant climate events and their impact on natural and rural systems are collected. 1.4. Current and historical property and enterprise situation is detailed according to enterprise guidelines. 1.5. Short and long term enterprise goals are reviewed. 1.6. Climate and enterprise data is sourced, presented and updated according to enterprise requirements.
2. Climate risks and opportunities are identified and analysed	2.1. Forecasted chances of seasonal climate are analysed. 2.2. Climate risks and opportunities are identified. 2.3. Impact on production of different weather and climate risk factors are determined according to enterprise requirements. 2.4. Qualitative and quantitative risk and opportunity factors are identified and developed. 2.5. Importance of climate variability and significant climate events is evaluated. 2.6. Tactics to address a range of different climate variability risks and opportunities are outlined according to enterprise requirements. 2.7. Contingency options for enterprises and the business are identified.
3. Prepare climate risk management strategies	3.1. Climate variability and seasonal climate forecasts are analysed. 3.2. Insurance and other options are addressed in strategies. 3.3. Major climate risk factors are addressed in strategies. 3.4. Financial outcomes for all strategies are prepared according to enterprise guidelines. 3.5. Impacts on the environment, property value and equity are predicted for the preferred strategies. 3.6. Preferred production, enterprise or alternative strategies are reviewed, and options selected according to enterprise requirements. 3.7. A planned strategy to cope with variable climate and climate risk management is presented in a format according to enterprise guidelines.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research climate and enterprise data
- analyse and interpret climate and enterprise data
- prepare risk management strategies
- integrate climate risk, and opportunities and management strategies at a business management level
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- current forecasting techniques and phenomena, such as El Nino, ENSO, Southern Oscillation Index (SOI) and Pacific and Indian Ocean SST patterns
- the impact of weather and climate phenomena on rainfall, plant growth and yields
- causes of general patterns of weather and climate over Australia
- climate variability and climate change
- direct and indirect impacts of climate variability on land management and sustainability
- property and enterprise management decisions affected by the variable climate
- recognition of climate risks and opportunities
- seasonal climate forecasting systems and related indicators
- drought planning and strategies
- flood planning and strategies
- climate and weather issues pertaining to sustainable agriculture
- potential impacts of greenhouse warming on land and natural resource management
- strategic options and planning in response to climate variability for a range of seasons (normal, drier or wetter than normal), and other risks and opportunities
- calculating financial returns for different strategic options

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REQUIRED SKILLS AND KNOWLEDGE
• computer applications and Internet to access, record and analyse data • principles of decision-making based on the variable climate and seasonal climate forecasts.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • research climate and enterprise data • analyse and interpret climate and enterprise data • prepare risk management strategies • integrate climate risk and opportunities for management strategies at a business management level.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Climate data may include:	• the statistics of temperature, humidity, atmospheric pressure, wind, rainfall, atmospheric particle count and numerous other meteorological elements in a given region over long periods of time.
Risk management may include:	• the identification, assessment, and prioritisation of risks followed by coordinated and economical application of resources to minimise, monitor and control the probability and/or impact of events.
Data may include:	• data from primary and secondary sources,

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RANGE STATEMENT	
	including: • field work and trials • research materials • published books • academic reports • industry reports • colleagues • computer software • internet • newspapers • photographic data • journals • industry publications • industry specialists and experts.

Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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CHCCS400B Work within a relevant legal and ethical framework

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work within a legal and ethical framework that supports duty of care requirements

Application of the Unit

Application	This unit is to be assessed in relation to the specific legal and ethical context of the work role/s and requirements to which it applies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of legislation and common law relevant to work role	1.1 Demonstrate in all work, an understanding of the legal responsibilities and obligations of the work role 1.2 Demonstrate *key statutory and regulatory requirements* relevant to the work role 1.3 Fulfil duty of care responsibilities in the course of practice 1.4 Accept responsibility for own actions 1.5 Maintain confidentiality 1.6 Where possible, seek the agreement of the client prior to providing services

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ELEMENT	PERFORMANCE CRITERIA
2. Follow identified policies and practices	2.1 Perform work within *identified policies, protocols and procedures* 2.2 Contribute to the review and development of policies and protocols as appropriate 2.3 Work within position specifications and role responsibilities 2.4 Seek clarification when unsure of scope of practice as defined by position description or specific work role requirements 2.5 Seek clarification of unclear instructions
3. Work ethically	3.1 Protect the rights of the client when delivering services 3.2 Use effective problem solving techniques when exposed to competing value systems 3.3 Ensure services are available to all *clients* regardless of personal values, beliefs, attitudes and culture 3.4 Recognise potential ethical issues and ethical dilemmas in the workplace and discuss with an *appropriate person* 3.5 Recognise unethical conduct and *report* to an appropriate person 3.6 Work within boundaries applicable to work role 3.7 Demonstrate effective application of guidelines and legal requirements relating to disclosure and confidentiality 3.8 Demonstrate awareness of own personal values and attitudes and take into account to ensure non-judgemental practice 3.9 Recognise, avoid and/or address any conflict of interest

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ELEMENT	PERFORMANCE CRITERIA
4. Recognise and respond when client *rights* and interests are not being protected	4.1 Support the client and/or their advocate/s to identify and express their concerns 4.2 Refer client and/or their advocate/s to advocacy services if appropriate 4.3 Follow identified policy and protocols when managing a complaint 4.4 Recognise witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client and report to an appropriate person as required 4.5 Recognise and respond to cultural/linguistic religious diversity, for example providing interpreters where necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Distinction between ethical and legal problems
- Importance of ethics in practice
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Occupational health and safety (OHS) requirements
- Outline of common legal issues relevant to the workplace
- Overview of relevant legislation in the sector and jurisdictions
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Relevant standards and codes of practice in the sector
- Rights and responsibilities of clients
- Rights and responsibilities of workers
- Specific principles underpinning duty of care and associated legal requirements
- Strategies for addressing common ethical issues
- Strategies for contributing to the review and development of policies and protocols
- Strategies for managing complaints

The candidate must also be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Overview of the legal system
- Principles and practices for upholding the rights of the children and young people
- Principles of ethical decision-making
- Reporting mechanisms for suspected abuse of a client
- Strategies for managing abuse of a client
- Types of abuse experienced by client (including systems abuse)
- Types of law

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Work within legal and ethical frameworks

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- Consult with a variety of stakeholders in order to achieve service objectives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - An appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
  - Relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Children and families using children's services
- Children and young people
- Individuals living in government funded services and/or institutions to 'clients'
- Individuals living in residential aged care environments
- Individuals living in the community
- Job seekers
- People seeking advice and assistance
- Prospective individuals to the service or services

Contexts of work role may include :

- Work undertaken in:
  - client's own dwelling
  - independent living accommodation
  - residential aged care facilities
  - community centres
  - children's services centres
  - carer's home
- Work in the context of:
  - community, government or private agency or organisation
  - services delivered as a sole trader
  - providing telephone advice and assistance

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RANGE STATEMENT

Identified policies, protocols and procedures refer to:

- Guidelines and practices developed to address legal, ethical and regulatory requirements, including:
  - formal, documented guidelines of an organisation
  - informal practices used by a small organisation or individual owner/operator

Key statutory and regulatory requirements may include those related to:

- Building standards
- Care and education of young children
- Child protection and guardianship legislation
- Criminal acts
- Discrimination and harassment
- Equal employment opportunities
- Freedom of information
- Health records legislation
- International and national standards
- Mental health legislation
- OHS
- Pharmaceutical benefits
- Poisons and therapeutics
- Privacy legislation
- Public health
- Registration and practice of health professionals
- Residential and community services
- Restrictive practices

Report may be, and include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

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RANGE STATEMENT

Rights may include:

- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

Rights are detailed in:

- Accreditation standards
- Industry and organisation codes of conduct, practice and ethics
- Industry and organisation service standards
- International and national charters
- Legislation

Principles of access and equity may include:

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

Appropriate person may include:

- Advocates/family members
- Colleagues
- External agencies (complaints and advocacy services. professional registering authorities, child protection authorities)
- Health professionals
- Law enforcement officers
- Member of senior management

Unit Sector(s)

Not Applicable

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BSBMGT516C Facilitate continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. Where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development of the organisation. At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	1.1. Develop ***strategies*** to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate 1.2. Establish ***systems*** to ensure that the organisation's ***continuous improvement processes*** are communicated to ***stakeholders*** 1.3. Ensure that change and improvement processes meet ***sustainability requirements*** 1.4. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5. Ensure that insights and experiences from business activities are captured and accessible through ***knowledge management systems***
2. Monitor and adjust performance strategies	2.1. Develop strategies to ensure that systems and processes are used to monitor ***operational progress*** and to identify ways in which planning and operations could be improved 2.2. Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2. Ensure processes include ***recording of work team performance*** to assist in identifying further opportunities for improvement 3.3. Consider areas identified for further improvement when undertaking future planning

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills tocommunicate opportunities for improvement • learning skills to coach and mentor staff, using a range of methods to cater for different learning styles • innovation and lateral thinking skills to design better ways for achieving work outcomes • planning skills to establish and monitor systems and process for continuous improvement • teamwork and leadership skills to gain the confidence and trust of others
Required knowledge
• continuous improvement models • knowledge management systems • quality systems • sustainability principles

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development and use of a range of strategies and approaches that improve work outcomes or organisational functioning, using continuous improvement models • monitoring performance and customer service.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observationof presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative • evaluation of how customer-service strategies were communicated to stakeholders • review of documentation outlining work team performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Strategies may refer to:	• clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans that factor in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward and recognition programs for high performing staff • training and development activities.
Systems may refer to:	• forums and meetings • newsletters and reports • policies and procedures • electronic communication devices.
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures that allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders.
Stakeholders may include:	• business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members

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RANGE STATEMENT	
	• unions and employee groups.
Sustainability requirements may include:	• addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprinting • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program (a cultural change program) • introducing green purchasing • introducing national and international reporting initiatives, e.g. Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
Knowledge management systems may include:	• best practice transfer • communities of practice • cross-project learning • expert directories • knowledge brokers' knowledge mapping • knowledge repositories • measuring and reporting intellectual capital • mentoring

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RANGE STATEMENT	
	• performance management • post-project reviews • proximity and architecture • social software • storytelling.
Operational progress may refer to:	• customer service indicators • OHS indicators • productivity gains • success in meeting agreed goals and performance indicators.
Recording of work team performance may include:	• annotated performance plans • quantitative data, such as production figures • recommendations for improvement • records and reports.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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CHCPOL402B Contribute to policy development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop and analyse policies which impact on the client group and the work of the organisation

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review existing policies	1.1 Identify relevant organisation and other policies and assess them for relevance to the organisations objectives and effectiveness 1.2 Consult clients and other stakeholders about their views on policies 1.3 Document and present reviews of policies in a format appropriate to the purpose of the review, the context, and the receiver
2. Contribute to *research* for policy advice	2.1 Identify, plan and implement research and consultation strategies appropriate to the worker's role in the research process within timeframes, resource constraints and agreed processes 2.2 Collate, report and present research and consultation outcomes in a format appropriate to the research process, the purpose of the research, the context and the receiver 2.3 Identify factors impacting on quality or outcomes of research or consultation and incorporate in reports

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ELEMENT	PERFORMANCE CRITERIA
3. Provide briefing materials on policy issues	3.1 Prepare briefing materials as required in a format appropriate to audience, purpose and context 3.2 Draw on expertise and role of worker and organisation for briefing materials 3.3 Incorporate reasoned argument and evidence into briefing materials
4. Promote informed policy debate	4.1 Identify *strategies to stimulate informed debate* appropriate to the worker's role in policy development, community education or client service delivery in consultation with other workers and management 4.2 Implement strategies to stimulate informed debate within timeframes, resource allocations and agreed processes 4.3 Where necessary, implement strategies to translate policy materials into language/s easily understood by clients and other stakeholders 4.4 Develop strategies that enable exchange of views and information between policy initiators, clients and other stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies impacting on the worker, the organisation and its target groups
- Government and other policies impacting on the issue under consideration, and the organisation and its target groups
- The contexts for policies, people and the organisation
- Research and consultation techniques
- The limits of the worker's own role and competence and the organisation's role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of skills to:
  - policies within own organisation
  - policies within networks or associations
  - policies directly related to own work role and areas of expertise
  - policies for target groups relevant to the organisation
- Demonstrate involvement with stakeholders relevant to the organisation and the policy issue under consideration

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse evidence and arguments
- Demonstrate reasoning, including identification of implications and consequences of

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REQUIRED SKILLS AND KNOWLEDGE

particular courses of action

- Apply consultation and research methodologies
- Demonstrate application of skills in:
  - report writing, including translation of complex concepts into simple language or images
  - public speaking addressing a group
  - group participation
  - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Research may be:	• Survey • Qualitative • Quantitative
Information gathering and consultation techniques may include:	• Interview structured, semi-structured and unstructured, group and individual • Conversation by phone or face-to-face • Observation and listening • Collection of materials e.g. Printed material and videos • Attendance at workshops, meetings and forums • Questionnaires and other basic survey instruments
Strategies to stimulate informed debate will involve:	• Employing a range of communication styles, modes and media • Employing any of the consultation techniques identified in the Range Statement • Employing networking strategies

Unit Sector(s)

Not Applicable

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CHCORG624D Provide leadership in community services delivery

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to apply a leadership role determined and supported by the community The leadership role includes providing direction and promotion of community services, processes and outcomes and influencing effective industry practice

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop effective *leadership* role	1.1 Identify role, responsibilities and parameters for exercising influence and negotiate with key people in organisation and community to ensure support 1.2 Establish authority and accountability according to organisation's guidelines and community requirements 1.3 Assess factors that will impact on leadership style and role and address in developing individual and organisation practice
2. Provide direction	2.1 Develop and maintain consultation structures to support coordinated planning and decision-making 2.2 Develop and maintain strategic alliances with key people to maximise personal and organisation effectiveness 2.3 Routinely model and promote effective communication and interpersonal skills 2.4 Implement appropriate continuous improvement processes to ensure ongoing effectiveness of work

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ELEMENT	PERFORMANCE CRITERIA
3. Promote community work and maintain quality performance	3.1 Research and analyse *factors* that influence effectiveness of performance 3.2 Develop and implement *strategies to promote effectiveness of community work* 3.3 Research and establish *strategies to develop and maintain quality performance* 3.4 Develop, negotiate, promote performance standards and requirements and use to guide organisation and personal work delivery 3.5 Negotiate implementation of changes to practices, policies and procedures and promote to gain support

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Characteristics, relationships, influence and accountability in the community
- Complex cultural awareness and practice
- Government programs and policies
- Models of leadership
- Nature and structure of the community services industry
- Organisation's guidelines
- Policies and theories of community services
- Policies and theories of productivity and human services
- Relevant industrial relations policy, structures and practice
- Relevant legislation
- Research methodologies
- Social/political/organisation systems and structures
- Strategic planning
- Training and education policy systems and provision

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high level leadership to communities to enable achievement of common goals
- Influence effective practice in community work and/or the community services industries

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - Leadership based on specified objectives and community factors
  - Strategic planning designed to achieve identified community outcomes
  - Analysis of community relationships
- Demonstrate application of high level skills affecting organisations, industry and the broadest community, including:
  - evaluation
  - communication
  - negotiation
  - analysis
  - developmental practice
- Provide leadership in applying principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed in the workplace, in the community or in relevant simulation • Consistency in performance should relate to outcomes required by community leadership

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace or community or to an environment capable of accurately simulating these

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Factors which may have an impact on community work will include:

- Attitudes, values, beliefs
- Composition and nature of the community
- Government role and policies
- Organisation policy and principles
- Other agencies, networks, services
- Resources
- Roles, relationships, obligations, accountability and protocol

Review of community work may include:

- Internal and external research
- Internal evaluation
- Specifically commissioned research

Leadership may include:

- Direct and indirect influence on attitudes, decisions and action
- Formal and informal roles and positions
- Individual and group roles and positions

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RANGE STATEMENT

Factors influencing effective community services may include:	• Career structures • Competence • Coordination/leadership • Culture • Flexibility/adaptability • Government • Image/morale • Industrial structures • Organisation • Performance standards • Policy • Public • Resources • Service • Service standards • Skills • Social • Social/community/political/economic change • Training/education/development
Strategies to promote effectiveness of community work may include:	• Evidence gathering • Presentation in relevant forums and to key people
Strategies to develop and maintain quality performance may include:	• Appropriate utilisation of existing community structures and processes • The development and maintenance of relevant industry and practice standards

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RANGE STATEMENT

Requirements for the development of performance and assessment strategies may include:	• Appeals mechanisms • Appraisal/recognition of prior learning • Assessment models/tools • Curriculum/teaching/education provision • Enterprise • Individual • Industry • National • Organisation • Recognition/accreditation • Research/publications/promotion/information • Sector • Use of existing standards such as:

Unit Sector(s)

Not Applicable

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CHCORG620C Promote and represent the service

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to promote and represent the organisation to the community

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote community awareness of the clients, their needs and their importance	1.1 Prepare and deliver *presentations* in a way appropriate to the target group 1.2 Design presentations to be relevant to the concerns and interests of the target group

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ELEMENT	PERFORMANCE CRITERIA
2. Promote the service to increase its profile in the community	2.1 Identify stakeholders and supporters in the community and their particular interests and resources 2.2 Target communications to areas where the profile needs raising or clarifying 2.3 Facilitate opportunities for the community to view and contribute to the service 2.4 Prepare and use a range of materials and resources providing information to the community 2.5 Use a range of different *methods of promotion* 2.6 Develop and use a strategy to review the profile of the service in the community 2.7 Develop information campaigns to address particular issues, as required 2.8 Consider and utilise as relevant opportunities for involvement in the community 2.9 Encourage staff to participate in appropriate forums 2.10 Utilise press and other publicity appropriately 2.11 Provide accurate and positive information to the community to develop a positive community image
3. Represent the service	3.1 Clearly and accurately represent the philosophy, purpose, policies and procedures of the service 3.2 Respond to and follow up questions and concerns about the service 3.3 Represent the service's need for resources to appropriate forums/organisations 3.4 Represent the perspective and experience of the service to relevant forums

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ELEMENT	PERFORMANCE CRITERIA
4. Respond to negative publicity and perceptions, as required	4.1 Analyse negative publicity and perceptions for potential outcomes and implications for the service
	4.2 Listen carefully to spokespersons in order to develop an understanding of their position
	4.3 Seek advice from stakeholders and supporters in the community if required
	4.4 Nominate a spokesperson to represent the service if required
	4.5 Ensure communications used do not exacerbate existing negative perceptions
	4.6 Review organisation policies in light of issues raised, as appropriate
	4.7 Develop and implement a strategy to deal with negative publicity and perceptions

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current trends in client service delivery
- Range of organisations and their provision of service
- Ideas about issues where promotion is required relevant to the service
- Awareness of relevant current issues, concerns and debates
- Relevant accreditation principles and service standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and deliver an effective and convincing promotion of the organisation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Listen to and investigate other points of view about organisations and their practices
- Demonstrate application of skills in:
  - communication skills, both written and spoken
  - negotiation skills
  - conflict resolution skills
  - basic skills in presenting information clearly and with impact, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
  - commitment to service/field

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REQUIRED SKILLS AND KNOWLEDGE

- networking skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or under simulation • Assessment may be conducted on one or more occasions but should include demonstration of the critical aspects of assessment and include at least three different methods of promotion
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods of promotion may include:

- Public speaking
- Articles and reports in local media
- Press releases
- Liaison
- Lobbying
- Leaflets
- Radio interviews
- Posters

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RANGE STATEMENT

Presentations may need to vary according to the needs of the target group and may include:	• Age • Language • Cultural beliefs and practices
Aspects that may be promoted include:	• Needs for community support • Contribution of families to the workplace and/or community • Examples of achievements • Breaking down stereotypes • Dispelling myths • Changing needs in the community with regard to needs
Promotion and representation of the service may be targeted to:	• The local community • Specific stakeholders or key people • Specific groups within the community • Organisations who have a related role • Existing and potential referral sources • Parent groups • Service users • Government agencies • Existing and potential funding sources • Local schools and organisations
Represent the service may be required in a range of contexts such as:	• Meetings and forums • Consultation processes • Enquires to the service • Training opportunities • Conferences and seminars • Community education
Managing negative publicity, as well as promoting a service may depend on:	• The financial resources of the service/organisation

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Unit Sector(s)

Not Applicable

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CHCORG614B Manage a community sector organisation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to plan and monitor the development direction and changes of a complex organisation, range of programs or major program area

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Coordinate organisation planning	1.1 Identify appropriate *strategic alliances* and negotiate and maintain participation
	1.2 Identify overall purpose and philosophy of the organisation and translate into a written or recorded set of aims and objectives which are clearly understood, measurable and attainable and evaluated as appropriate
	1.3 Implement appropriate corporate planning processes that make best use of internal and external consultation processes
	1.4 Implement appropriate corporate planning processes to ensure responsiveness to client needs
	1.5 Undertake appropriate consultation with relevant people and agencies
	1.6 Establish appropriate management structure and process to coordinate corporate planning, advise decision-makers and reflect principles and philosophy of the organisation
	1.7 Analyse the way in which values and beliefs of workers and stakeholders may influence defined organisation purpose and philosophy and communicate to all relevant participants
	1.8 Make resources available as appropriate to support the planning processes at all levels
	1.9 Develop systems, processes and timeframes for all aspects and components of the planning process

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ELEMENT	PERFORMANCE CRITERIA
2. Design and implement the structures and process of the organisation	2.1 Determine appropriate structure for the organisation to match organisation philosophy and purpose 2.2 Develop, agree, implement and monitor lines of decision-making and accountability 2.3 Prepare budgets in line with strategic plan and make allowance for all requirements and components of planning and implementation of programs and services 2.4 Establish financial accountability systems which meet agreed organisation best practice provisions 2.5 Ensure planning guidelines provide for inclusion of appropriate statutory, legislative and practice provisions 2.6 Develop clear, fully documented planning guidelines and systems and make them accessible to all involved
3. Implement evaluation processes	3.1 Hold appropriate consultations with stakeholders to examine issues and trends and advise decision-makers of outcomes as required 3.2 Complete all required reporting in a timely way in accordance with organisation requirements 3.3 Identify, develop and implement appropriate evaluation arrangements with representation from relevant stakeholder groups 3.4 Prepare advice and provide to decision-makers within the negotiated format and timeframe
4. Enable organisation to meet legal requirements	4.1 Implement mechanisms to ensure relevant commonwealth, state and local government legal requirements are identified and adhered to 4.2 Regularly update information about current legal requirements and if appropriate, develop proposals to modify organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Establish the profile of the organisation and market its services	5.1 Use formal and informal networks as channels to communicate the organisation's activities and achievements 5.2 Use a range of communication media and activities to convey information about activities and achievements of the organisation to encourage support and interest 5.3 Seek and utilise opportunities to promote the organisation through media, government and the community 5.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation's activities
6. Give direction for the effective management of the organisation	6.1 When required, develop and articulate policies and procedures for the employment role of the organisation and monitor their implementation 6.2 Promptly address problems in implementing defined procedures to ensure resolution 6.3 Prepare reports to comprehensively and accurately describe organisation's activities and achievements and present to relevant stakeholders and management, as required 6.4 When required, facilitate processes of management and/or board meetings to ensure effective and informed deliberations and decision-making 6.5 Identify and implement mechanisms for effective coordination of activities and services

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ELEMENT	PERFORMANCE CRITERIA
7. Manage *changes in the organisation*	7.1 Identify policy, social, political and economic trends and assess their potential impact on the organisation 7.2 Assess and revise management and work practices relative to social, political and economic trends and impacts 7.3 Define and monitor *indicators for change* within the organisation 7.4 Identify and promote opportunities for positive change and undertake appropriate work to maximise support from staff, clients and stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Best practice including:
  - accountability
  - administrative systems and principles
  - consumer focus
  - current information technology and programs relevant to the organisation or industry
  - enterprise agreements
  - information management policies, practices and systems in the community sector
  - management systems and principles
  - management of sustainability
  - performance monitoring and review
  - performance standards
  - service quality development
  - training and skills development and recognition
- Statutory and legislative requirements including:
  - corporate affairs/incorporation/Australian Securities Commission
  - equal employment opportunities principles and practice
  - funding/service contracts/agreements
  - industrial relations/enterprise contracts
  - non discrimination
  - occupational health and safety
  - taxation

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Coordinate the use of relevant information technology effectively to address organisation requirements in line with occupational health and safety (OHS) guidelines
- Design strategies to involve and communicate with all major stakeholders
- Develop strategies for adapting organisation to changes
- Manage organisation change
- Undertake strategic planning
- Use information technology and software programs as required by the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - strategic thinking
  - decision-making
  - environmental scanning
  - analysis/evaluation
  - facilitation
  - high level liaison
  - high level oral and written communication
- Apply principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Strategies for the development of policies, practices and standards may include:

- Change management
- Organisation development

Indicators for change include:

- Change in government polices and associated change in organisation focus
- Level of commitment to organisation's aims and objectives
- Management committee
- Organisation executive management turnover
- Relationship with external agencies
- Staff
- User involvement

Communication designed to promote the organisation include:

- Brochures
- Fliers and other written advertisements
- Letters
- Poster and other artwork and audiovisual advertisements
- Verbal presentations

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RANGE STATEMENT

Changes in the organisation may be related to:

- Changing service users
- Different levels of funding
- Employment and work practices
- External policy change
- Legislative change
- Management decision-making processes
- Membership changes
- Nature and focus of service, programs and activities
- New buildings and other resources
- Staff requirements
- Technological change

Strategic alliances will include:

- Business leaders
- Community leaders
- Funding agencies
- Industry networks
- Key government officers
- Key public policy and decision-makers
- Media
- Ministerial advisers and staff
- Ministerial advisory committees
- Other key agencies/organisations
- Political parties and committees
- Professional associations
- Social/economic/political researchers, analysts and advisers
- Special interest groups
- Specialist services

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RANGE STATEMENT

Information management may relate, for example, to:

- Establishment and maintenance of policies, procedures and systems to ensure security of information where required to address legislative requirements, such as privacy / confidentiality and OHS
- Establishment and maintenance of policies, procedures and systems to support collection and recording of information required for a range of purposes, such as:
  - business analysis, planning and ongoing management
  - quality assurance, accreditation and/or audit purposes
  - sales and marketing
  - organisation review and evaluation processes
- Maintenance of up-to-date client and network database information

Unit Sector(s)

Not Applicable

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CHCORG611B Lead and develop others in a community sector workplace

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to achieve identified work outcomes through managing, leading and developing individuals and teams in the work group or organisation

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide leadership, direction and guidance to the organisation	1.1 Provide regular briefings on work goals, plans and operational issues to work groups to minimise role ambiguity and maximise effectiveness
	1.2 Provide encouragement to develop new and innovative work practices and strategies to optimise work outcomes and better meet client needs
	1.3 Model high standards of performance and practice to staff
	1.4 Provide leadership and supervision appropriate to changing priorities and situations and take into account differing needs and backgrounds of individuals, requirements of task and client needs
	1.5 Use the diversity of individuals' knowledge, skills and approaches to enhance work outcomes
	1.6 Model application of principles and practices of equal employment opportunity, occupational health and safety (OHS) and participative work practices in the community sector and promote to staff

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ELEMENT	PERFORMANCE CRITERIA
2. Maximise own performance outcomes	2.1 Use effective time and work management techniques, including monitoring workflow and outcomes, to meet priorities and achieve identified objectives 2.2 Plan work and monitor progress to minimise effects of unexpected outcomes 2.3 Ensure all work undertaken complies with established policies and procedures, especially those relating to anti-discrimination and OHS in the community sector 2.4 Regularly review and revise work practices to assist achievement of identified objectives 2.5 Seek and take opportunities for continuous self development/learning
3. Manage effective work relationships	3.1 Clearly articulate the link between the group's function, goals of the organisation and individual responsibilities and communicate to staff routinely 3.2 Routinely use participative decision-making processes to allocate responsibilities and develop, implement and review work of the group 3.3 Where relevant, identify and resolve conflict with minimum disruption to workgroup function and in accordance with organisation procedures 3.4 Allocate tasks within competence of staff and support by appropriate delegation and training 3.5 Adjust interpersonal styles and methods to the social and cultural context 3.6 Communicate and interact with colleagues and management using a variety of appropriate techniques

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ELEMENT	PERFORMANCE CRITERIA
4. Manage and improve the performance of individuals	4.1 Monitor performance of the group in achieving objectives, review regularly and use as the basis for further allocation of work 4.2 Monitor and review individual outcomes in consultation with the workgroup to measure and assess progress against objectives and identify issues for attention or further work 4.3 Revise work practices as required to achieve workgroup, corporate and community sector goals and objectives 4.4 Address performance problems in fair, constructive and timely manner in accordance with relevant guidelines, procedures and natural justice 4.5 Monitor individual and group progress and provide regular feedback to optimise achievement of organisation objectives 4.6 Support the work group to develop mutual commitment and cooperation 4.7 Promote and encourage workgroup effectiveness through active participation in group activities and communication processes
5. Support, participate and review group development	5.1 Put in place development plans for each staff member, identifying relevant development activities 5.2 Develop, agree and implement action plans to meet individual and group training and development needs 5.3 Encourage and support staff to apply skills and knowledge in the workplace 5.4 Identify and deliver relevant specialist training and professional development, as required 5.5 Arrange appropriate training and provide to meet individual and organisation needs 5.6 Encourage staff to be involved in professional development and support staff to *attend training courses and to take up other development opportunities*

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ELEMENT	PERFORMANCE CRITERIA
6. Support and develop staff	6.1 Provide staff with personal and career development opportunities from within and outside of the organisation 6.2 Hold regular meetings with staff to review, adjust and develop strategies and priorities 6.3 Agree priority tasks and monitor achievement of work plans to maximise organisation effectiveness 6.4 Monitor overall performance of staff and provide regular feedback in an appropriate manner 6.5 Provide opportunities for targeted professional development in the community sector context

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Budget processes
- Effective leadership styles
- Effective team management
- Human resource development and management principles and practices
- Industrial relations legislative requirements
- Leadership qualities
- Supervision processes
- Union processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement strategies for managing stress
- Provide development opportunities appropriate to work in the community sector
- Recognise stressors within the team
- Use both participative and consultative management practices
- Use effective leadership styles
- Work effectively in a team environment in the community sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Contribute to leadership of multi-disciplinary and inter-disciplinary teams

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate effective communication and interpersonal skills including:
  - language and literacy competence required to fulfil the procedures of the organisation
  - language used may be English, signing or a community language
  - use of interpreters where required
  - negotiation
- Demonstrate awareness and understanding of effective individual and team operations
- Demonstrate awareness of self and impact of self on others in the community sector workplace
- Demonstrate effective time management and work planning
- Develop relevant policies and processes if required to manage/lead and develop others in a community sector context
- Provide leadership to encourage others to recognise and address environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant information affecting the workgroup can include:

- Corporate and strategic plans, including human resource management and human resource development strategic plans
- Industrial awards
- Personnel management guidelines and circulars
- Quality standards
- Relevant legislation
- Work area business plans

Attend training courses and to take up other development opportunities may include:

- Assisted formal study
- Conference and seminar attendance
- Formal internal and external courses
- Induction and orientation
- On the job training
- Placements at the same level, work experiences and assignments, and higher duties
- Support for professional development activities

Procedures and guidelines can include:

- Financial/administrative procedures
- Fraud prevention
- OHS

Unit Sector(s)

Not Applicable

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CHCORG506D Coordinate the work environment

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to undertake supervisory and coordinating activities in work groups in community service organisations

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to and promote effective work practices	1.1 Routinely identify and implement effective ways of working to sustain ongoing health and morale 1.2 Develop and implement work plans to ensure: • client needs are addressed • desired outcomes are achieved • objectives are met • agreed timeframes are met • compliance with relevant guidelines and procedures • contingencies are managed • duty of care responsibilities are met • ethical and non discriminatory practices • the work of the organisation is promoted 1.3 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes, including addressing barriers and constraints 1.4 Where relevant to work role, implement effective measures to ensure new and existing staff: • are fully informed of what is expected of them • are provided with appropriate orientation, induction and development opportunities • contribute to ongoing review of workplace practices • have written workplans which are regularly reviewed 1.5 Make every effort to implement processes and practices that promote cooperative work practices and maintain positive relationships with staff and management 1.6 Take responsibility for own behaviour and identify and implement ways to develop effective working relationships

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ELEMENT	PERFORMANCE CRITERIA
2. Promote effective workplace relations	2.1 Model and promote effective communication in the workplace, including open discussion and active listening 2.2 Identify potential and actual conflict situations, and develop and implement appropriate strategies to deal with these, to minimise effects on the workplace and address rights and responsibilities of all parties 2.3 Throughout conflict resolution processes, ensure access to appropriate support, mediation, facilitation and debriefing for parties within organisation constraints 2.4 Make every effort to resolve issues which may disrupt work unit activities
3. Facilitate work group activities	3.1 When conducting meetings, clarify purpose, agree procedures, negotiate roles and responsibilities, adhere to agreed timeframes and maintain equality of participation and input by group members 3.2 Seek feedback on operation of group processes, encourage suggestions for change and implement appropriate action 3.3 Provide feedback in a supportive manner appropriate to individuals and the group

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ELEMENT	PERFORMANCE CRITERIA
4. Develop and implement staffing processes as required	4.1 Maintain confidentiality in relation to staff processes according to organisation policy and to protect individuals 4.2 Plan appropriately to identify areas of need and develop proposals to address them, including arranging resourcing and staffing 4.3 Participate in recruitment processes as required 4.4 If staff performance is unsatisfactory, provide counselling and support to improve performance 4.5 Address staff performance issues as required in accordance with organisation's procedures 4.6 Encourage and facilitate staff access to appropriate training to enable the achievement of outcomes in the workplace and organisation
5. Advocate for workplace health and safety and fair employment practices	5.1 Make staff and management aware of Commonwealth and State legislation and organisation guidelines relating to occupational health and safety (OHS), equal employment opportunities and anti-discrimination in the workplace and promote and model compliant practices 5.2 Negotiate, develop and implement work practices within the above legislative and organisation guidelines 5.3 Document and communicate individual workers rights and obligations in a manner and language that can be clearly understood by relevant parties 5.4 Where there are breaches of relevant workplace legislation, take timely and appropriate action according to level of responsibility in the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Effective team management
- Legislation relevant to organisation and work carried out
- Organisation mission, philosophy, organisation structure, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop effective working relationships with all staff
- Establish effective procedures to maximise staff work performance
- Use positive communication with all staff

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - effective workplace communication
  - organisation policies and procedures
  - relevant industrial relations conditions, requirements and awards
  - broad implications of relevant legislation
  - legal, health and safety requirements as they relate to the organisation
  - computer hardware and software technology, as required by the workplace
  - recruitment techniques
  - basic contract management

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REQUIRED SKILLS AND KNOWLEDGE

- Coordinate the use of relevant information technology effectively in line with OHS guidelines
- Coordinate processes to recognise and address environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • It is recommended that this unit be principally assessed in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace • Assessment should be gathered principally from material drawn from workplace or from work experience in a relevant simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Staffing requirements may cover the following staff:	• Full time/part time • Paid/unpaid • Permanent/casual • Secondments and work exchanges • Temporary/contract • Trainees

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RANGE STATEMENT

Staffing proposals will include:

- Delegations, accountability
- Hours of work
- Implications for the organisation
- Outcomes and performance requirements
- Resources costs, equipment, office space, furniture, travel
- Salary conditions
- Skills, education, experience
- Supervision
- Team members
- Terms of engagement

Organisation policies and procedures will relate to:

- Accountability
- Accounting of income and expenditure
- Administrative processes
- Career development and progression
- Case Management Society of Australia national standards
- Contracts
- Employment conditions
- Grievance, complaints and discipline processes
- Induction
- Management and decision-making processes
- Monitoring
- OHS
- Recruitment and employment practices
- Recruitment and termination practices
- Rosters
- Training and development practices
- Use of equipment and venue

Management may be by:

- Board of management
- Collective
- Government program or unit director
- Project management committee
- Voluntary community management committee

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Unit Sector(s)

Not Applicable

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CHCORG423B Maintain quality service delivery

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to perform work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of clients

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate commitment to the delivery of high quality services to clients	1.1 Demonstrate consideration and understanding of the *context*, models of service delivery, *underpinning values and philosophy of the sector* in all work undertaken 1.2 Ensure all work undertaken is consistent with relevant *current policies and legislative requirements* 1.3 Demonstrate understanding of the *issues* facing clients and their carers in all work 1.4 Demonstrate *commitment to access and equity principles* in all work in the sector
2. Develop and implement a framework for quality service delivery	2.1 Devise strategies to ensure delivery of high quality services which continue to reflect best practice 2.2 Establish and implement *protocols* and procedures to manage service delivery and reflect best practice work in community services industry 2.3 Identify and address *barriers* in the organisation that impact on delivery of high quality service 2.4 Regularly update procedures for managing service delivery to reflect current best practice, relevant legislative changes, and changing client *needs*

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and review *service delivery*	3.1 Monitor implementation of *strategies* to evaluate delivery of services 3.2 Review service delivery and revise procedures as required to reflect best practice work 3.3 Ensure staff receive necessary competency development to support delivery of current best practice, address relevant legislative changes and respond appropriately to changing client needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of discriminatory actions
- Awareness of own attitudes to client groups
- Common health problems of the clients and their effects
- Common risks to safety
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required (e.g. palliative care)
- Holistic and client-centred care
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Organisation occupational health and safety policies and procedures

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REQUIRED SKILLS AND KNOWLEDGE

- Organisation philosophy and guidelines
- Organisation policies, practices and programs relating to the work role
- Principles and practices of confidentiality
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Rights and responsibilities of the client
- Understanding of stereotypes of client groups

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of accountability and responsibility to perform work within legislative and ethical frameworks
- Provide and support a high quality of care for clients
- Uphold and support the rights and interests of clients in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal communication with clients and other stakeholders:
  - communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/ service
  - language used may be English or a community language, depending on the client group
  - literacy and numeracy competence required to fulfil organisation reporting requirements and according to the literacy support available in the workplace:
  - literacy support may include the use of dictionaries, explanations of medical terminology
  - program development, review and revision
  - counselling
  - resource management and financial accountability
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment could be conducted in one time period but must include a range of aged people's rights, needs and interests identified in the Range Statement

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. the current economic situation as it relates to and affects clients and the subsequent impact on client needs
- Historical context of work e.g. changing approaches to working with clients
- Political context e.g. government policies and initiatives affecting clients
- Statutory framework within which work takes place

The underpinning values and philosophy of the sector may include:

- A holistic and client / consumer-centred approach
- Commitment to empowering clients
- Commitment to meeting the needs and upholding the rights of clients
- Community education
- Early intervention
- Promotion of mental health and well being
- Targeting of appropriate services

Current policies and legislative requirements include:

- Aged Care Act 1997
- Case Management Society of Australia national standards
- Corporations Law
- Disability Discrimination Act
- Equal Employment Opportunity principles
- Freedom of Information Act
- Guardianship Act
- Individual rights
- Medical Act
- Medication regulations
- Nurses Act
- Others
- Pharmacy Act
- Poisons Act
- Privacy Act
- Residential Aged Care Service Standards

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RANGE STATEMENT

Issues may include:

- Access to community resources
- Changing needs for physical comfort, sleep and rest
- Death, grieving and loss
- Development
- Need for support and care

A commitment to access and equity principles includes:

- A non discriminatory approach to all people using the service, their family and friends, the general public and co workers
- Creation of a client oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Rights include principles expressed in:

- Charters of rights
- Freedom from discrimination
- Freedom of information
- General human rights
- Outcomes standards
- Outcomes standards documents
- Service standards

Rights may be detailed in:

- Industry and organisation service standards
- Legislation
- Mission statements
- Resident handbooks

Rights may include:

- Access to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Privacy
- To be treated in a dignified, safe and comfortable manner
- To express own feelings

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RANGE STATEMENT

Needs may include:

- Accommodation
- Financial
- Personal
- Physical comfort
- Recreational
- Safety
- Security
- Social

Service delivery may include:

- Care and support
- Case management
- Community development and education
- Health promotion
- Home based support
- Peer support/self help
- Residential services
- Respite care
- Unpaid work
- Working with families

Strategies may include those to address:

- Accreditation
- Client lifestyle
- Continuous improvement
- Health and personal care of the client
- Management systems, staffing and organisation development
- Physical environment and safety systems
- Service standards
- Visitors

Protocols may include:

- Assessment of client needs
- Collection, recording and reporting of information
- Communication with clients
- Processes for decision-making for consideration of client needs

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RANGE STATEMENT

Barriers may include:

- Client service strategies
- Economic
- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Physical
- Social, cultural and religious

Unit Sector(s)

Not Applicable

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CHCORG406B Supervise work

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required of a worker with responsibility for supervising the work of workers who are part of a team/workgroup or working alone

It includes induction of new staff, planning work, monitoring performance and supporting workers to manage their workload

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts and may involve supervision of work undertaken within an organisation by staff or contract workers

Work to be supervised may be undertaken in a range of locations including 'in-house', in other venues or agencies and/or in clients' homes

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Induct and orient staff	1.1 Establish and maintain working relationship with workers
	1.2 Provide new workers with information about the organisation, *team*/*workgroup* and their work roles and responsibilities
	1.3 Provide workers with access to resources, support and networks required in their role
	1.4 Ensure new workers have a job description and *work plan*
	1.5 Provide new workers with information about available skills development options if required

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ELEMENT	PERFORMANCE CRITERIA
2. Clarify and review work plan with worker and/or team / workgroup	2.1 Discuss and clarify implications, expectations and potential issues arising from work plan from the perspective of the worker, the organisation and, where appropriate, clients 2.2 Consult with individual worker and associated workgroup where appropriate and clarify how work plan is to be implemented to address identified objectives in accordance with *organisation values*, *standards and guidelines* and specific work role requirements 2.3 Review work plan regularly in discussion with worker and workgroup, where appropriate 2.4 Discuss work role, functions and issues and adjust work plan if necessary
3. *Monitor performance* in consultation with worker	3.1 Identify, agree and document performance goals 3.2 Regularly review worker's performance against agreed criteria/expectations in line with organisation guidelines 3.3 Provide feedback to worker on performance and discuss 3.4 Identify short and longer term skills and knowledge development needs or preferences in consultation with worker 3.5 Develop and document individual training and development plans in consultation with worker 3.6 Develop strategies and provide support for ongoing development of worker and/or workgroup

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ELEMENT	PERFORMANCE CRITERIA
4. Support workers in their work role	4.1 Discuss work load and other work-related issues with workers on a regular basis 4.2 Explore and implement support mechanisms to address issues in line with individual, workgroup and organisation requirements 4.3 Support workers and workgroup to identify and resolve work-related issues 4.4 Support workers to establish and maintain effective relationships with colleagues, clients, communities and other service providers in line with requirements of their work role 4.5 Identify areas of tension or conflict in relationships and take steps to address contributing factors and issues 4.6 Provide coaching as required to develop and enhance workers' skills and knowledge in line with work role requirements
5. Provide leadership to the team	5.1 Assist team to identify and work towards goals and objectives in line with organisation's values and directions 5.2 Provide support and encouragement to the team and take steps to maintain or improve cooperation and cohesiveness 5.3 Identify barriers to team effectiveness and potential causes or factors contributing to those barriers 5.4 Put in place *strategies to enhance team effectiveness* by addressing identified barriers

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ELEMENT	PERFORMANCE CRITERIA
6. Assist workers to plan career paths	6.1 Discuss worker's career options and preferences 6.2 Identify opportunities for career progression or development 6.3 Identify training and development needs in line with individual preferences and organisation requirements 6.4 Develop and document an individual training and development plan to reflect individual and organisation requirements 6.5 Assist workers to develop their skills and knowledge in line with individual and organisation guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Available workplace support mechanisms
- Effective team management
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Industrial relations - principles and current issues
- Legislation relevant to organisation and work carried out
- Level of underpinning knowledge as required by individual being supervised
- Networking and information exchange processes
- Organisation mission, philosophy, organisation structure, policies and procedures and relevant organisation guidelines, especially human resource management policies
- Strategies and available resources to meet staff development needs

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REQUIRED SKILLS AND KNOWLEDGE

- Union documents/ guidelines/ policies and relevant unions and contacts
- Workplace employment awards or agreements and work conditions

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support effective team processes and work functions
- Address legal, legislative and industrial requirements
- Monitor work performance and provide support to individual workers and workgoups
- Manage work-related issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - team building
  - time management and prioritising
  - work planning and evaluation
  - effective communication and interpersonal relationships
  - oral and/or written report writing, as required to fulfil job requirements
  - networking
  - negotiation
  - communication
  - area of skill to the level required by individual being supervised
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Utilise relevant information technology and workplace equipment effectively in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment may be conducted over one or more occasions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Teams/workgroup may include:

- Formal and informal arrangements
- Workgroups including members from outside the organisation

Organisation values, standards and guidelines may relate to:

- Community development
- Duty of care
- Equal employment opportunity
- First aid
- Grievance management
- Harassment
- OHS
- Person-centred approach
- Service delivery standards
- Specific values, standards and approaches relevant to work role
- Workplace behaviours

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RANGE STATEMENT

Work plan may be operational or strategic and may include:	• Organisation standards relating to service delivery or outcomes specific to work role • Resources required • Specific plans for implementing identified work arrangements • Timeframe for achieving outcomes • Training plans to develop required knowledge and skills
Monitor performance will take into account:	• Discussions between worker and supervisor • Identified training and development needs • Review of and discussion about factors that have affected the individual work plan • Review of the individual work plan
Strategies to enhance team effectiveness may include:	• Review of policies or procedures • Review of roster arrangements or associated work condition • Review of systems, equipment or work practices

Unit Sector(s)

Not Applicable

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CHCNET402A Establish and maintain effective networks

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to establish and maintain formal and informal groups which directly impact on the effective operation of the organisation

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop cooperative working relationships and strategic alliances with other organisations	1.1 Gather information about relevant services, organisations and key people and store, maintaining currency and accessibility 1.2 Provide information about own service to other organisations and liaise with staff from relevant organisations on a formal and informal basis to optimise client service delivery 1.3 Share resources, where possible, with other organisations to overcome duplication in service delivery
2. Represent the organisation	2.1 *Promote a positive image of the organisation* at available opportunities 2.2 Effectively communicate issues, policies and practices of the organisation to a range of audiences in an appropriate format 2.3 Handle complaints about services in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain networks	3.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the organisation
	3.2 Apply appropriate time and effort to establishing and maintaining networks to assist achievement of work outcomes
	3.3 Follow protocols for communication between network participants and services including those relating to confidentiality
	3.4 Provide advocacy to develop working relationships between client and other organisations/agencies
	3.5 Identify cultural diversity within networks and ensure communication is appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Approaches to networking
- Relevant organisations, services and individuals
- Promotional strategies applicable to the service or organisation

The candidate must also be able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Funding bodies and lines of contact

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain a network of formal and informal groups relevant to the work situation
- Represent organisation in both formal and informal settings in a positive manner
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - promotion
  - negotiation

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communications systems
- Assessment must include a range of group settings and networks

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Promote a positive image of the organisation include to:	• Internal and external clients • Professional networks • Managers • Funding bodies • Political groups • Community groups and associations
Networks include:	• Formal and informal groups which are directly related to work activities or which make a valuable contribution to effective performance

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Unit Sector(s)

Not Applicable

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CHCINF403D Coordinate information systems

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to coordinate all aspects of information management including collection, collation, storage and preparation of information in different formats depending on client needs

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and record *information*	1.1 Identify, access and collect appropriate information in order to meet: • client needs • specific workplace needs • organisation needs 1.2 Ensure all processes and procedures promote: • confidentiality • security • integrity of the information 1.3 Collate, prioritise and store information according to purpose of record and established procedures 1.4 Ensure information gathered is relevant, accurate and consistent with the organisation's values and client needs

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare and present *reports*	2.1 Prepare reports to meet: • audience/client needs • standard reporting protocols and procedures • organisation criteria 2.2 Include conclusions and recommendations in reports that are clearly supported by the information gathered and verifiable evidence 2.3 In preparing reports, use appropriate technology within the operator's level of expertise and within established guidelines that promote safe working conditions for self and others 2.4 Circulate reports to key people, assess their feedback for relevance and incorporate into report 2.5 Present reports to appropriate person/s for implementation in accordance with organisation guidelines
3. Supervise processes for collection, use, storage and dissemination of information	3.1 Monitor issues arising from day to day operation of information systems and develop solutions cooperatively 3.2 Provide appropriate training opportunities for staff to ensure effective use of relevant technology 3.3 Where appropriate, provide advice on complex areas of information 3.4 Develop processes for dealing with information requests and exchanges

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Available sources of information
- Appropriate documentation required for specific types of reporting
- Importance of using opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Interviewing methods
- Organisation polices and procedures relating to reporting and records systems
- Research methods and information gathering
- The range of report writing which is required of the organisation for internal and external purposes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Collect, collate and store information
- Prepare and present information in a range of formats to meet the needs of the client

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - report writing
  - a range of oral and written communication skills
  - research

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REQUIRED SKILLS AND KNOWLEDGE

- safe and effective use and coordination of relevant technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communications systems
- Assessment must include assessment of the normal range of information and presentation of information

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace e.g. prepared reports

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Information may be sought from:

- Clients
- Group meetings
- Individuals, including:
  - family, support network
  - specialists
  - stakeholders
  - team members
- Other agencies
- Written sources

Reports may be:

- Administration files
- Client reports/case notes
- Court reports
- Expenses
- Incident reports
- Log books
- Reports to case management conferences
- Reports to funding, policy or legal bodies
- Timesheets

Relevant people will include:

- Community groups/leaders
- External organisations
- Family and support networks of clients
- Inside the organisation
- Specialist organisations
- Team members

Unit Sector(s)

Not Applicable

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CHCIC501A Manage children's services workplace practice to address regulations and quality assurance

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to facilitate the evaluation of an organisation involved in delivery of children's services through a quality assurance process and to manage regulatory compliance

Application of the Unit

Application	This unit applies to workers in children's services workplaces

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate an organisation self evaluation process	1.1 Conduct focus groups, questionnaires and/or interviews with clients to receive feedback
	1.2 Conduct focus groups, questionnaires and/or interviews are with other *stakeholders* to receive feedback
	1.3 Conduct record audits
	1.4 Complete self evaluation report for the organisation in which practice is reviewed against nominated *standards and regulations*
	1.5 Complete appropriate *documentation*
2. Facilitate the development of a quality improvement plan	2.1 Assess the organisation's performance against the standards and identify gaps and opportunities for improvement
	2.2 Develop strategies to address identified gaps and implement improvements
	2.3 Where appropriate, consult relevant stakeholders in developing a quality improvement plan

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ELEMENT	PERFORMANCE CRITERIA
3. Implement a quality improvement plan	3.1 Develop quality improvement workplan, including performance criteria and timeframes to evaluate progress 3.2 Regularly monitor the quality improvement workplan 3.3 Prepare regular reports against the workplan and present to relevant parties 3.4 Revise workplan according to relevant feedback
4. Coordinate the organisation for an external evaluation	4.1 Inform and involve relevant stakeholders about the external evaluation process 4.2 Schedule interviews with staff and management where appropriate 4.3 Prepare all documentation for examination 4.4 Identify strategies to ensure continuous improvement mechanisms and integrate into work systems
5. Interpret and evaluate regulations and quality assurance standards relating to children's services	5.1 Maintain current knowledge of regulations and quality assurance standards for the children's services industry 5.2 Interpret and meet regulatory requirements in a timely manner and within the limits of own job role and expertise. 5.3 Seek advice from a higher authority if interpretation in not clear or possible 5.4 Analyse compliance outcomes and report on suggested strategies for increasing compliance 5.5 Report on compliance issues in line with regulations, standards, legislation and organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
6. Manage legislative and regulatory compliance in children's services organisation	6.1 Demonstrate conduct to show commitment to compliance with children's services regulations and relevant quality assurance standards 6.2 Provide opportunities and encourage staff to discuss, clarify and meet regulatory requirements 6.3 Confirm staff understanding of regulatory and standards obligations and determine needs for professional development 6.4 Undertake risk assessment for non compliance with regulations and quality assurance standards for the children's service industry 6.5 Develop strategies to address risk according to organisation policy 6.6 Create learning opportunities for all staff from situations of compliance and non compliance without compromising confidentiality or privacy

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislation, standards and regulations relevant to the children's services industry
- Knowledge of process for engaging stakeholders in the planning and consultation stages of quality assurance
- Knowledge of systems to support the quality assurance process - including government and non government consultants, resources and personnel
- Best practice principles and emerging trends in service delivery area
- Quality assurance standards and practices
- Systemic approaches to developing work plans including the development of objectives and performance criteria
- Compliance requirements for regulations within the children's service industry
- Currency of knowledge about regulations, quality assurance standards and legislation
- Systems to monitor and ensure compliance with regulatory requirements by all staff as required

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of quality assurance processes
- Locate and interpret regulations, quality assurance standards and complex legislation
- Disseminate information about compliance requirements in a manner that is comprehensible accurate for staff to implement strategies to meet compliance requirements
- Analyse information about compliance and non compliance and report on this to relevant people
- Coordinate a self assessment process at an organisation level
- Maintain knowledge of best practice

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - goal setting
  - communication
  - ability to develop policy
  - evaluation and review
  - consultation
  - report writing

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a relevant workplace or appropriately simulated environment where assessment may take place

Method of assessment may include:

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning
- Documentation/written reports

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Standards and regulations may include but are not limited to:

- Child care regulations
- Care Quality Assurance Standards
- Legislation:
  - occupational health and safety (OHS)
  - child protection and mandatory reporting
  - privacy
  - equal employment opportunity

Documentation may include but is not limited to:

- Policies and procedures
- Records
- Continuous improvement plans
- Procedural forms, checklists, etc
- Self study report
- Policies and procedures

Stakeholders may include but are not limited to:

- Staff
- Families and children
- Government departments
- Management
- Other service providers
- Local community
- Funding bodies
- National Childcare Accreditation Council
- Management body

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Unit Sector(s)

Not Applicable

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CHCCS513B Maintain an effective community sector work environment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required by those working at a management level to maintain an effective work environment in a community sector work context

It includes monitoring, coordinating and promoting ethical, safe and effective work practices in line with established work requirements

Application of the Unit

Application

This unit applies to work in a range of community service settings such as:

- specific communities
- community, regional or remote service provider
- department of a large institution or organisation
- specialised service or organisation
- private provider

Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote ethical work practices	1.1 Monitor decision-making to ensure ethical guidelines are followed and underlying ethical complexity is recognised
	1.2 Ensure staff understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
	1.3 Ensure appropriate action is taken to address any breach or non adherence to standard procedures or adverse event
	1.4 Monitor work practices to ensure confidentiality of any *client* matter in line with *organisation policy* and procedure, regulatory requirements and/or code of practice
	1.5 Promote respect for rights and responsibilities of others through considered application of work practices
	1.6 Apply and promote knowledge and understanding of *employee and employer rights and responsibilities* in all work practices
	1.7 Identify potential conflict of interest in the workplace and take action to avoid and/or address

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ELEMENT	PERFORMANCE CRITERIA
2. Support culture of effective communication	2.1 Monitor and address *communication issues* in the workplace 2.2 Monitor oral and written communication in the workplace to ensure confidentiality of client and staff matters 2.3 Monitor workplace communication to support accuracy and understanding of information provided and received 2.4 Promote recognition of individual and cultural differences in the workplace and support any adjustments to communication needed to facilitate the achievement of identified outcomes 2.5 Promote and support a client-centred approach to community services work throughout interpersonal communication with clients and colleagues 2.6 Promote and assist with the resolution of conflict and interpersonal differences in the workplace
3. Facilitate staff education relevant to the community sector	3.1 Contribute to staff knowledge of *different sectors within community services* and how the inter-relationships between these sectors may be used to enhance their work 3.2 Maintain and share knowledge of current issues which impact on community services in own work area/organisation and as related to *different models of work* 3.3 Promote greater understanding of community services work and issues among key *stakeholders and representatives* from relevant target groups 3.4 Facilitate staff knowledge of and commitment to the *central philosophies and values* of the community services industry

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor professional work standards	4.1 Monitor implementation of organisation policies and procedures relating to awards, standards and legislative requirements of staff 4.2 Identify areas for *improving work practices* and support implementation in line with organisation policies and procedures 4.3 Check compliance of work undertaken with relevant accreditation and professional standards applying to work undertaken and address issues where pertinent 4.4 Facilitate staff understanding and focus on achieving organisation goals and objectives in work undertaken 4.5 Ensure *issues requiring mandatory notification* are identified and reported appropriately and within organisation's specified timeframes
5. Work effectively within the community services system	5.1 Establish effective relationships with workers from different sectors and levels of the industry in line with *work role requirements* 5.2 Apply knowledge of the roles and functions of relevant community services structures, organisations and systems 5.3 Maintain knowledge of current issues influencing the community services system, including issues for Aboriginal and Torres Strait Islander people and contemporary cultural issues 5.4 Work with an understanding of funding mechanisms, and how the organisation's operations are financed

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ELEMENT	PERFORMANCE CRITERIA
6. Take opportunities to develop own competence	6.1 Monitor own skills/knowledge in relation to ongoing and changing work requirements 6.2 Identify areas for personal development in line with community services industry developments, organisation requirements and personal interest 6.3 Take initiative to access and/or create development opportunities to support organisation need and personal career development 6.4 Undertake available formal and informal skill/knowledge development and maintenance activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness and management of personal bias, beliefs and values
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing clients and the sector
- Contemporary employment terms and conditions in the workplace
- Details of accreditation processes and quality improvement practices
- Definition of duty of care, confidentiality of information and ethical decision-making in relation to specific work roles and responsibilities; what constitutes a breach of these and potential ramifications of breach and non-reporting
- Detailed implications of relevant legislation, including:
  - occupational health and safety (OHS)
  - access and equity
  - anti-discrimination

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REQUIRED SKILLS AND KNOWLEDGE

  - privacy
  - child protection
- Organisation procedures relating to:
  - safety issues and prevention in community services work
  - emergency response
  - security
- Own and others' responsibilities within the workplace
- Role, function and objectives of the organisation, and relevance to specific work role
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Understanding and management of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Understanding and application of legal and ethical framework in the community services industry
- Understanding and application of professional boundaries and need to refer appropriately

continued ...

Essential knowledge (*contd*):

- Values, principles and ethics underpinning work in the sector including:
  - holistic and client-centred support and services
  - client needs and rights including duty of care
  - principles of access and equity
  - principles of human rights
  - principles of client safety

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Address breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation
- Monitor and promote professional and ethical work practices in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Analyse implementation of workplace procedures and their outcomes to identify areas for improvement
- Apply decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others
- Apply functional literacy skills needed for written and oral information about workplace requirements
- Contribute to team development where appropriate
- Monitor safety issues relevant to own work context
- Use high level interpersonal communication skills with clients and other stakeholders
- Use initiative in responding to challenging situations and individuals
- Use communication skills as required by specific work role, including:
  - interpreting and following verbal and/or written instructions
  - seeking clarification of tasks
  - providing information
  - reporting incidents in line with organisation requirements
- Take a responsible approach to professional development, including:
  - taking responsibility for accessing opportunities to expand and develop own skills and knowledge
  - supporting the discussion of new ideas and techniques in a range of settings
  - sharing information and contributing to learning of others
- Take into account, use and promote effectively opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including efficient use of resources
- Work in a non-judgemental manner and promote similar behaviour in others

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Context of and specific resources for assessment:

- Assessment should relate to an identified work role and associated workplace conditions
- Resources essential for assessment include any documents specific to the work context such as:
  - instructions for the use of equipment
  - specific instructions for staff
  - emergency response procedures
  - safety policies and procedures
  - security procedures
  - relevant accreditation standards
  - waste management policies and procedures

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Work role requirements may include:	• Accreditation standards • Individual awards and benchmarks • Legislation relevant to work area • Level of responsibility • Organisation guidelines
Organisation policy on confidentiality may relate to:	• Access to records • Destruction of records • Release of information • Storage of records • Verbal and written communication

Organisation procedures, policies, awards, standards and legislation may include:	• Accreditation and service provision standards of other relevant industry organisations
	• Current Australian standards
	• Federal and state legislation
	• Quality management policy and practice
	• Sector specific legislation and standards, for example:
	  • home and community care standards
	  • aged care accreditation standards
	  • disability service standards
	  • housing regulation and standards

Client may include:	• Communities or groups • Family and/or significant others • Individual clients

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RANGE STATEMENT

Stakeholders and representatives may include:

- Clients
- Community organisations
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

Different sectors within community services may include but are not limited to:

- Aged care
- Alcohol and other drugs
- Child protection
- Children's services
- Community development
- Community work
- Disability services
- Employment services
- Family and domestic violence
- Housing
- Mental health
- Youth work and juvenile justice

Different models of work in the sector may include:

- Case management
- Client-centred
- Community development
- Community education
- Developmental
- Participatory
- Service delivery
- Working with families

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RANGE STATEMENT

The central values and philosophies may include:

- A holistic and person-centred approach, embracing:
  - promotion of well being of staff, clients and communities
  - early identification of problems
  - delivery of appropriate services
  - commitment to meeting the needs and upholding the rights of people
  - commitment to empowering the person and/or the community
  - ethical behaviour
  - preventative strategies
  - exercise of responsibilities and accountabilities within the context of duty of care for clients

A commitment to access and equity must be demonstrated by:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

Employee rights and responsibilities may relate to:

- Adherence to OHS
- Attendance requirements
- Confidentiality and privacy of organisation, client and colleague information
- Duty of care responsibilities
- Leave entitlements
- Obeying lawful orders
- Organisation policies and procedures
- Protection from discrimination and sexual harassment in the workplace
- The right to union representation

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RANGE STATEMENT

Employer rights and responsibilities may relate to:	• Enterprise workplace agreements • Legislative requirements for employee dismissal i.e. Workplace Relations Act • Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation) • Relevant State and Territory employment legislation i.e. wage rates, employment conditions
Issues requiring mandatory notification may include:	• Issues defined by jurisdictional legislation and/or regulatory requirements • Issues specifically identified by under organisation policies • Protection of children and others identified to be at risk
Identifying and implementing improved work practices may include:	• Application of safety practices, including for work in a range of contexts, such the client's home • Assessing/observing/measuring environmental factors • Checking equipment • Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age • Monitoring tasks • Reporting and implementing suggested improvements • Responding to surveys and questionnaires • Seeking and addressing customer feedback

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RANGE STATEMENT

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Designated knowledge/skill development may relate to:

- Cardiopulmonary resuscitation emergency response and notification protocols
- Child protection
- Communication, conflict resolution
- Cultural awareness
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Infection control
- Manual handling
- OHS
- Quality improvement policy and practice
- Security procedures
- Waste management

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RANGE STATEMENT

Communication strategies may include:	• Active listening • Appropriate communication aids • Appropriate demeanour and body language • Appropriate language • Appropriate modes of communication • Appropriate tone and presentation • Observation • Providing appropriate and accurate information • Questioning, clarifying, advising

Unit Sector(s)

Not Applicable

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CHCCS502B Maintain legal and ethical work practices

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to maintain the application of legal and ethical work practices by monitoring, coordinating and promoting their importance in providing community services and supporting duty of care requirements

Application of the Unit

Application	This unit is to be assessed in relation to the specific legal and ethical context of the work role/s and requirements to which it applies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote the importance of applying legislation and common law relevant to work role	1.1 Identify and explain legal responsibilities and obligations relating to identified work role/s 1.2 Identify and explain *key statutory and regulatory requirements* relating to identified work role/s 1.3 Encourage staff to clarify and fulfil duty of care responsibilities in the course of practice, to accept responsibility and be accountable for own actions and to maintain confidentiality in line with organisation guidelines 1.4 Identify and promote opportunities for staff to involve *clients* in decision-making and to seek client agreement prior to service provision

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor application of organisation policies and practices	2.1 Monitor work performance to ensure organisation policies, protocols and procedures are appropriately and consistently addressed 2.2 Provide information and support to initiate and contribute to the review and development of policies and protocols in line with work role 2.3 Clarify scope of work for staff to address requirements of position specifications and role responsibilities 2.4 Provide clarification for any uncertainty with regard to scope of practice in line with organisation requirements and legal and ethical guidelines 2.5 Monitor work instructions provided to staff to ensure their clarity and appropriateness in line with organisation requirements and legal and ethical guidelines
3. Monitor ethical work practices	3.1 Monitor service delivery to ensure client *rights* are protected and services are delivered to clients with respect for diversity of personal values, beliefs and attitudes 3.2 Monitor staff ability to use effective problem solving techniques when exposed to competing value systems 3.3 Identify potential ethical issues and ethical dilemmas in the workplace and discuss with staff to ensure maintenance of ethical work practices 3.4 Use codes of ethics to recognise and *report* unethical conduct according to established protocols

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ELEMENT	PERFORMANCE CRITERIA
4. Take corrective action when client rights and interests are not being protected	4.1 Ensure client and/or their advocate/s are supported to identify and express their concerns 4.2 Instigate and monitor referral of client and/or their advocate/s to advocacy services as appropriate 4.3 Manage client complaint/s in line with organisation policy and protocols 4.4 Take action in line with organisation protocols to address witnessed signs or evidence consistent with financial, physical, emotional, sexual abuse and/or neglect of the client 4.5 Work with an understanding and appreciation of the role and responsibilities of legal guardians

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Application of duty of care principles and codes of ethics to a relevant range of work roles
- Basic understanding of key concepts in Australia's legal system
- Definitions and explanations of the terms 'ethics, ethical thinking and morality'
- Distinction between ethical and legal problems
- Implementation of strategies for contributing to the review and development of policies and protocols
- Implementation of strategies for managing abuse of a client
- Implementation of strategies for managing complaints
- Importance of ethics in practice
- Knowledge of key statutory, legislative and regulatory requirements relevant to work

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REQUIRED SKILLS AND KNOWLEDGE

area, specifically including occupational health and safety (OHS)

- Management of common legal issues relevant to work area, such as:
  - assault and battery
  - bailment
  - consent
  - defamation
  - negligence
- Overview of relevant legislation in the sector and jurisdictions including contracts
- Principles and practices for upholding the rights of the children and young people
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Principles of access and equity relevant to provision of community services
- Principles of ethical decision-making
- Relevant standards and code of practice in the sector
- Reporting mechanisms and corrective actions appropriate to managing suspected abuse of a client
- Rights and responsibilities of clients
- Rights and responsibilities of workers
- Role and responsibilities of legal guardians
- Strategies for addressing common ethical issues
- Types of abuse experienced by clients (including systems abuse and unintentional injury)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of responsibilities, constraints and issues relating to a range of work roles in line with work area and organisation policies, protocols and procedures
- Monitor and manage application of legal and ethical work practices
- Provide information and support to staff to enhance the application of legal and ethical work practices and correct misunderstanding and/or inappropriate application of legal and ethical guidelines
- Provide support to staff in resolving and dealing with legal and ethical issues arising in the workplace
- Recognise and manage unethical conduct in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Apply reading, writing and oral communication skills required to fulfil work role in a safe and appropriate manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to access, interpret and provide oral and written explanations relating to legal documentation re workplace issues and to clarify information and express encouragement and support
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to monitor and enhance the achievement of service objectives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Essential knowledge covered in this unit is to be assessed ***before*** application in a work context, especially where client safety issues are involved • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
  - relevant legislation and regulations, organisation policy, protocols and procedures

Method of assessment may include:

- Case study and scenario analysis
- Observation in the workplace
- Questioning
- Role play simulation
- Written assignments/projects

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Children and young people
- Individuals living in government funded services and/or institutions to 'clients'
- Individuals living in residential aged care environments
- Individuals living in the community
- Job seekers
- Prospective individuals to the service or services

Contexts may include:

- Client's own dwelling
- Community centres
- Community, government or private agency or organisation
- Independent living accommodation
- Residential aged care facilities

Key statutory and regulatory requirements may include those related to:

- Building standards
- Criminal acts
- Discrimination and harassment
- Equal employment opportunities
- Freedom of information
- Health records legislation
- International and national standards
- Mandatory reporting
- Occupational health and safety
- Pharmaceutical benefits
- Poisons and therapeutics
- Privacy legislation
- Public health
- Registration and practice of health professionals
- Residential and community services

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RANGE STATEMENT

Report may include:

- Non-verbal (written):
  - case notes
  - incident reports
  - progress reports
- Verbal:
  - face-to-face
  - telephone

Rights may include:

- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

Rights are detailed in:

- Accreditation standards
- Industry and organisation codes of ethics and/or codes of conduct and practice
- Industry and organisation service standards
- International and national charters
- Legislation
- Units of competency

Principles of access and equity may include:

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

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Unit Sector(s)

Not Applicable

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CHCCONS403B Support families to develop relationships

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to assist children and parents to achieve positive relationships in situations of separation or divorce

Application of the Unit

Application	This unit applies to staff working in Children's' Contact Services and within the regulations of Family Law legislation associated with facilitated contact

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Engage with families to determine relationship issues	1.1 Use appropriate communication techniques to assess the *relationship dynamics* of both parents and child/young person 1.2 Identify the needs of each party and discuss *appropriate support and response options* 1.3 *Document family relationship goals*, plans and actions according to organisation policy
2. Support relationship building	2.1 *Model positive parenting* and interactions with children 2.2 Demonstrate use of play techniques for interacting with child/and or young person 2.3 Model cooperation, negotiation and assertion skills to resolve relationship conflict 2.4 Encourage the child and/or young person to interact with the parent through role modelling and demonstration of appropriate behaviour 2.5 Provide feedback and positive affirmations to support families in relationship building

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ELEMENT	PERFORMANCE CRITERIA
3. *Activate referrals*	3.1 Refer to services that will support specific issues impacting on the development of relationships 3.2 Identify community resource options for family interactions and relationship development 3.3 Advocate for community support services to meet family's needs
4. Respond to inappropriate parental behaviour	4.1 Debrief the residential parent and non residential parent 4.2 Debrief the child and/or young person 4.3 Be diplomatic in responses to inappropriate behaviour. Direct conversations to parents appropriate responsibilities 4.4 Be aware of the relationship issues between the parents and refer where necessary 4.5 Respond to any issues of a legal nature according to organisation policy and legislative requirements 4.6 Discuss with the parents the ramifications if behaviours have breached the Service Level Agreement

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Working knowledge of the intentions of the Shared Parenting provisions of the Family Law Act and practices that will support families to achieve these goals where appropriate
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of occupational health and safety (OHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence or abuse
- Understanding the impact of high conflict in post separation involving children
- Awareness of adult and juvenile sexual offending behaviour types, cycles of offending behaviour and appropriate responses to allegations of offending behaviour in accordance with organisation policy and legislation
- Understand child developmental norms at different ages and stages
- Awareness of domestic and family violence cycle, indicators and appropriate responses
- Awareness of family systems and how this is relevant to the role of contact worker in the development of relationships in extended and blended families
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents.
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors

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REQUIRED SKILLS AND KNOWLEDGE

- Local support services available to clients needing external information, support or interventions
- Cross cultural issues in child parent relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate:
  - empathy to parents/carers and children
  - non-judgement approaches and attitudes towards all clients
  - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
  - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports as required and in accordance with OHS policies of the organisation
- Identify real and potential risks associated with developing relationships with high risk client groups
- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - persuading effectively
  - being appropriately assertive
  - empathising
- Engage involuntary or resistant parents and children in planning for the future
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained
- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Use modelling and demonstrate cooperative behaviours
- Model and implement appropriate boundaries for interacting with families

continued ...

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Create and maintain a child friendly environment
- Apply data entry skills for input of funding services statistical information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills. • Observation of workplace performance is essential for assessment of this unit. • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion.

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Relationship dynamics may include but is not limited to:	• Power imbalances and intimidation • Past or present family violence or abuse • Intergenerational issues of appropriate communication, behaviour management • Critical factors of substance misuse, abuse • Past or present issues of child abuse and neglect • Socioeconomics, financial, geography, isolation • Mental illness • Grief and loss • Attachment issues • Learned behavioural responses
Appropriate support and response options may include but are not limited to:	• Facilitate referral to support services • Advocacy within the guidelines of the organisation • Provision of critical information about client rights, matters of legal nature, safety and essential care services • Planning processes • Mediation and/or other conflict management • Referral to counselling services
Document family relationship goals may include:	• Case plans • File records • Case reviews or planning processes • Case reports
Model positive parenting may include:	• Communication with children • Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding form the child's perspective any changes that might assist with any contact refusal • Encouraging and respecting children's views and ideas • Appropriate management of child behaviour • Appropriate content for discussion with children • Expressing feelings and emotions

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RANGE STATEMENT

Activate referrals may include referring to support services including:	• Housing • Income support • Domestic violence support services • Recreational and support groups • Centrelink • Child support • Family relationship centres • Men's help services • Cultural support services • Family focused specialist groups

Unit Sector(s)

Not Applicable

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CHCCONS402B Facilitate and monitor contact

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to facilitate and monitor the contact between the child/children and the non resident parent

Application of the Unit

Application	This unit applies to core Children's Contact Service work. The context of facilitated contact can be either voluntary (initiated by the family) or involuntary (result of court order

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and commence the contact visit	1.1 Establish rapport with parents and child/young person and parents at commencement of contact visit
	1.2 Reinforce parameters of facilitated contact with parents including reporting processes
	1.3 Clarify *contact or court orders* with supervisor before contact occurs
	1.4 Conduct *risk assessment* with both parties upon commencement of contact visit
	1.5 Seek agreement from both parties to establish a plan for facilitated contact using negotiation skills
	1.6 Plan, in consultation with parents and child/young person for the facilitated contact to occur with *age appropriate activities*

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor contact between child/young person and non resident parent	2.1 Monitor behaviours and safety of the child/young person during contact with non resident parents with minimal intervention 2.2 Manage any challenging behaviour of both parents and child/young person 2.3 Intervene in contact between child/young person and parent where appropriate 2.4 Seek support of peers or senior staff as needed 2.5 Refer family or individuals to *other services* according to organisation policy and assessed client needs 2.6 Demonstrate ability to *communicate effectively with parents* and children in a consistent, and culturally appropriate way to model respectful parenting and relationships 2.7 Direct the contact and keep interaction flowing between parent, child and or young person 2.8 Respond to complaints from either party according to organisation policy 2.9 *Terminate contact* when necessary in line with organisation procedures and reporting actions to immediate supervisor
3. *Document* information about facilitated contact	3.1 Prepare reports according to organisation policy 3.2 Create files and write case notes according to organisation policy 3.3 Complete incident reports when required 3.4 Revise arrangements for facilitated contact 3.5 Demonstrate confidentiality and privacy policy of the organisation in when recording and managing client information

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ELEMENT	PERFORMANCE CRITERIA
4. Participate in strategies to improve services for families	4.1 Attend regular staff meetings and debriefing sessions with peers 4.2 Undertake regular professional development to ensure procedures reflect legislative and industry requirements 4.3 Consult on all difficult operations with senior staff according to organisation requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of occupational health and safety (OHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse and/or mental health issues
    - Understanding the impact of high conflict in post separation involving children
    - Emergency response procedures in situations of critical incidents eventuating from a breakdown in the changeover process
- Understand child developmental norms at different ages and stages
- Recognise how the observer role influences interaction and behaviour of others

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REQUIRED SKILLS AND KNOWLEDGE

- Boundary expectations of the worker in the role of facilitating changeover or contact
- Awareness of family systems and how this is relevant to the role of contact worker in the changeover and contact process
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Debrief children and young people after contact
- Demonstrate:
  - empathy to parents/carers and children
  - non-judgement approaches and attitudes towards all clients
  - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
  - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Identify and respond to real and potential risks associated with changeover processes and high risk client groups including alcohol and other drug use, mental health and violence

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
  - listening and understanding

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REQUIRED SKILLS AND KNOWLEDGE

- speaking clearly and directly
- negotiating responsively
- persuading effectively
- being appropriately assertive
- empathising
- Engage involuntary or resistant children and facilitate the process
- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Create and maintain a child friendly environment
- Apply data entry skills for input of funding services statistical information
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained
- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Use modelling and demonstrate cooperative behaviours
- Model and implement appropriate boundaries for interacting with families
- Work in a team environment and contribute as a team member to work practices and processes
- Assess child's need in relation to facilitated changeover and parental contact

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate person

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contact or court orders may include:

- Provisions or orders specified by the family law court process

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RANGE STATEMENT

Risk assessment may include:

- Processes for evaluating the nature of specific risks to safety for individual clients using tools and structured judgement
- The content of risk may relate to:
- Exposure to violence or parental conflict
- Mental health issues
- Children's and parenting issues

Document may include:

- Court reports if specified within job role
- Case notes and observational recordings
- Incident reports
- Notifications
- Data entry requirements according to service agreements

Age appropriate activities may include:

- Childs chosen activity - play (individual and group)
- Outdoor activities and indoor activities
- Developmentally appropriate
- Child self determined activity

Other services may include:

- Counselling and family support services
- Dispute resolution services
- Health and medical services
- Child support Agency
- Centrelink
- Drug and alcohol services
- Domestic violence services
- Legal Aid
- Mental health services

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RANGE STATEMENT

Communicate effectively with parents may include but is not limited to:	• Use of empathy • Congruence • Being non-judgement • Ensuring neutrality • Culturally appropriate communication and observation of protocols • Negotiation • Assertiveness • In languages other than English • Indigenous languages • Visual languages such as sign language and allow for the use of assistive technology
Termination of contact may be a result of:	• Safety concerns for child and/or adult • Actual incident of breach of agreed standards • Parent self selects to terminate • Child distress • Issues of a legal nature arise • Senior worker determines it appropriate or necessary to terminate the contact

Unit Sector(s)

Not Applicable

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CHCCONS401B Facilitate changeover

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required for workers to facilitate the safe changeover of children between resident and non resident parents in the context of contact arrangements

Application of the Unit

Application	This unit applies to core Children's Contact Service work The context of facilitated changeover may be either voluntary (initiated by the family) or involuntary (result of court order)

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the changeover arrangements	1.1 *Establish rapport with children and parents* to gain their confidence
	1.2 *Explain the changeover process* to all parties including children, resident and non resident parent
	1.3 Approach both parents with *neutrality* without compromising effective communication and rapport building
	1.4 Observe *child and parent risk factors* and assess for substance use and/or safety concerns
	1.5 Create a *safe conducive environment* in which changeover is to occur
	1.6 Listen to and acknowledge parents feelings and concerns about facilitated changeover and contact
	1.7 Identify any health issues or significant concerns to be monitored

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor the changeover process	2.1 Follow *organisation policies and procedures* to ensure client and worker safety during changeover
	2.2 Assist the child/and or young person to move from one parent to another for contact to occur
	2.3 Respond appropriately to, and in accordance with organisation policy and procedure to abusive and hostile parents at changeover
	2.4 Respond appropriately to, and in accordance with organisation policy and procedures to early and late parents
	2.5 Manage conflict to ensure the safety of child/and or young person, parents and colleagues
	2.6 Ensure the environment is contextually appropriate, safe, secure and supportive
	2.7 Maintain confidentiality of parents as required by the organisations privacy policy
	2.8 Model appropriate cooperation and *parental behaviour* and cultural sensitivity
	2.9 Facilitate parent child interaction at changeover
	2.10 Relieve the parent of the child at the arranged time
	2.11 Manage and respond appropriately to child refusal in accordance with organisations policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Assess the effectiveness of changeover	3.1 Ensure debriefing is provided to the child and/or young person according to organisation procedures 3.2 Respond to any incidents or concerns as a result of the facilitated changeover according to organisation policy 3.3 Complete *documentation* requirements according to organisation policy 3.4 Seek supervisor support according to organisation policy 3.5 Inform relevant persons or authorities of any safety concerns 3.6 Refer parents to *other support systems* when appropriate 3.7 Inform senior staff of concerns about the continued appropriateness of facilitated changeover according to emotional and physical safety of the child

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of occupational health and safety (OHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- Understanding the impact of high conflict in post separation involving children
- Emergency response procedures in situations of critical incidents eventuating from a breakdown in the changeover process
- Understand child developmental norms at different ages and stages
- Recognise how the observer role influences interaction and behaviour of others
- Boundary expectations of the worker in the role of facilitating changeover or contact
- Awareness of family systems and how this is relevant to the role of contact worker in the changeover and contact process
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Debrief children and young people after contact
- Demonstrate:
  - empathy to parents/carers and children
  - non-judgement approaches and attitudes towards all clients
  - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
  - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports where necessary and in accordance with policies of the organisation
- Identify and respond to real and/or potential risks associated with changeover processes and high risk client groups including substance use, violence and or mental health concerns

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - persuading effectively
  - being appropriately assertive
  - empathising
- Engage involuntary or resistant children and facilitate the process
- Comply with codes of conduct of the organisation

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REQUIRED SKILLS AND KNOWLEDGE

- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively to facilitate the changeover process
- Create and maintain a child friendly environment
- Apply data entry skills for input of client statistical information
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained
- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Model and implement appropriate boundaries for interacting with families
- Work in a team environment and contribute as a team member to work practices and processes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Establish rapport with children and parents may include:	• Actively listening to each persons concerns • Acknowledging feelings yet remaining impartial • Demonstrating empathy • Establishing trust with each person • Modelling effective communication skills • Explaining process and expectations including responsibilities and rights of each person • Creating a friendly and welcoming environment
Explain the changeover process may include but is not limited to:	• Client rights and responsibilities • Expectations on behaviour • Limitations of the changeover process • Communication strategies related to late arrival, non attendance, review of the process, concerns and complaints • Clarification of client's expectations of the changeover service • Provision of written and other forms of information to meet specific communication need of clients
Neutrality and impartiality must involve:	• Absence of personal bias and prejudice
Child and parent risk factors may include:	• Parents presenting under the influence of substances • Parents with unmanaged mental health issues • Displays of volatile behaviour • Aggressive physical and verbal behaviour • Unmanaged physical and mental illness • Indicators of violence or family abuse • Child protection concerns • Social, geographical and emotional isolation of family members • Financial difficulty

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RANGE STATEMENT

Safe conducive environment may include:

- Ensuring parents do not interact during changeover
- Monitoring and observing behaviour of all parties at points of handover
- Ensuring parents are aware of the limitations of the organisation and expected client behaviour
- Confidently activating incident response when needed
- Commitment to child safety measures in all aspects of work practices
- Ensuring the physical environment of the changeover site is free from hazards and potential risk for clients

Organisation policies and procedures may include:

- OHS workplace procedures
- Risk management policy
- Confidentiality policy
- Changeover policy and procedures
- Reporting policy and procedures
- Account keeping procedures for the collection of fees

Documentation may include:

- Observational case notes
- Records of contact
- Memos
- Case notes
- Child protection notifications
- Incident reports
- Receipt for payments

Parental behaviour may include:

- Communication with children
- Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding from the child's perspective about any changes that might assist with contact refusal
- Encouraging and respecting children's views and ideas
- Appropriate management of child behaviour
- Appropriate content for discussion with children
- Expressing feelings and emotions

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RANGE STATEMENT

Other support systems for parents and children may include:	• Counselling and family support services • Dispute resolution services • Health and medical services • Child support agency • Centrelink • Drug and alcohol services • Domestic violence services • Legal Aid • Mental health services

Unit Sector(s)

Not Applicable

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CHCCN511A Establish and maintain a safe and healthy environment for children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for a worker to establish, manage and monitor the implementation of a safe and healthy environment when working with children

Application of the Unit

Application	The application of skills and knowledge described in this unit relates to the health and safety of children in a variety of child care contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess and improve the safety of environments	1.1 Assess *environments* for suitability and safety against *relevant criteria* and make decisions
	1.2 Identify hazards and potential risks in the environment with others involved
	1.3 Identify and clearly communicate the level of response required to address a hazard
	1.4 Facilitate strategy development among others involved
	1.5 Develop, implement and review a plan with others

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ELEMENT	PERFORMANCE CRITERIA
2. Coordinate the response to accidents and emergencies	2.1 Develop, maintain and practise evacuation procedures with all workers and children 2.2 Review steps already taken by workers and implement additional actions required 2.3 Seek medical assistance as required 2.4 Implement *a plan to meet the emotional needs* of children and others in the situation 2.5 Allocate tasks to different people and give directions about how to proceed 2.6 Sensitively and calmly provide accurate information to parents 2.7 Use policies and procedures of the organisation to inform people of actions required of them 2.8 In light of the incident, review service's policies and procedures with others and change as required
3. Plan and monitor supervision	3.1 Develop safety *limits and guidelines* with others involved 3.2 Plan, implement and review appropriate levels of supervision to suit a range of experiences and situations 3.3 Develop strategies for the service which can be used to address specific incidents 3.4 Regularly and carefully monitor implementation of supervision plan and procedures
4. Promote hygiene and safety practices	4.1 Explain and monitor policies for medication administration, storage and documentation 4.2 Monitor and reinforce the safe storage of hazardous materials with workers 4.3 Demonstrate and effectively communicate guidelines for safe food handling and storage 4.4 Promote and demonstrate practices for managing children's hygiene needs

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ELEMENT	PERFORMANCE CRITERIA
5. Promote appropriate *practices to respond* to illnesses	5.1 Regularly and clearly communicate infection control and medication guidelines to others 5.2 Suggest specific practices to address situations as they arise 5.3 Inform parents of infections 5.4 Develop procedures for responding to sick children 5.5 Report notifiable diseases/infections to the appropriate *government organisation* according to *guidelines*
6. Monitor travel and excursions	6.1 Establish and communicate *procedures for safety* in relation to excursions and transport 6.2 Monitor travel practices in relation to service procedures and regulations 6.3 Organise responsibilities during excursions
7. Provide guidance to workers when abuse is identified or investigated	7.1 Explain policies and procedures clearly and calmly 7.2 Support workers to provide information to appropriate bodies
8. Monitor care provided by others	8.1 Observe care practices and give specific instruction as required 8.2 Regularly review care routines with workers 8.3 Review practices to ensure policies regarding care are met

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Up to date knowledge of regulations on safety, health and hygiene
- Potential hazards to children, including traffic and the spread of infectious diseases and cross infection
- Strategies to minimise the spread of infectious diseases
- Developmental stage appropriate toys and equipment
- Legal requirements for supervision including worker - child ratios
- Food preparation, cooking and storage of food - temperatures
- Child protection policy of service
- State/territory requirements about abuse and reporting process
- Common childhood illnesses recognition, management strategies
- Incident records
- Indicators of different types of child abuse
- Organisation procedures
- Strategies for developing responsible behaviour by children in cars and buses
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a thorough understanding of dangers and hazards for specific age groups
- Make informed and appropriate decisions under pressure to ensure the safety of children, including in the home environment, and in particular:
  - personal hygiene to prevent cross infection e.g. handwashing
  - modelling safe behaviours and hygiene practices
  - risk identification in relevant environments

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REQUIRED SKILLS AND KNOWLEDGE

- risk reduction strategies in that environment
- risk minimisation strategies in response to specific incidents
- ways of supervising appropriate to the age of the child
- supervision systems e.g. an area/ a group of children/ floater

- Address issues in planning supervision according to the ages of children - *For 5 to 12 year olds*:
  - absences of children booked in need to be investigated
  - older children may be able to assist in responding to an incident if directed clearly and supported to do so
  - developing children's capacity to monitor their own safety
  - developing children's capacity to develop strategies with staff
- Assess additional supervision requirements for a child due to - *child's disability*:
  - level of risk taking behaviour
  - age/stage of development of child
  - child's level of competence in the activity selected
  - child's level of responsibility
  - child's familiarity with environment/equipment/materials

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - strategies for developing responsible behaviour by children in cars and buses
  - decision-making under pressure

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions
- Consistency in performance is best assessed for a range of age groups, a range of conditions and over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a range of opportunities, including access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Environments may be assessed for safety in relation to:

- Hazards
- Noise
- Pollution
- Fences
- Buildings
- Grounds

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RANGE STATEMENT

Relevant criteria for assessing environments may include:	• Regulations • Policies of organisation • Industry standards e.g. QA and IS principles • Occupational health and safety (OHS) guidelines
Criteria for assessing safety of environments may include:	• Legislation and regulatory requirements • Safety criteria developed by service • Own judgement and experience
A plan to meet the emotional needs of people involved in an accident or emergency may include:	• Reassurance/comfort • Counselling • 'Debriefing'
Areas where close/additional supervision may be required include:	• Hazards e.g. Water • Specified equipment • Areas without fences • Toilets
Plan for supervision may include:	• Limit setting for children • Deployment of workers • Programming • Separating different aged children • Placement of equipment • Staff/child ratio
Limits and guidelines related to supervision may include:	• Out of bounds areas • Rules for safe play
Additional supervision may be required for:	• Excursions • Boisterous activities e.g. Touch football • Swimming • Younger children • Children with additional needs e.g. ADD

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RANGE STATEMENT

Supervision strategies on excursions include:	• Head counts • Developing and maintaining group norms that foster safety
Practices to respond to sick children may include:	• One to one care • Separation from other children • Contacting parents • Requesting parent to take child home
Government organisation which may need to be consulted/ notified include:	• Work Cover, if worker situation • Public health unit
Guidelines for reporting may include:	• Public health guidelines e.g. a number of cases, timeframe for reporting • Organisation guidelines e.g. who is to write and set report
Procedures for safety in travel may include:	• Regulations are followed e.g. children are appropriately restrained • Restraints are effectively installed • Behaviour guidelines and limits for children during travel
Supervision of travel and care practices may be monitored by:	• Observation • Discussion with worker

Unit Sector(s)

Not Applicable

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CHCCD420A Work to empower Aboriginal and/or Torres Strait Islander communities

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit describes the skills and knowledge required for Aboriginal and/or Torres Strait Islander workers to work powerfully in a community work and/or service delivery context to empower the community

Application of the Unit

Application	This unit is basic to community work and the delivery of community services by members of Aboriginal and/or Torres Strait Islander communities The unit applies to those Aboriginal and/or Torres Strait Islander workers who may work individually and as part of a team, whether the services are delivered through visits to the community, in Aboriginal and/or Torres Strait Islander community clinics or in mainstream services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work effectively with Aboriginal and/or Torres Strait Islander communities	1.1 Work with understanding of the cultural issues and complexities of working with Aboriginal and/or Torres Strait Islander individuals, families and communities
	1.1 Take into account the national/local *history* and cultural aspects of Aboriginal and/or Torres Strait Islander people as a factor in work
	1.2 Identify historical, cultural, *social*, *political*, *economic and environmental factors* and their continuing impact on Aboriginal and/or Torres Strait Islander people in contemporary society
	1.3 Reflect in work practice current strategies, programs and models that address Aboriginal and/or Torres Strait Islander issues and support *community control*

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ELEMENT	PERFORMANCE CRITERIA
2. Apply community development frameworks and models to Aboriginal and/or Torres Strait Islander context	2.1 Identify the role of relevant Aboriginal and/or Torres Strait Islander services and organisations 2.2 Involve Aboriginal and/or Torres strait Islander people and communities in the delivery of services they have determined as needed 2.3 Involve Aboriginal and/or Torres Strait Islander people in achieving access and equity to services 2.4 Establish and maintain networks with relevant *agencies and associated community services* to support and empower Aboriginal and/or Torres Strait Islander individuals and communities
3. Work in a culturally safe manner	3.1 Consider and respect local community values, cultural beliefs and gender roles when working with Aboriginal and/or Torres Strait Islander people 3.2 Apply *cultural safety* protocols in implementing government policies, undertaking research and data collection and working with Aboriginal and/or Torres Strait Islander people 3.3 Identify *cultural factors that may produce stress* and have a potential to impact own work practices and report to organisation as appropriate to support service delivery and personal well being 3.4 Work safely within own responsibility and competence and in line with community protocols, *organisation policies and regulatory requirements*

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ELEMENT	PERFORMANCE CRITERIA
4. Work with Aboriginal and/or Torres Strait Islander people to apply strategies and policies which deal with identified issues and needs	4.1 Identify aspects of organisation service strategies, policies, bodies and resources relevant to work in Aboriginal and/or Torres Strait Islander communities 4.2 Apply strategies and policies to address identified needs of Aboriginal and/or Torres Strait Islander people and communities 4.3 Identify *barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander services* 4.4 Take available opportunities to advocate on behalf of Aboriginal and/or Torres Strait Islander people and/or communities 4.5 Maintain confidentiality of client information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant Aboriginal and/or Torres Strait Islander programs and services, including:
  - those relevant to service area
  - Aboriginal and/or Torres Strait Islander community perceptions of major issues affecting them and underlying causes
  - perceptions of non-Aboriginal and/or Torres Strait Islander people relating to major Aboriginal and/or Torres Strait Islander issues and underlying causes
  - key health and social statistics (national, state and/or local) for Aboriginal and/or Torres Strait Islander people compared to those of non-Aboriginal and/or Torres Strait Islander population (such as expectation of life at birth, infant mortality rate, alcohol and other drug (AOD) statistics, housing ratio rates and rate and severity of unintentional injuries)
- Aboriginal and/or Torres Strait Islander history, including:
  - history, social structures, cultural beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
  - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
  - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people (acknowledge or deny Aboriginality)
  - impacts of government policies and legislation and their impact on Aboriginal and/or Torres Strait Islander communities, families and individuals
- Social, cultural and environmental determinants and strategies to address Aboriginal and/or Torres Strait Islander health status, including:
  - traditional Aboriginal and/or Torres Strait Islander cultural practices and lifestyle and their impact on Aboriginal and/or Torres Strait Islander health
  - importance of land, tradition and cultural practice to Aboriginal and/or Torres Strait Islander health

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REQUIRED SKILLS AND KNOWLEDGE

- impact of socioeconomic factors on health and welfare
- social and political factors that perpetuate disadvantage
- importance of personal achievement, education and supportive family/social networks
- strategies Aboriginal and/or Torres Strait Islander families may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
- impact of environmental factors on health
- injury prevention and safety promotion

- Barriers to improving well being and health status

continued ...

Essential knowledge (*contd*):

- Lifestyle and behavioural determinants of Aboriginal and/or Torres Strait Islander welfare and strategies to address them, including:
  - known behaviours that pose a significant risk to Aboriginal and/or Torres Strait Islander people
  - Aboriginal and/or Torres Strait Islander lifestyle practices
  - education and promotion of healthy lifestyle practices
  - principles of well being applied to work and study practices
- Relevant aspects of the community services and health care system, including:
  - access to benefits

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work consistently in a culturally safe manner with and on behalf of Aboriginal and/or Torres Strait Islander clients in line with identified community needs and workplace requirements
- Work with an understanding of the impact of historical, social, political, spiritual and environmental factors on the health and well being of Aboriginal and/or Torres Strait Islander people
- Take into account social, political and environmental factors that influence the health and well being of Aboriginal and/or Torres Strait Islander clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Determine potential relational issues and conflicts between work role and community role
- Apply language, literacy and numeracy competence appropriate to the work role and the relevant Aboriginal and/or Torres Strait Islander community

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Cultural respect	This unit of competency supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and/or Torres Strait Islander peoples It recognises that the improvement of the health and well being status of Aboriginal and/or Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity, self-determination and governance Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
The history of Aboriginal and/or Torres Strait Islander people includes:	• Aboriginal and/or Torres Strait Islander customs and lifestyle before European colonisation • Aboriginal and/or Torres Strait Islander experience of colonisation and invasion • Post-colonial legacy of social and economic disadvantage • Survival and maintenance of culture, kinship and connection with the land • Evolution and scope of the role of the Aboriginal health worker up to the contemporary context

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RANGE STATEMENT

Community control refers to:

- Community participation and control in decision-making is essential to all aspects of community services work, and the role of the community services worker is to support the community and/or key decision-makers in this process
- Aboriginal and/or Torres Strait Islander community control is:
  - the guiding principle and model for the delivery of services to Aboriginal and/or Torres Strait Islander people
  - a sector of the Australian community services industry with its own history
  - a practice which underpins Aboriginal community strengthening and survival
  - a statement of self-determination

Agencies and associated community services may include:

- Community controlled health services
- Women's/men's centres
- Government health services
- Welfare agencies
- Emergency services
- Police
- Education and training organisations
- Non-government and private enterprise
- Community Government Councils
- Elected community organisations
- Homeland/outstation service providers
- Churches

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RANGE STATEMENT

Cultural safety refers to:	• Maintaining the traditional and contemporary protection of Aboriginal and/or Torres Strait Islander communities':
	  • intellectual property
	  • human rights
	  • resources
	  • ownership of materials
	• Community and self-protection of Aboriginal and/or Torres Strait Islander workers

Cultural factors that may produce stress include:	• Community and/or own expectations that may involve, for example:
	  • extended work hours
	  • functions outside health work role
	  • unrealistic accountability/responsibility for resolving community problems
	  • community and family pressures
	  • conflict between work role and community and family responsibilities
	• Multiple accountabilities to employer, family, personal and community
	• Conflict between community and family responsibilities and obligations and work role

Organisation policies and regulatory requirements may include:	• Privacy and confidentiality guidelines • Treatment manuals • Occupational health and safety (OHS) guidelines • Infection control guidelines

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RANGE STATEMENT

Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander services may include:

- Racism, including community and institutionalised racism
- Discrimination
- Socioeconomic status
- Access to essential services and infrastructure
- Lack of coordination of government at all levels
- Inadequate resources/funding
- Lack of community control and ownership
- Lack of political leverage
- Language barriers
- Disease focus of mainstream health care delivery
- Differences in concept of ill health
- Geographic access to Primary Health Care and specialist health services
- Cultural barriers, such as family and kinship barriers
- Language/literacy

Social, political, economic and environmental factors that impact on Aboriginal and/or Torres Strait Islander health include:

- Health outcomes
- Stolen generations
- Colonisation and invasion
- Land rights and native title
- Dispossession
- Acts of government including assimilation policies
- Racism and discrimination
- Media
- Employment
- Poverty
- Mortality/morbidity
- Police-community relations
- Housing
- Education
- Substance misuse
- Acculturation
- Political leverage
- Levels of unintentional injury

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RANGE STATEMENT

Aboriginal and/or Torres Strait Islander community service, strategies, policies and resources may include:	• National, state/territory and regional Aboriginal and/or Torres Strait Islander strategies, policies, joint planning bodies relevant to a range of community services • National Aboriginal and/or Torres Strait Islander Peak Organisation and their state/territory affiliates • Resources available nationally, locally and at the state/territory level

Unit Sector(s)

Not Applicable

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CHCPR614C Observe children and interpret observations

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to observe and interpret children's developmental progress

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit:

- CHCPR509D Gather, interpret and use information about children

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor children's developmental progress	1.1 *Gather* and *record information* about children's developmental progress
	1.2 Follow up with appropriate persons/services, any concerns regarding a child's development
	1.3 Communicate information to parents clearly and sensitively
	1.4 Use identified strengths to guide program strategies to foster development
	1.5 Identify degree of inclusiveness in children's interactions and language and develop strategies as required
	1.6 Observe level of problem solving and conflict resolution skills and develop strategies as needed

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ELEMENT	PERFORMANCE CRITERIA
2. Gather information about the child's views and perspectives	2.1 Investigate child's views of the social world and relationships by observing their interactions and reflecting on their communication 2.2 Identify child's thinking style 2.3 Identify child's current and emerging interests 2.4 Identify child's strengths, talents and potential
3. Demonstrate quality observation practices to other workers	3.1 Ensure own observations of children are significant, valid and concise 3.2 Demonstrate clear links between evidence from observations and interpretation of behaviour, needs and interests 3.3 Ensure intensity/detail of observations is appropriate to purpose and context 3.4 Ensure interpretations of observations demonstrate inclusive principles and understanding
4. Use information from observations to guide others	4.1 Provide information to broaden the other's understanding of the child 4.2 Communicate information to others to improve their interaction with a child 4.3 Provide information to others to improve program planning and evaluation 4.4 Discuss programs and children's needs based on the information gained 4.5 Work with others to design and develop systematic ways of observing children that ensure inclusion of all children

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- How the observer influences interaction and behaviour
- Styles of thinking
- Developmental knowledge
- Understanding different cultures
- Developmental norms at different ages/stages
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour to contribute to program planning
  Specific purposes or needs for observation include:
  - planning experiences for the child
  - to identify the child's abilities, needs and interests

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - reporting
  - interpersonal interaction
  - planning

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

A child's capabilities will include their:	• Physical capabilities • Emotional capabilities • Cognitive capabilities • Social capabilities • Creative capabilities • Language capabilities
Record information may include methods such as:	• Written • Photography • Video recording
Gather information may include a variety of methods such as:	• Observing while participating with children in an experience • Time sampling • Gathering anecdotes about the child's interactions from other workers • Asking family members • Discussions with other children • Collecting samples of children's work • Observing children at play, activities and social interactions

Unit Sector(s)

Not Applicable

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CHCICS406A Support client self management

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers to provide clients with support and assistance to self manage aspects of their life that may include planning, access and involvement in community services and decision-making

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied as part of a comprehensive service aimed at promoting and supporting the independence and self management of the client

The skills and knowledge may be applied in a range of settings, including, client's home, residential service, aged care setting, hospital, recreation, school, community agency, employment setting and community based service

The word client may refer to the person receiving support, their family and/or supporters

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide support in a client-focused manner	1.1 Support the client to develop processes and strategies that address the uniqueness of their psychological, biological, *social and emotional context*
	1.2 Support the client to develop processes and strategies that address their capacity to access activities and services, within the context of client performance and possible capacity
	1.3 Support the client to identify and acknowledge their interests, preferences and concerns
	1.4 Support the client to access all information and options required to make informed choices and decisions
	1.5 Support the client to determine positive and negative consequences, including *risks* and constraints, associated with different options and choices
	1.6 Provide support in a manner that is in keeping with the client's individual needs and requirements
	1.7 Provide support in a manner that is responsive to the individual circumstances and aspirations of the client and where necessary their carers and supporters
	1.8 Where needed, work with supervisor to develop strategies to deal with client non-conformance

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ELEMENT	PERFORMANCE CRITERIA
2. Provide strengths-based support	2.1 Support the client to identify and acknowledge their own strengths and self care capacity 2.2 Support the client to identify opportunities to mobilise their strengths 2.3 Support the client to develop and trial solutions for presenting concerns and needs 2.4 Support the client to monitor the application of solutions to presenting concerns and needs 2.5 Provide support or assistance in the context of identified risks and constraints 2.6 Provide support or assistance for clients to access and use support services and associated resources where required and within organisation policies, protocols and procedures 2.7 Identify difficulties in meeting the client's needs with the client and a supervisor and address in line with organisation protocols 2.8 Maintain confidentiality, privacy and dignity of the client in line with organisation policy and protocols
3. Support the client to develop and/or maintain networks	3.1 Provide relevant support or assistance for the client to identify meaningful networks 3.2 Provide relevant support or assistance for the client to develop strategies to develop and/or maintain meaningful networks

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ELEMENT	PERFORMANCE CRITERIA
4. Support positive coping skills and behaviours within a person-centred framework	4.1 Assist the client to identify their existing coping skills and behaviours that maximise participation in own life situation 4.2 Support the client to identify need for appropriate coping skills and behaviours to maximise their ability to do required activities within their own life situation 4.3 Support the client to identify coping skills likely to cause harm to the client or others 4.4. Support client to identify impact of coping skills and behaviours on themselves and others 4.5 Provide information and support client to identify positive coping skills and behaviours 4.6 Support the client as required to make referrals to services to assist with the establishment and/or maintenance of positive coping skills and behaviours 4.7 Support the client to implement and/or maintain positive coping skills and behaviours
5. Support service and resource access	5.1 Work with client to identify needs that might benefit from referral to services and/or access to resources 5.2 Provide the client with information about how required services and/or resources can be accessed 5.3 Support the client to access required services and/or resources 5.4 Support the client to monitor service effectiveness and/or resource appropriateness 5.5 Support the client to access advocacy services where required to maintain integrity and efficacy of required services

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include understanding of:

- Own work role and responsibilities
- Client-centred philosophy and practices
- Empowerment and rights based practices
- Strengths-based philosophy and practices
- Self management in the context of a client with cognitive impairment
- Processes and strategies to support people to make informed choices and decisions
- Different cultural responses to chronic disease
- Risk analysis strategies and processes
- Occupational health and safety (OHS), risk assessment and risk management relevant to the job role
- Role of the worker within a human rights perspective

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Support a client to identify options across a range of variables such as support and service requirements, access requirements, lifestyle options
- Use facilitation skills to foster client focused and strengths-based practice
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Identify and respond to risks for client, carer and worker associated with providing personal care
- Use appropriate communication strategies and tools
- Follow relevant OHS guidelines

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REQUIRED SKILLS AND KNOWLEDGE

- Work within a person-centred practice framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with OHS and manual handling guidelines relevant to the jurisdiction and workplace

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, confidentiality or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Social and emotional context may include:	• Motivation • Individual and community beliefs, values and culture • Language • Pain • Fear • Family context • Support mechanisms • Isolation
Capabilities and constraints may include:	• Financial • Transport • Knowledge /information • Language • Cultural • Communication
Risks may include:	• Emotional • Psychological • Health • Physical • Security • Financial • Risk to self • Risk to others
Strategies for worker self care may include:	• Mentoring • Debriefing • Self care • Reflection

Unit Sector(s)

Not Applicable

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BSBMGT608C Manage innovation and continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people with managerial responsibilities, including for building a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation. Links may be made between continuous improvement and formal quality systems, such as International Organization for Standardization (ISO) or quality software. However it is not assumed that formal quality systems or software are in the workplace. Innovation is seen as an important attitude and set of practices, which should be fostered by people working at this level in teams and across the organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review programs, systems and processes	1.1. Establish strategies to monitor and evaluate performance and ***sustainability*** of key systems and processes 1.2. Undertake detailed analyses of ***supply chains***, and operational, product and service delivery systems 1.3. Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4. Analyse ***performance reports*** and variance from plans for key result areas of the organisation 1.5. Identify and analyse changing trends and opportunities relevant to the organisation 1.6. Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1. Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2. Foster creative climate and organisational learning by promoting interaction within and between work groups 2.3. Encourage, test and recognise new ideas and entrepreneurial behaviour where successful 2.4. Accept failure of an idea during trialling, and recognise, celebrate and embed success into systems 2.5. Undertake risk management and cost-benefit analysis for each option or idea approved for trial 2.6. Approve innovations through agreed organisational processes
3. Implement innovative processes	3.1. Promote continuous improvement and sustainability as essential to doing business 3.2. Address impact of change and consequences for people, and implement transition plans 3.3. Ensure objectives, timeframes, measures and communication plans are in place to manage implementation 3.4. Implement contingency plans in the event of non-performance 3.5. Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Ensure that learnings from activities are captured and managed to inform future work 3.7. Regularly evaluate continuous improvement systems and processes 3.8. Communicate costs and benefits of innovations and improvements to relevant groups and individuals

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify improvement opportunities in relation to:
  - concepts and ideas developed
  - services or products delivered
- flexibility and creativity skills to think laterally
- learning skills to develop options for continuous improvement
- teamwork and leadership skills to foster a commitment to quality and an openness to innovation

Required knowledge

- cost-benefit analysis methods
- creativity and innovation theories and concepts
- organisational learning principles
- quality management and continuous improvement theories
- risk management
- sustainability practices

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept that exhibits creative thinking and offers the possibility of benefiting the organisation • demonstration of how the concept or idea was introduced, tested and evaluated,which does not have to have been shown to work or to be adopted by the business • application of knowledge of quality management and continuous improvement theories.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of creativity and innovation theories and concepts • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation • review of documentation communicating costs and benefits of innovations and improvements to relevant groups and individuals.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Sustainability may include:	• addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprint • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program - a cultural change program • introducing green purchasing • introducing national and international reporting initiatives, e.g. Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
Supply chains include:	• network of facilities that procures raw materials, transforms them into intermediate products or services

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RANGE STATEMENT	
	and then finished goods or service, and delivers them through a distribution system • procurement, production and distribution, viewed as interlinked not as discrete elements.
Performance reports may include:	• budget or cost variance • customer service • environmental • financial • OHS • quality • other operating parameters.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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BSBATSIM418A Oversee financial management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to monitor and act on financial reports. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

Application of the unit	This unit applies to individuals who are responsible for monitoring and guiding the financial management of Aboriginal and Torres Strait Islander organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret financial reports	1.1. Ensure regular financial information is received from management in a form that all board members can understand 1.2. Clarify purpose of ***financial reports*** and their key features with board members 1.3. Identify income shortfalls and expenditure overruns
2. Evaluate financial reports	2.1. Consider and discuss financial implications of reports with other board members and management 2.2. Compare data with previous reports and decisions 2.3. Compare year to date and end of financial year data with budgeted outcomes 2.4. Seek ***independent advice*** where necessary
3. Recognise board responsibilities for assets	3.1. Identify ***statutory responsibilities*** of board members with respect to assets 3.2. Identify funding body restrictions on the acquisition, use and disposal of assets 3.3. Comply with statutory responsibilities and funding body requirements with respect to assets
4. Make decisions on finance	4.1. Analyse recommendations on finances in terms of their impact on the organisation and its vision and objectives 4.2. Prioritise financial decisions against organisational objectives 4.3. Make decisions in accordance with the organisation's policy and legal and funding requirements 4.4. Ensure procedures are in place to document financial decisions
5. Approve expenditures	5.1. Check expenditure proposals are within budget and meet statutory and funding body requirements 5.2. Check the organisation's current financial situation 5.3. Approve expenditure only if it is consistent with budget, statutory and funding body requirements, and the organisation's financial situation
6. Review financial decisions	6.1. Monitor outcomes and actions from decisions 6.2. Identify and monitor ***external influences*** on budgets and finances 6.3. Ensure procedures are in place to document variations to financial agreements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skillsto read financial reports and calculations
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- communication and teamwork skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- initiative and enterprise skills to set priorities when making financial decisions

Required knowledge

- concept of community control of organisations and how it may impact on financial decisions
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on financial decisions
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on financial decisions
- organisational procedures and processes regarding finances
- organisationalvision and objectives
- previous budget performance and financial reports
- purpose and components of financial reports
- relevant protocols and cultural responsibilities when making financial decisions
- statutoryand funding body requirements relevant to the organisation's financial decisionmaking
- statutory and funding body responsibilities in relation to financial reporting and assets

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • understand a variety of financial reports • monitor the financial status of the organisation • make financial decisions according to organisational vision and objectives that comply with legal and contractual requirements • responsibly manage organisational assets.
Context of and specific resources for assessment	Assessment must ensure: • participation on an actual or simulated board • access to examples of financial reports and other relevant documents • knowledge and performance are assessed over time to confirm consistency in performance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance on a board or simulated board • direct questioning combined with reflection of practical board performance by the candidate • analysis of responses to case studies and scenarios • observation of presentations and group discussions • oral or written questioning to assess knowledge • observation of performance in role plays.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM414C Oversee the organisation's annual budget • BSBATSIM420A Oversee asset management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial reports may refer to:	• annual audited financial statements • asset registers • balance sheets • bank accounts • budgets • expenditure • income • loans • profit and loss statements.
Independent advisers may include:	• accountants • business advisers.
Statutory responsibilities may relate to:	• annual reporting • acquittal reporting • fees and taxes • funding agreements • procurement and disposal.
External influences may include:	• awards • costs • environmental factors • funding sources • government policy • inflation rate • interest rate • markets • supplies.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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SISCCRD303A Facilitate inclusion for people with a disability

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist people with a disability to maximise their participation in recreation activities. It focuses on implementing strategies to facilitate participation in community recreation activities.

Application of the Unit

This unit applies to recreation officers in a community recreation environment with responsibility for facilitating programs for clients with a disability. Work would be undertaken in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify needs of clients with a disability.	1.1. Identify individual preferences in consultation with client according to ***organisational policies and procedures*** and ***relevant legislation***. 1.2. Identify ***support requirements*** of people with a disability in consultation with appropriate personnel. 1.3. Identify potential and real ***barriers to participation*** and identify strategies to address them. 1.4. Access and provide information on options and services available to people with a disability. 1.5. Assist in developing community awareness of the needs of people with a disability.
2. Assist people with a disability to participate in networks.	2.1. Identify ***key people and organisations*** that can help people with a disability maximise their independence and inclusion. 2.2. Communicate roles and responsibilities of key people and their organisations to people with a disability using appropriate ***communication strategies***. 2.3. Assist people with a disability to participate in their own personal networks. 2.4. Identify opportunities to develop and maintain supportive connections with key people on an individual basis according to organisational policies and procedures.
3. Identify recreation opportunities for people with a disability.	3.1. Identify individual's current skills and interests and identify recreation opportunities which provide maximum chance of participation. 3.2. Identify strategies to link people with a disability to recreation opportunities. 3.3. Provide information and resources, including assistive technology, to facilitate participation in recreation activities.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Identify and establish effective environments for participation of people with a disability.
	3.5. Monitor, review and adjust the strategies that link people with a disability to recreation opportunities.
	3.6. Identify opportunities beyond the program or activity and communicate them to people with a disability.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact and build rapport with people with a disability to identify their needs
  - consult key stakeholders to identify networks and opportunities for participation
  - convey information about available services and options
- problem-solving skills to:
  - identify recreation opportunities to enhance participation of people with a disability
  - apply and review strategies to link them to appropriate activities and networks
- research skills to identify sources of information and resources available to people with a disability
- teamwork skills to liaise with members of the community and other stakeholders to identify and source opportunities for participation

Required knowledge

- legislation and organisational policies and procedures that:
  - enable non-discriminatory treatment of people with a disability
  - identify and meet individual preferences according to the principles and practices of social justice
- social, political, cultural and historical issues that affect, or are relevant to, access and participation issues for people with a disability
- resources required for the effective participation of people with a disability
- specific recreation opportunities and activities appropriate to people with a disability
- relevant modified equipment and activities appropriate to people with a disability
- community organisations, services and activities that provide recreation opportunities for people with a disability
- barriers that affect the access and participation of people with a disability to enable the development of strategies to overcome these
- community inclusion principles to enable effective participation of clients with a disability

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies principles and practices of social justice, anti-discrimination and equal access to identify the needs and opportunities for participation in recreation activities and networks for people with a disability • identifies strategies to align recreational opportunities with the specific requirements and needs of people with a disability and organisational objectives • monitors strategies to facilitate recreational opportunities for people with a disability and adjusts accordingly.
Context of and specific resources for assessment	Assessment must ensure: • identifying and addressing support requirements, within the bounds of legislative and organisational constraints, for those with the sort of disability or needs that are commonly encountered in the candidate's current or intended work environment • access to people with disabilities to enable the identification of individual needs • access to key people and organisations that support people with a disability • access to relevant sources of information about recreational services and options for people with a disability • access to relevant legislation and organisational policies and procedures concerning inclusion processes.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate interacting with people with disabilities and community organisations and networks to identify recreational opportunities • oral or written questioning to assess candidate's knowledge of factors that affect access and participation of people with disabilities • third-party reports from a supervisor detailing

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candidate's work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCCRD301A Facilitate community development through recreational activities.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:

- occupational health and safety
- community inclusion principles
- communication protocols
- ethical practices
- principles of social justice
- advocacy
- practices to address cross cultural issues
- roles of volunteer staff.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- anti-discrimination
- privacy.

Support requirements may include:

- physical
- sensory
- intellectual
- psychiatric
- cultural and linguistic
- logistical
- income
- family systems.

Barriers to participation may include:

- cultural
- family
- religious
- community perceptions
- impact of disability on participation
- communication difficulties
- transport
- time and resource constraints
- confidence
- support services available.

Key people and organisations may include:

- community groups
- support groups.

Communication strategies may

- verbal
- non verbal

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include:

- visual
- sensory
- tactile.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Development

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CHCAOD511B Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by skilled employees in the alcohol and other drugs (AOD) sector working with minimal supervision with a range of clients experiencing a range of issues

They will apply ongoing therapeutic intervention with clients with alcohol and other drug issues drawing on a range of models and techniques supported by evidence

Application of the Unit

Application

This unit applies to those working with clients with AOD issues in the delivery of community services

Service delivery may take place in a range of settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply suitable counselling and support techniques to assist individual with AOD issues	1.1 Ascertain the immediate and proximate needs and goals of client with complex and multiple needs 1.2 Review range of models and techniques, including group activities, to meet assessment outcomes 1.3 Design intervention and support strategies to meet assessment outcomes 1.4 Apply intervention strategies with a range of clients in a range of settings 1.5 Maintain engagement with reticent client 1.6 Explore potential legal and health issues 1.7 Integrate and apply advanced generic counselling competencies to clients affected by alcohol and other drugs 1.8 Document client interventions according to agency policy

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ELEMENT	PERFORMANCE CRITERIA
2. Review personal and agency ability to deliver service to address all client needs	2.1 Consult and review case management plans 2.2 Ascertain client 's social, emotional and other needs that cannot be met in agency service 2.3 Identify limitations and role boundaries in current practice 2.4 Identify and refer to services able to address client needs 2.5 Monitor and review client progress 2.6 Consult with other services to support their delivery of AOD services within their scope 2.7 Work cooperatively with *significant others*, co-workers and other services to support client needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Advanced understanding of counselling models and techniques, that may include an appropriate range of the following:
  - cognitive behavioural therapy
  - rational emotive therapy
  - reality therapy
  - transactional analysis
  - cross cultural awareness and application of skills
  - work in shared care contexts
  - support through pharmacotherapy
  - solution based therapy
  - integrating approaches and models
  - supporting and empathetic counselling
  - negotiate treatment plans
  - advanced knowledge of therapeutic models, interventions and client treatment issues in AOD
  - measures for monitoring client outcomes
  - teaching clients range of self management skills, using range of self-report measures
  - use of assessment tools (e.g. AUDIT) to measure and monitor client progress
  - holistic client work
  - family counselling
  - group work and group counselling
  - solution focused therapy/narrative therapy

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high-level judgement and autonomy to be able to:
  - work with people with complex and/or multiple issues and understanding of their impact on AOD use
  - select and apply AOD assessment tools appropriately
  - ensure the safety of the individual, self and the community
  - identify risks and apply risk management strategies
  - provide opportunities for the person with complex needs to achieve personal needs and goals
  - apply a range of AOD related intervention strategies
  - make whole of life assessments
  - apply relevant monitoring and review techniques

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspectsin the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Models of counselling may include:

- Cognitive behavioural therapy
- Rational emotive therapy
- Reality therapy
- Transactional analysis
- Cross cultural awareness and application of skills
- Work in shared care contexts
- Support through pharmacotherapy
- Solution based therapy

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RANGE STATEMENT

Complex issues may include:

- Dual/multiple disabilities
- Intellectual disability, physical disability, neurological,
- Offending behaviours
- Complex medical needs
- ABI autism, sensory loss, Prader Willi syndrome,
- Communication needs
- Social/economic disadvantage
- ADD/ADHD
- Behavioural issues
- Language and diversity

Individuals with AOD issues may include:

- Children
- Adolescents
- Adults
- Persons under court/protective/statutory orders
- People with a physical/sensory/intellectual/ psychiatric disabilities (dual diagnosis)
- Adult survivors of child sexual assault

Appropriate assessment tools may include:

- Taking a case history
- Psychosocial assessments
- Specialised assessment tools
- Risk frameworks - self and others
- Genograms

Health implications for the person may include:

- Neurological
- Physiological
- AOD use
- Self injurious behaviours
- Nutrition
- Inactivity
- Access to appropriate health care
- Inability to manage own health and well being
- Sexual health and lifestyle issues
- Adult survivors of child sexual assault
- Dual diagnosis

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RANGE STATEMENT

Emotional, social and other needs may include:	• Sexuality issues • Socioeconomic issues • Isolation, rural and geographical issues • Family support • System support • Grief and loss • Vulnerability • EEO. Discrimination, privacy
Significant others may include	• Family • Friends • Partners • Carers • Other professional support persons
Documents may include	• Files and file notes • Reports formal and informal • Organisation records • Statutory orders

Unit Sector(s)

Not Applicable

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CHCICS305A Provide behaviour support in the context of individualised plans

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to support and engage people to use positive and adaptive responses in their daily routines

Application of the Unit

Application	The knowledge and skills of this unit of competency are applied within the context of a behaviour support plan or individualised support plan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow daily lifestyle *routines*	1.1 Support people to maintain their routines in accordance with organisation policies and procedures
	1.2 Locate and follow *staff routines* according to organisation policies and procedures
	1.3 Provide a *safe and predictable environment* for people
	1.4 Identify opportunities for skill development and/or maintenance within daily routines
	1.5 Identify and act upon opportunities to engage people in daily activity
	1.6 Identify opportunities for enjoyable experiences within daily routines
	1.7 Identify and report changes in person's needs according to *organisation policies and procedures*
	1.8 Make time requests of person appropriately and within person's capabilities
	1.9 Consider person's individual needs, strengths and preferences when engaging in daily routines and activities
	1.10 Identify problems with engaging clients and seek appropriate assistance
	1.11 Provide an environment conducive to positive and adaptive responses
	1.12 Use reinforcement appropriate to the individual

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to the development of a behaviour support plan	2.1 Observe and record the type, frequency and triggers of *behaviour likely to put the person and/or others at risk of harm* 2.2 Observe and record environmental context of behaviour likely to put the person and/or others at risk of harm 2.3 Observe and record person's emotional well being in the context of behaviour likely to put the person and/or others at risk of harm 2.4 Observe and record person's health status in the context of behaviour likely to put the person and/or others at risk of harm 2.5 Observe and record person's medication in the context of behaviour likely to put the person and/or others at risk of harm 2.6 Participate in the development of an individual response plan by providing accurate records of observations
3. Provide support to the person to use positive and adaptive responses	3.1 Follow *strategies* identified in the individual response plan 3.2 Communicate with positive interactions 3.3 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses 3.4 Monitor strategies to determine reduction of risk of harm to the person and others 3.5 Monitor strategies to determine level of intrusion on person's dignity and self-esteem

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ELEMENT	PERFORMANCE CRITERIA
4. Complete documentation	4.1 Comply with the organisation's *reporting requirements*
	4.2 Complete documentation according to organisation policy and protocols
	4.3 Maintain documentation in a manner consistent with reporting requirements
	4.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Principles and practices which focus on the individual person
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Organisation policies and procedures relating to behaviour management (including restrictions on the use of aversive procedures), occupational safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Basic knowledge of the causes of, influences on and functions of behaviour
- Evidence-based behavioural intervention
- Strengths-based support
- Principles of effective communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures relating to behaviour management, occupational safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Identify strategies to remove or avoid the situations leading to aggression or violence, disinhibition, or other inappropriate behaviour
- Identify strategies to promote appropriate behaviour and engage client in activities (addresses lack of motivation or initiation, withdrawal, non compliance)
- Observe a person's behaviour in an objective, non-judgemental manner
- Collect behavioural information and data relevant to a response plan
- Observe circumstances that have an adverse impact on people

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of knowledge and skills in:
  - crisis management (basic)
  - reporting procedures for incidents and accidents
  - referral procedures for specialist services
  - use of basic self protective strategies (e.g. passive self defence)
  - strategies that avoid behaviour escalation (basic)

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency • A diversity of assessment tasks is essential for holistic assessment

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements include access to all relevant resources commonly provided in the service setting, including:
  - relevant organisation policy and procedure manuals, legislation and standards
  - organisation mission statement, strategic and business plan
  - other documentation relevant to the work context such as:
    . individual routines
    . staff routines
    . neuropsychological reports
    . behaviour support plans
    . data collection techniques
    . specific communication tools
    . skills development plans
    . accident and incident forms
    . referral forms
    . lifestyle review package

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EVIDENCE GUIDE

Method of assessment:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may be:

- Individual or groups

Routines may include:

- Written plans that describe an individual's daily activities and strategies for engaging them in their daily activities.

Staff routines may include:

- Written plans that guide the activities of the staff for the individual/s they are providing support to
- They include skills development activities and behaviour support plans

Safe and predictable environment includes:

- Consistent application of routines and procedures

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RANGE STATEMENT

Organisation policies and procedures may include:	• Behaviour management guidelines, occupational safety and health policies and procedures, emergency procedures
Behaviour likely to put the person and/or others at risk of harm may include those that:	• Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property) • Last for an excessively long time (e.g. either in a single incident or in multiple incidents over time, continued screaming, persistent scratching causing skin irritation) • Isolate the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition, perseveration • Interferes with the person's learning and developing new skills • Reduces their quality of life (e.g. lack of motivation, depression) • Are disruptive or are outside the rules of community living (e.g. yelling or singing loudly in a supported residential service, going into other people's rooms, making constant demands or repeatedly asking questions) • Limits or delays access to the use of ordinary community facilities (e.g. inability to attend day centre due to poor personal hygiene) • That make others feel uncomfortable or distresses the person themselves (e.g. sexually inappropriate behaviour such as groping breasts or masturbating in public)

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RANGE STATEMENT

Strategies to assist in managing behaviour may include:

- Lifestyle enhancement
- Skills development
- Structure and routine
- Teaching functional communication
- Reinforcement schedules
- Increasing engagement
- Teaching relaxation
- Active listening and observation
- Using effective communication
- Compensatory strategies (memory aids such as whiteboard, diary)
- Proximity management
- Interrupt and redirect
- Instructional education/facilitation
- Stimulus change (changing environment)
- Antecedent management
- Consequences (highlight potential difficulties in applying consequences in an attempt to change behaviour for people with ABI who have memory impairment and executive system dysfunction)
- Time out strategies
- Emergency containment strategies
- Behaviour support plans
- Time out strategies
- Team work and consistency
- Positive solution focused approaches
- Seeking expert assistance

Unit Sector(s)

Not Applicable

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SISCCRD302A Recruit and manage volunteers

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recruit, induct, manage and retain volunteers according to organisational requirements and policies.

Application of the Unit

This unit applies to those working autonomously in a sport and recreation environment. This may include program staff working in a variety of after school activities in a range of locations or those working with a range of participants in aquatic programs, sport programs or recreation leisure centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify organisation's volunteer requirements.	1.1. Analyse the organisation's ***volunteer management policy*** to identify relevant procedures. 1.2. Identify organisation's ***volunteer requirements*** and ***target areas*** for recruitment.
2. Recruit volunteers.	2.1. Prepare and communicate call for volunteers according to ***organisational policies and procedures***. 2.2. Receive and process applications according to organisational policies and procedures. 2.3. Organise suitable venue and conduct ***selection processes*** according to organisational policies and procedures. 2.4. Analyse and record outcomes of selection process according to organisational policies and procedures and ***relevant legislation***. 2.5. Advise applicants of selection outcomes and ***follow-up processes***.
3. Induct volunteers.	3.1. Prepare and distribute ***relevant documentation*** to successful volunteers according to organisational policies and procedures. 3.2. Organise suitable time and venue for volunteer induction. 3.3. Provide induction to volunteers according to organisational policies, procedures and ***requirements***.
4. Manage volunteers.	4.1. Identify and arrange any training required by volunteers to meet allocated ***roles*** according to organisational policies and procedures. 4.2. Review volunteer performance and provide feedback and opportunities for additional training where required. 4.3. Maintain volunteer records according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures and relevant legislation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- written and verbal communication skills to:
  - prepare and distribute documentation
  - provide induction and feedback
- planning and organisational skills to arrange selection, induction and monitoring of volunteers
- teamwork skills to build rapport with and between volunteers
- problem-solving skills to assess suitability of volunteers for different roles
- literacy skills to analyse organisational policies and procedures that enable all processes to be conducted appropriately.

Required knowledge

- legislation and organisational policies and procedures that enable the safe, legal and ethical participation of volunteers
- issues that affect the availability of volunteers to enable effective recruitment and management.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies and implements organisational requirements, policies and procedures for recruiting, inducting and managing volunteers • conducts volunteer induction and identifies and arranges any additional training required by volunteers • maintains records of recruitment, induction and management processes for volunteers.
Context of and specific resources for assessment	Assessment must ensure: • resourcing and implementation of volunteer induction sessions that are of a sufficient breadth to demonstrate competency and consistency of performance • access to real or simulated volunteers appropriate to local organisational volunteer requirements • access to a venue appropriate to the number of volunteers being recruited and inducted • access to presentation equipment appropriate to the induction sessions being conducted • access to documentation such as job descriptions and organisational policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of candidate conducting induction sessions • oral or written questioning to assess knowledge of organisational policies and procedures and their application to volunteer selection, recruitment and management • third-party reports from a supervisor detailing appropriate work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Volunteer management policy may include:

- volunteer management philosophy
- volunteer eligibility
- rights and responsibilities
- expenses
- record keeping
- training and accreditation
- conflict of interest.

Volunteer requirements may include:

- operational area
- duties
- competencies required
- time involvement.

Target areas may include:

- past and present membership
- volunteer agencies
- unemployed
- retired
- service organisations.

Organisational policies and procedures may include:

- occupational health and safety
- selection processes
- training procedures
- recording and reporting
- communication protocols
- administration procedures
- security
- emergency procedures.

Selection processes may include:

- appraisal tests
- interviews
- timelines
- notification procedures.

Relevant legislation may include:

- occupational health and safety
- working with children
- anti-discrimination
- privacy.

Follow-up processes may include:

- notification of selection outcome
- feedback to unsuccessful applicants

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	• induction time and location.
Relevant documentation may include:	• position description • outline of duties • licence • proof of age • police check.
Requirements may include:	• expectations • authorities and responsibilities • event or activity details • cash handling • security • regulatory requirements • grievance procedures • reporting.
Roles may include:	• coach or instructor • fundraiser • official • administrator • organiser • finance • administration • technical assistance • maintenance • transport • first aid.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Development

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AHCCCF414A Coordinate fund-raising activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers coordinating fund-raising activities and defines the standard required to: present ideas for fund-raising at meetings; approach and enlist support of volunteers; coordinate committees/teams and the sites and resources required for fund-raising; coordinate activities and implement general risk management.

Application of the Unit

Application of the unit	This unit applies to community program leaders who coordinate fundraising activities for local Landcare community groups or programs.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Seek fundraising ideas	1.1. Requirements for funds are identified to determine extent of fundraising. 1.2. Successful fundraising activities used by this or other groups are identified for further investigation. 1.3. Potential new fundraising activities are compared to existing methods to determine preferred fundraising activities. 1.4. Potential fundraising ideas are reviewed in conjunction with other leaders to identify preferred fundraising activity(s). 1.5. Views of individuals in groups are considered in determining preferred fundraising activities.
2. Select and develop ideas	2.1. Required resources and potential net income from preferred fund raising activities are estimated. 2.2. Selected fundraising activities are submitted with reasons to group for approval according to group practices to obtain group agreement.
3. Conduct fundraising	3.1. Volunteers to manage and/or support required activities in fundraising program are sought and duties negotiated. 3.2. Volunteers required to organise fundraising are organised into committee and/or teams. 3.3. Fund raising activities comply with public safety, occupational health and safety, and other legislative and local government requirements. 3.4. Fundraising activities are supervised according to group requirements to ensure optimum return for group with available resources, and to present a positive image of the group. 3.5. Cash handling procedures are used to ensure security of money collected. 3.6. Sites of activities are checked to ensure they are tidy to requirements before and after. 3.7. Results from fundraising activities are recorded for review.
4. Review results	4.1. Results are reviewed and submitted to group for discussion. 4.2. Discussion on relative value of fundraising activities and potential suitability for future is coordinated. 4.3. Results and review are submitted to group management committee for noting, recording and

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ELEMENT	PERFORMANCE CRITERIA
	further action.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- presentation of ideas at meetings
- approach and enlist support of volunteers
- coordinate committees/teams
- negotiate for sites and resources
- plan and coordinate activities
- implement general risk management
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- network to seek ideas
- group practices/protocols
- scope of acceptable activities within various cultures/groups in the community
- budgets for management of costs
- basic money/cash handling and recording of expenses and income
- summarising results of activities
- basic financial statements
- public safety
- Occupational Health and Safety (OHS) approaches and procedures
- relevant local government by-laws
- permits required for some fundraising activities

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REQUIRED SKILLS AND KNOWLEDGE
• meeting procedures.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • present ideas for fund-raising at meetings • approach and enlist support of volunteers • coordinate committees/teams and the sites and resources required for fund-raising • coordinate activities and implement general risk management.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Fund raising activities may include:	• activities with the potential to provide a source of funds for the groups operation, from the group members, contacts of the group members, or from the wider community • activities seeking donations, payment for goods and services provided and funds from social activities such as local events, stalls and large scale community events • activities combined with promotion or sponsorship at community events to promote group, projects and/or program.

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Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SIFIND001B Work effectively in the funera lservices industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify the general structure of, and stakeholders within, the funeral services industry and to comply with workplace requirements.

Application of the Unit

Application of the unit	This unit applies to all staff working autonomously or under supervision within the funeral services industry. It requires the application of communication, planning and organising, research and problem-solving skills to work effectively within the industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop funeral services knowledge and skills.	1.1 Identify, access and review ***sources of information*** on the funeral services industry. 1.2 Obtain ***information*** to assist with effective work performance within the funeral services industry. 1.3 Develop and maintain knowledge of the local region and Australian funeral services industry.
2 Identify and comply with workplace requirements.	2.1 Identify and comply with ***workplace policies and procedures***, and ***relevant legislation***. 2.2 Identify and comply with own job role and designated responsibilities. 2.3 Prioritise and complete tasks within designated timelines according to workplace requirements. 2.4 Monitor and review work outcomes and document where required. 2.5 Identify ***opportunities for improvement*** and implement where appropriate according to workplace policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
3 Work effectively with others.	3.1 Develop and apply knowledge of ***funeral services industry protocols***.
	3.2 Use ***effective communication strategies*** when dealing with others in workplace.
	3.3 Share personal workplace strengths with other ***team members*** and seek support from peers and supervisors to build on skills gaps within context of required work activities.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- ability to comply with workplace policies and procedures and industry protocols
- self-management, planning and organisational skills to manage work activities
- problem-solving skills in teams and individually to deal with contingencies
- communication skills, including clear and direct communication, active listening and questioning techniques and using and interpreting non-verbal communication to effectively liaise with others
- literacy and numeracy skills to source, follow, interpret and complete workplace documentation.

Required knowledge

- workplace policies and procedures
- workplace organisational structure
- stakeholders and structure of the funeral services industry
- broad understanding of relevant federal, state or territory, and local government legislation and regulations applying to the funeral services industry
- environmental impacts applying to the funeral services industry and minimal impact practices to reduce these especially those that relate to resource, water and energy use.
- industry awards and agreements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to source initial and updated general funeral services industry information, specific workplace policies and procedures and apply this information to day-to-day activities
- effective communication with clients and workplace colleagues to ensure job role requirements are efficiently met
- monitoring and evaluation of own work outcomes.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills in environment where industry knowledge and protocols can be developed
- access to relevant documentation, such as workplace policies and procedures and job role documentation.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written or verbal questioning to assess knowledge and understanding of relevant legislative, regulatory and industry requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIFIND002A Deal with grief and trauma.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- media
- reference books
- training materials
- libraries
- unions
- industry associations
- industry publications
- internet
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisers.

Information may include:

- industry working conditions
- employee and employer rights and responsibilities
- social and environmental issues and requirements
- industrial relations issues
- career and professional development opportunities within industry
- industry expectations of staff
- quality assurance policies and procedures
- new products and services
- local, regional or national industry trends.

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RANGE STATEMENT

Workplace policies and procedures may include:

- workplace ethics
- modes of communication
- hours of operation
- contact with clients
- job descriptions and responsibilities
- maintenance and use of technology
- interaction with other team or organisation members
- OHS
- quality assurance
- documentation completion, storage and dispatch.
- workplace practices in regard to environmental considerations.

Relevant legislation, regulations and codes of practice may include:

- OHS
- Workplace Relations Act
- equal employment opportunity (EEO)
- anti-discrimination
- workers' compensation legislation and regulations
- cemetery Acts and by-laws
- Crematorium Acts
- local government regulations
- Births, Deaths and Marriages Registration
- approved code of practice for embalmers
- Environmental Protection Act
- Privacy Acts.

Opportunities for improvement may include:

- managing time
- improving work practices
- setting goals
- prioritising
- giving and receiving feedback.

Funeral services industry protocols may include:

- demonstrating tact
- maintaining confidentiality of client and business information
- respecting others' views
- acting responsibly.

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RANGE STATEMENT

Effective communication strategies may include:

- using tact and discretion
- empathising
- determining and interpreting needs of others
- listening and understanding workplace information
- writing to audience needs
- negotiating responsively
- speaking clearly and directly to others
- sharing workplace-related information.

Team members may include:

- funeral home owners or managers
- funeral directors
- funeral arrangers
- stonemasons
- embalmers
- mortuary technicians
- drivers and riders
- customer service staff
- sales consultants
- sales coordinators
- managers
- cemetery or crematorium managers or operators
- chapel attendants
- gravediggers
- florists
- caterers
- clients
- mourners
- peers
- supervisors.

Unit Sector(s)

Sector Funeral Services

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Competency field

Competency field Working in Industry

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BSBSMB405B Monitor and manage small business operations

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0* Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices Replaces BSBSMB405A Monitor and manage small business operations

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures.
Specific legal requirements apply to the management of a small business.

Application of the Unit

This work is undertaken by individuals who operate a small business.
The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Develop o***perational strategies and procedures***	1.1 Develop an action plan to provide a clear and coherent direction, in accordance with the ***business goals and objectives*** 1.2 Identify ***occupational health and safety (OHS) and environmental issues*** and implement strategies to minimise risk factors 1.3 Develop a ***quality system*** for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop performance measures and ***operational targets*** to conform with the business plan 1.5 Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2 Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3 Maintain staffing requirements, where applicable, within budget to maximise productivity 2.4 Carry out the provision of goods/services in accordance with established legal, ethical cultural and ***technical standards*** 2.5 Provide goods/services in accordance with time, cost and quality specifications, and customer requirements 2.6 Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1 Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives 3.2 Review systems and structures, with a view to more effectively supporting business performance 3.3 Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system 3.4 Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives

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	4.2 Clearly record proposed changes to aid future planning and evaluation 4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to develop criteria and targets for the business plan
- communication skills to question, clarify and report
- literacy skills to interpret legal requirements, company policies and procedures
- numeracy skills to manage performance information and to control the finances
- technology skills to use relevant business equipment.

Required knowledge

- methods for developing and maintaining networks
- methods for implementing operation and revenue control systems
- methods for monitoring performance and implementing improvements
- OHS responsibilities and procedures for managing hazards
- principles of risk management relevant to the business, including risk assessment
- quality system principles and methods
- relevant industry codes of practice
- relevant marketing, sales and financial concepts
- relevant performance measures
- role of innovation
- systems to manage staff, stock, expenditure, services and customer service
- environmentally sustainable business practice and operation
- technical or specialist skills relevant to the business operation.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing strategies and procedures to successfully manage the operation of the business • making appropriate adjustments to the business operations as required • knowledge of quality system principles and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including operational strategies and procedures • oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment • review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system) • review of records proposing changes to the business operations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB406A Manage small business finances • BSBSMB407A Manage a small team.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Operational strategies and procedures may be determined by:	• business premises (size, location, layout) • financial control systems and procedures • management and administrative systems and procedures • methods/techniques/technology • physical and natural resources • plant and equipment , including OHS requirements • premises, plant and equipment, which may be new or previously owned • purchase (sole or shared ownership) or leasing • raw materials • requirements, which may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business • technology • environmentally sustainable principles of business operation • use of existing, new and emerging technologies including e-commerce.
Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility.
Occupational health and safety and environmental issues must include:	• controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors • establishment and maintenance of procedures for assessing and controlling risks • establishment and maintenance of procedures for

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	identifying risks to health and safety • environmentally sustainable purchase and supply of goods and services • waste and by-products.
Quality system may include:	• manual or computer quality control systems • quality assurance/management approaches • random inspections and assessments of goods and services against predetermined standards • random inspections and assessments of processes against predetermined standards • random sampling and follow-up of customers.
Operational targets may include:	• external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • staffing level and skills mix • targets, which may be short-, medium- or long-term.
Technical standards may include:	• current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the environmental sustainability, quality, safety, efficiency or other measures to determine the activity is done effectively.

Unit Sector(s)

Management and Leadership – Small and Micro Business

Custom Content Section

Not applicable.

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BSBITS401B Maintain business technology

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Replaces BSBITS401A Maintain business technology

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements.

Application of the Unit

This unit applies to individuals with a broad knowledge of business technology who contribute well developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Maintain performance of hardware and software	1.1 Monitor and evaluate system effectiveness to ensure it meets ***organisational and system requirements*** 1.2 Use operating system, drive and disk structure, reports and files to identify performance problems 1.3 ***Maintain disk drives and peripherals*** according to manufacturers' and organisational requirements 1.4 Replace ***consumables*** in accordance with manufacturers' and organisational requirements
2. Provide basic system administration	2.1 Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2 Install and operate ***software*** applications in accordance with developers' and organisational requirements 2.3 Maintain and update security access procedures in line with organisational requirements 2.4 Ensure that licence for use of software is used, checked and recorded in accordance with organisational requirements 2.5 Regularly maintain and update virus programs in accordance with organisational requirements
3. Identify future technology requirements	3.1 Maintain knowledge of current and new ***technology*** by regularly accessing ***sources of information*** 3.2 Identify and develop ***improved technology systems*** using feedback from clients and colleagues 3.3 Assess existing technology against newly available technology to determine future needs and priorities 3.4 Identify and select new technologies to achieve and maintain continuous organisational development 3.5 Obtain management and budget approval for new selected technologies

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain the operation and troubleshooting of technology in the work environment
- literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information
- problem-solving skills to address routine and non-routine faults with hardware and software
- research and analytical skills to analyse and identify organisation's future technology requirements.

Required knowledge

- costs and benefits of technology maintenance strategies
- general features and capabilities of current industry accepted hardware and software products
- principles of environmental sustainable practice in implementing business technology
- importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS).

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • installing software and hardware • organising and accessing software, materials and consumables • maintaining technology security and maintenance systems • knowledge of costs and benefits of technology maintenance strategies.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of technology maintenance and security procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of general features and capabilities of current industry accepted hardware and software products.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other information and communications technology or general administration units.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational and system requirements may include:	• back-up procedures • Code of Conduct • ethical standards • legal and organisational policy/guidelines and requirements • maintenance of customised software • OHS policies, procedures and programs • quality assurance and/or procedures manuals • register of licenses • restore procedures • security and confidentiality procedures • software licence documentation • storage of information technology documentation • storage retrieval and type of product licenses • updating of virus protection systems.
Disk drive and peripherals maintenance may include:	• backing up files before major maintenance • checking hard drive for errors • cleaning dust from internal and external surfaces • creating more free space on the hard disk • defragmenting the hard disk • deleting unwanted files • reviewing programs • using up-to-date anti-virus programs.
Consumables may include:	• disks • magnetic tape and cassettes • print heads • print media • printer ribbons and cartridges.
Software may include:	• accounting applications • commercial software applications • database applications • internet/intranet/extranet related programs • organisation-specific software • presentation applications

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	• spreadsheet applications • word processing applications.

Technology may include:	• client services
	• computers
	• data transfer devices
	• modems
	• peripherals, including:
	  • printers, scanners, tape cartridges
	  • speakers, multimedia kits
	  • personal computer, modems
	  • input equipment such as mouse, touch pad, keyboard, pens
	  • mobile phones, palmtops and personal digital assistants (PDAs), laptops and desktop computers
	  • Bluetooth devices, universal serial bus (USB), Firewire (IEEE 1394)
	• photocopiers
	• printers
	• scanners
	• software.

Sources of information may include:	• computer hardware manufacturers • computer magazines and journals • computer software designers • industry associations • internal/external clients • internet • retail outlets • seminars, workshops and training sessions • trade fairs.
Improved technology systems may include:	• access protocols • cable data transmissions • delivery and installation systems • hardware upgrades • implementing a new system • maintenance options • multimedia • networking options • new hardware • new software • resource usage monitoring • software upgrades

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	• environmentally sustainable design practices.

Unit Sector(s)

Information and Communications Technology – IT Support

Custom Content Section

Not applicable.

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CHCCS416A Assess and provide services for clients with complex needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to undertake assessments of more complex client needs and match to services available

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess and analyse client needs	1.1 Employ appropriate *language and interpersonal skills* to ensure diverse needs of *clients* are identified
	1.2 Employ appropriate *mechanisms* to ensure that all relevant client information is collected
	1.3 Seek additional information from specialists as required to assist in assessment of clients
	1.4 Ensure all dealings with clients are consistent with organisation standards and practices
	1.5 Record information collected and store in accordance with organisation procedures
	1.6 Assess information about client needs in accordance with accepted organisation procedures to inform decisions about the relevant services which can be provided to best address client needs
	1.7 Assess client information for complexity, urgency and eligibility so priorities for service delivery can be identified
	1.8 Provide clients with all relevant information about the range of services required and available to them
	1.9 Ensure decisions about client needs are based on a full range of relevant information

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and provide for the delivery of services to meet client needs	2.1 Identify services that match client needs, from within and outside the organisation 2.2 Establish and maintain relevant *networks*, to ensure referral of clients to appropriate services 2.3 Assist clients appropriately to access targeted services from within and outside the organisation 2.4 Provide clients with information about the services available to them in accordance with organisation procedures 2.5 Work within own scope of responsibility, to ensure clients have access to services that meet their needs 2.6 Ensure decisions about targeting of *client services* are based on up to date information about the client and available services 2.7 Consider service delivery and referral options from strengths-based perspective 2.8 Identify own limitations in assessing and addressing client needs, and where appropriate, seek assistance from colleagues, senior staff and experts in the area 2.9 Make appropriate referrals to specialist services based on the assessment of client needs
3. Evaluate client service delivery	3.1 Review the allocation of services delivered to meet client requirements routinely, or as required, to ensure a continuing match 3.2 Review changes in circumstances, environmental factors or urgency of client needs in accordance with organisation practices and procedures to ensure client needs continue to be met 3.3 Collect client feedback on adequacy of service delivery as required by the organisation, to inform revision of service delivery arrangements 3.4 Routinely seek feedback on individual performance in client service delivery from colleagues and clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisation procedures, systems and practice for client assessment and allocation of services
- Strengths-based approach
- Accepted practices for delivery of services to particular clients
- Issues affecting particular client groups including:
  - income/economic
  - health
  - cognitive
  - social
  - community support and interaction
  - education and training
  - employment
  - impact of assessment
  - client needs
  - local services available for clients

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Administer organisation's instruments and mechanisms to assess client needs
- Select appropriate services from a range of services provided by the organisation to match client needs
- Select from others services available in the broader community to address client needs

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REQUIRED SKILLS AND KNOWLEDGE

- Develop and maintain appropriate networks
- Provide referrals to relevant organisations or providers of specialist services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply a strengths-based approach to client intake, assessment and referral
- Demonstrate application of skills in:
  - high level interpersonal skills
  - analysis and judgement
  - risk management
- Demonstrate oral communication skills required to develop rapport with client
  - oral communication skills may include listening, asking questions, providing encouragement , minimising the impact of challenging behaviours
  - language used may be English, sign language or community language depending on client group
- Demonstrate literacy competency required to fulfil the procedures of the organisation/ service
  - language used may be English or community language depending on service/organisation
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must include a number of clients with complex needs
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients include:

- Individual members of the public
- Referred or self referred
- People with specific needs seeking access to services
- Family members and significant others

Language and interpersonal skills include:

- Means for communicating with people with disabilities or where English is not the first language
- Means for communication with people in particular communities
- Communication with different age and gender groups

Client services include:

- Income, financial and community support services
- Employment services
- Housing services
- Access to recreation services
- Care and support services
- Transport and communication services

Complex issues include:

- Combinations of physical, social , economic and personal factors

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RANGE STATEMENT

Mechanisms for information collection include:	• Interviews with clients, family, significant others and carers • Questionaries • Applications and other forms • Case documentation • Using specialist communicators • Classification tools • Information from professionals including medical reports • Information from service providers
Networks include:	• Specialist providers in the community services and health areas including health and cognitive assessments • Specialist services to assist communication with client and identification of their needs • Providers of any of the identified client services required by clients of the organisation

Unit Sector(s)

Not Applicable

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AHCCCF411A Develop approaches to include cultural and human diversity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing approaches to include cultural and human diversity and defines the standard required to: identify the range of cultural and social groups in a land management area; determine the linkages and potential impacts between natural resource issues and cultures; negotiate and maintain cultural protocols for dealing with land management issues; develop working relationships with representatives of cultural groups; and facilitate the involvement of culturally diverse groups in community issues related to land management.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. A high level of cultural awareness and the need to observe cultural protocols are important parts of the process. Note: for indigenous contexts, the delivery and assessment against this unit must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
1. Identify potential for cultural diversity	1.1. Information on the population is used to identify the range of cultural diversity. 1.2. Potential involvement of individuals and groups of people are identified in the context of the program. 1.3. Adjustments to program and program promotional materials are identified to meet cultural frameworks of different peoples.
2. Develop processes to include culturally diverse groups	2.1. Cultural protocols are identified to ensure contacts with individuals/communities are successful. 2.2. Key persons who may influence relationships are identified. 2.3. Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any relevant enterprise guidelines. 2.4. Processes are inclusive of an equitable involvement of various sections of the community and their perspectives.
3. Communicate potential and support for culturally diverse group	3.1. People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps. 3.2. Potential of program and group activities is communicated in a culturally relevant manner. 3.3. Approaches are adjusted in light of any new information on cultural groups and protocols. 3.4. Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• flexibility in the application of program guidelines and policy • conflict resolution

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REQUIRED SKILLS AND KNOWLEDGE
• negotiation skills • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• sources of culturally relevant materials and verbal information • understanding of indigenous peoples and history • cultural protocols and perspectives • relevant legislation and guidelines • principles of equal opportunity and affirmative action • current relationships between culturally diverse groups in the area • understanding of the role of various sections of the community in historical and relationship terms.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify the range of cultural and social groups in a land management area • determine the linkages and potential impacts between natural resource issues and cultures • negotiate and maintain cultural protocols for dealing with land management issues • develop working relationships with representatives of cultural groups • facilitate the involvement of culturally diverse groups in community issues related to land management.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Culturally diverse groups include:	• indigenous peoples • immigrant peoples of overseas birth • people born in Australia who conform with overseas cultures, practices and beliefs in part or in full, and male and female perspectives in the communities.

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Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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CHCYTH403B Support young people to create opportunities in their lives

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to assist young people to identify the challenges and opportunities in their lives and to work towards their goals on an individual or group level

Application of the Unit

Application	This unit applies to work undertaken in all youth work roles where the young person is the primary client Work with young people maybe individual or group with a participatory approach

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Build respectful and trusting working relationships with young people	1.1 Facilitate *safe* individual or *group processes* with young people and apply *principles of youth work practice* 1.2 Identify the conditions necessary for young people to change and grow 1.3 Actively listen to the young person's stories and experiences to clarify issues 1.4 Identify and explore strengths and exceptions 1.5 Encourage and support young people to identify relationships between their issues and social structures 1.6 Identify and avoid colonising practices

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ELEMENT	PERFORMANCE CRITERIA
2. Work with young people to identify their needs, rights, strengths, hopes and opportunities	2.1 Clarify the young person's expressed, demonstrated, or felt needs and concerns 2.2 Explore exceptions, identify strengths and resources 2.3 Problem solve immediate issues or concerns 2.4 Work with client to create their own reframe of current circumstances 2.5 Work to externalise the young person's issue or problem 2.6 Acknowledge circumstances outside of the young person's control
3. Define identified goals	3.1 Ensure the young person has been heard and problems acknowledged before moving to future planning 3.2 Assist young people to explore future possibilities and ways of being 3.3 Use *creative methods*, *processes* and questions to consider and create possibilities 3.4 Identify *barriers* that hinder the way young people would like changes to take place 3.5 Establish with the young person their desired outcomes
4. Develop and implement action plans	4.1 Utilise a range of *youth work interventions* to create future opportunities 4.2 Explore *additional resources* needed to achieve goals 4.3 Develop proposals and strategies for action plans 4.4 Measure and ensure change is noticed 4.5 *Document intervention* work as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Dynamics and principles of group work
- Identification of personal values and their impact on performance
- Knowledge of statutory requirements and application of the concept of duty of care and child protection
- Organisation reporting procedures and practice
- Principles of case planning practices
- Principles of effective communication
- Principles/relevant cultural practices and customs of the community and the young people in the service
- Relevant organisation procedures and policies related to program, service and personal support for young people, referral, reporting of young people's issues and experiences
- Strengths-based practices
- Support services and specialists and their guidelines for access and service provision

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to individual and group support/interventions with young people
- Identify personal values and their impact on performance
- Interact with young people from different cultural backgrounds in individual and group settings
- Support vulnerable young people and those with special needs and risks to participate in the decision-making and planning of actions and opportunities

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REQUIRED SKILLS AND KNOWLEDGE

- Support young people according to their circumstances and the objectives of the young persons desired goals, individual needs, risks and circumstances, including education and employment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - case planning skills
  - general counselling strategies/techniques
  - group facilitation skills
  - listening and assessing information presented by young people in individual or group setting
  - negotiation and conflict management skills
  - referral and advocacy
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Performance can be demonstrated through assessment of evidence generated from work practice

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - a workplace or an accurately simulated environment where assessment may take place

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge tested or inferred from explanations and performance in workplace applications
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues and clients

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole.

This Range Statement reflects the very diverse nature of young people and family needs and circumstances and different services provided in and for community services. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based

Safe group work practices include:

- Advocating for groups of young people
- Basic conflict management skills
- Basic group dynamics
- Basic negotiation skills
- Basic stages of group development
- Different types of groups
- Empowering young people in groups
- Facilitation skills
- How different people learn
- Responding top the dynamics between young people
- Situational analysis skills

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RANGE STATEMENT

Principles of youth work practice include:	• Being non-judgemental • Considering the whole context of the young person • Engaging with diversity and difference • Focusing on the strength and capacities • Integrity, acceptance, equity and equality • Noticing change and achievement • Recognising the person first not just the issues • Self agency/young person directed practice • Social justice, rights, access, equity and youth participation, fairness, honesty and respect • Transparency and transparent boundaries • Valuing the person • Working collaboratively • Working towards 'power with' rather than 'power over' young people • Working with young people in partnership
Creative methods and processes may include:	• Creative use of questioning, hypothetical and 'what if' questions • Creative visualisation, future imagining, • Identify the young person's relationship with hope and use processes that ensure safety and respect • Other creative processes and activities to validate young people's experiences and explore other possible perspectives for the same event, experience or story • Story telling, writing, drawing, arts, music, and other forms of creative expression

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RANGE STATEMENT

Barriers may include, but are not limited to:

- Age
- Behaviours and attitudes of others
- Cultural
- Financial and other resource constraints
- Geographical
- Health
- Intellectual
- Limited opportunities
- Linguistic
- Political
- Self belief
- Situational
- Social
- Societal stereotypes
- Young person's behaviours and choices

Youth work interventions include:

- Brief interventions
- Community development
- Facilitating change
- Group work
- Individual work
- Problem solving

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RANGE STATEMENT

Additional resources may include

- Aboriginal, Torres Strait Islander liaison
- Counsellors
- Drug and alcohol services
- Education/training/skills development
- Employment/career development
- Intervention and behaviour management programs
- Medical
- Physical, mental, social and emotional developmental programs and strategies
- Program coordinator
- Recreation/sporting groups
- Religious/spiritual adviser
- Resources in the client's natural networks
- Special support needs
- Specialist cultural liaison and support
- Welfare organisations

Document intervention may include:

- Assists good practice
- Assists, compliments and demystifies the change process
- Enable the young person or groups story to emerge
- Enable young people and groups to own the records
- Enable young people or the group to write, participate in and keep records
- Ensure the young person or group knows about the records
- Keep records open and available to young people
- Maintain youth work accountability to the young person or group
- Record in a manner that benefits the young person, the youth workers and the organisation

Unit Sector(s)

Not Applicable

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CHCDIS408C Support people with disabilities as workers

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by staff to support people with disabilities in a workplace to maximise their performance through working safely and effectively

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Enhance safety at work for people with disabilities	1.1 Ensure equipment is adapted and modified to be safe and meet occupational health and safety (OHS) guidelines where required 1.2 Support people with disabilities to work safely within organisation policies and procedures 1.3 Ensure organisation and legislative health and safety procedures are identified and followed
2. Monitor work performance	2.1 Monitor performance within established criteria and provide constructive feedback 2.2 Develop and implement *strategies to improve performance* where necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Quality measures used in quality assurance or total quality management
- Relevant production processes
- Organisation and legislative policies and procedures relating to people with disabilities as workers
- Impact of disability/disabilities on people with disabilities
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply appropriate understanding of work carried out by people with disabilities
- Work within procedures for supporting people with disabilities as workers

In addition, the candidate must be able to effectively do the task outlined in elements and

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REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - relevant production processes
  - applying appropriate competencies outlined in standards belonging to the relevant industry or occupation
  - communication and consultation with workplace clients and stakeholders

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should consider the particular requirements of services and workplaces

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Types of work include:	• Supported employment • On-the-job training • Open employment
Examples of organisation and legislative policies and procedures include those on:	• OHS • Infection control
Examples of processes used to monitor work performance may include:	• Quality assurance • Total quality management
Strategies to improve performance may include:	• Reworking of product • Changing the work method • Changing the work equipment

Unit Sector(s)

Not Applicable

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HLTFA403C Manage first aid in the workplace

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFA403B Manage first aid in the workplace	HLTFA403C Manage first aid in the workplace	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated unit codes to First Aid references.

Unit Descriptor

Descriptor

This unit addresses the establishment and maintenance of facilities to enable or facilitate the provision of appropriate first aid in the workplace

Application of the Unit

Application

The skills and knowledge described in this competency unit are suitable for those in nominated workplace first aider roles

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to WHS and provision of first aid

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a workplace first aid facility	1.1 Plan a *first aid facility* in the workplace to address *workplace and legislative requirements*
	1.2 Identify potential *workplace hazards* and assess *associated risks* as a basis for determining *first aid resource* requirements
	1.3 Identify and prepare first aid equipment and resources required to address identified workplace requirements
	1.4 Identify personnel requirements in line with legislative and workplace requirements
	1.5 Establish and maintain links with relevant *first aid bodies and professional organisations* to maintain currency in the field and for referral purposes
	1.6 Access and provide information in the workplace to encourage risk minimisation and facilitate access to first aid facilities as appropriate

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ELEMENT	PERFORMANCE CRITERIA
2. *Manage* a workplace first aid facility	2.1 Monitor and maintain availability of adequate resources to support workplace first aid response 2.2 Conduct regular inspections of stock and equipment to ensure currency and operational readiness in line with workplace requirements 2.3 Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures 2.4 Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturer's/supplier's instructions 2.5 Contribute to the review of risks in the workplace and validation of organisation policies and procedures relating to the provision of first aid 2.6 Contribute to planning for response to major workplace incidents 2.7 Deploy appropriate equipment, resources and personnel to ensure timely and effective first aid response in line with workplace requirements 2.8 Use safe manual handling techniques
3. Manage workplace first aid records	3.1 Ensure *documentation* is completed as required according to legislation and workplace procedures 3.2 Maintain first aid records in line with legislative requirements and workplace security practices 3.3 Send relevant documents to appropriate bodies in line with workplace and legislative requirements 3.4 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the provision of first aid in the workplace	4.1 Evaluate management of workplace incidents and develop an action plan in consultation with relevant parties to improve first aid response in the workplace if required 4.2 Participate in debriefing/evaluation in order to improve future operations and address individual needs 4.3 Ensure first aid response is provided in a culturally aware, sensitive and respectful manner 4.4 Implement and evaluate workplace management procedures in accordance with risk assessment 4.5 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Working knowledge of:
  - Australian Resuscitation Council (ARC) Guidelines relating to provision of first aid
  - company/organisation standard operating procedures (SOPS)
  - first aid risk assessment practices and procedures
  - first aiders' skills and limitations in relation to first aid response in the workplace
  - how to gain access to and interpret Safety Data Sheets (SDS)
  - legal responsibilities and duty of care
  - occupational health and safety requirements in the provision of first aid
  - priorities of management in first aid
  - procedures for dealing with major and minor accidents in the workplace
  - safe storage and handling of medication in the workplace
- First aid equipment and resources to manage injuries and illnesses addressed in HLTFA311A: Apply first aid and HLTFA412A: Apply advanced first aid
- First aid management procedures for conditions identified in the Range Statement
- Infection control principles and procedures, including using standard precautions
- State/territory regulations, legislation and policies relating to:
  - currency of first aid skills and knowledge
  - first aid training
  - occupational health and safety requirements in the provision of first aid
  - workplace first aid provision
- Stress management techniques and available support
- Social issues, with particular reference to workplace culture, issues and resources and associated organisation requirements:
  - importance of first aid response to be culturally aware, sensitive and respectful
  - debriefing counselling procedures
  - consent and confidentiality
  - own skills and limitations

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply first aid principles in the workplace
- Assess workplace first aid requirements
- Communicate effectively and assertively and show leadership in an incident
- Conduct an initial casualty assessment and prioritisation
- Conduct/review first aid risk assessment
- Demonstrate:
  - adequate infection control procedures - use of standard precautions
  - consideration of the welfare of casualties and first aiders
  - incident management skills
  - safe manual handling
  - safe storage and handling of medication in the workplace
  - safe storage and handling procedures for pressurised gases
- Implement WHS guidelines
- Interpret, use and maintain records of the range of documentation required by the workplace and regulatory authorities
- Maintain first aid equipment and resources in operational condition
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Manage a first aid response in an identified workplace context
- Plan an appropriate first aid response in line with established first aid principles, ARC Guidelines and/or State/Territory regulations, legislation and policies and respond appropriately to contingencies in line with own level of skills and knowledge
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use high level literacy and numeracy skills as required to read, interpret, address and communicate guidelines, protocols and reporting requirements

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Interdependence of units:

Competence in this unit may be assessed individually or with other related competency units, such as:

- Occupational health and safety
- Risk assessment
- Emergency procedures

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Related units: This unit should be assessed either after or in conjunction with achievement of the following related competency unit:

- HLTFA412A Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Workplace first aid facility may involve:

- First aid room/clinic
- First aid kits suited to specific workplace needs
- First aid equipment and resources
- Availability of personnel trained to provide first aid

Workplace first aid management must take into account:

- Workplace policies and procedures
- Industry/site specific regulations, codes
- Workplace WHS requirements
- State and territory workplace health and safety legislative requirements

Workplace and legislative requirements for a first aid facility include:

- State/territory regulations, legislation and policies
- Specific industry requirements, regulations and/or WHS issues
- Specific hazards present in the workplace
- Number of employees in the workplace
- Number of different workplace sites/locations
- Proximity to local services, including doctors, hospital, ambulance and other emergency services

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RANGE STATEMENT

First aid resources may include but are not limited to:

Non-consumables:

- Equipment, such as:
  - oxygen resuscitation/cylinders
  - AED
  - thermometers
  - auto-injectors
  - back boards
  - stretchers
  - soft bag resuscitator
  - first aid kit
  - casualty's medication
  - analgesic inhalers
  - analgesic gas equipment
  - resuscitation mask or barrier
  - spacer device
  - cervical collars
  - Personal Protective Equipment
- Relevant texts and documentation, such as:
  - Australian Resuscitation Council Guidelines
  - first aid principles, policies and procedures
  - reference materials including SDSs, relevant Occupational Health and Safety Act and Regulations
  - first aid code of practice/compliance codes
  - workplace records and blanks
- Communication systems and equipment

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RANGE STATEMENT

First aid resources may include but are not limited to:

Consumables:

- First aid kits, including bandages, tape, scissors, splinter removers, antiseptic, eye management, disinfectants, resuscitation masks, emergency numbers and contacts, etc
- Dressings
- Ointments
- Cold packs
- Analgesics
- Splints
- Sharps disposal
- Bio-hazardous waste bags/bins
- Medical grade oxygen
- Bandages
- Medication
- Personal protective equipment
- Eye wash
- Disinfectants
- Bronchodilators

Workplace hazards and risks may include:

- Hazards associated with workplace equipment, machinery, substances and processes
- Environmental risks
- Risks associated with first aid response involving:
  - first aid equipment (oxygen cylinders, AED)
  - exposure to blood and other body substances
  - risk of further injury to the casualty
  - risks associated with the proximity of other workers and bystanders

First aid bodies and professional organisations may include:

- Australian Resuscitation Council (ARC)
- Support Groups
- Registered Providers/Authorities
- Emergency services

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RANGE STATEMENT

First aid management skills must include:

- Administration of analgesic gases in accordance with ARC Guidelines, state/territory regulations, legislation and policies and industry requirements
- CPR
- Infection control
- AED (where available)

First aid management must account for:

- Location and nature of the workplace
- Environmental conditions e.g. electricity, biological risks, weather, motor vehicle accidents
- Location of emergency services personnel
- Number of casualties and potential casualties
- Use and availability of first aid equipment, resources and pharmaceuticals
- Types of dangers/risks to the casualty and any others in the vicinity of the situation
- Confined spaces, subject to industry need

Documentation may include:

- Incident/injury reports
- Casualty history forms
- Disease notification
- Workcover forms
- Medication registers
- Workers' compensation
- Day book
- Pre-participation records (sport)
- Medical histories
- Management records
- Stock records
- Infection control records
- Training records
- First aid risk assessment

Unit Sector(s)

Not Applicable

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HLTFA211A Provide basic emergency life support

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFA201B Provide basic emergency life support	HLTFA211A Provide basic emergency life support	Significant changes to Required Skills and Knowledge. Changes to Range Statement and some performance criteria. Evidence guide updated

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only

Application of the Unit

The skills and knowledge described here enable a first aider to provide an initial response to an emergency in line with practised actions, Australian Resuscitation Council (ARC) Guidelines, guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations.
Application should be contextualised as required to reflect workplace and community requirements relating to specific risks and hazards and associated injuries.
Training Package users should ensure that implementation is consistent with State/Territory requirements for currency.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond in an emergency situation	1.1 Recognise emergency situation and identify *hazards* to health and safety of self and others
	1.2 Minimise immediate risk to self and casualty health and safety by controlling any hazard in accordance with work health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions
	1.4 Assess the need for assistance

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ELEMENT	PERFORMANCE CRITERIA
2. Apply identified first aid procedures	2.1 Reassure casualty in a caring and calm manner and make comfortable using available resources 2.2 Determine and explain relevant first aid procedures to provide comfort 2.3 Seek consent from casualty prior to applying first aid management 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.5 Use *identified first aid procedures* as required in accordance with established first aid principles, ARC Guidelines, guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations 2.6 Use safe manual handling techniques as required
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to circumstances 3.2 Accurately convey observation of casualty's condition and management activities to ambulance services/relieving personnel 3.3 Adopt a communication style to match the casualty's level of consciousness 3.4 Accurately assess and report details of casualty’s physical condition, changes in condition, management and responses to management in line with established procedures 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert* 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents 4.3 Participate in debriefing/evaluation to improve future response and address individual needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- ARC guidelines, guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations, including requirements for currency
- Awareness of stress management techniques and available support
- Basic anatomy and physiology relating to:
  - absence of:
    - normal breathing
    - response/consciousness
  - choking/airway obstruction
  - severe bleeding
  - shock
- Chain of survival
- Duty of care requirements
- First aid procedures for:
  - airway management
  - bleeding control
  - care of unconscious
  - casualty that is unresponsive/unconscious and not breathing normally
  - chest pain
  - infection control as it relates to standard precautions
  - respiratory distress, including asthma
  - severe allergic reaction
  - shock
- How to access emergency response support services/personnel
- Need to be culturally aware, sensitive and respectful
- Own skills and limitations
- Privacy and confidentiality requirements
- Relevant workplace hazards

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REQUIRED SKILLS AND KNOWLEDGE

- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Assess vital signs and response of casualty
- Call an ambulance and/or medical assistance, according to circumstances and report casualty's condition
- Demonstrate first aid casualty management principles:
  - assess and minimise danger
  - check for response
  - maintain casualty's airway, breathing and circulation
- Demonstrate:
  - consideration of the welfare of the casualty
  - control of external bleeding
  - correct procedures for CPR on a resuscitation manikin (i.e. as per units HLTCPR211A Perform CPR)
  - implementation of standard precautions
  - safe manual handling of casualty
- Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment
- Plan an appropriate first aid response in line with established first aid principles, ARC Guidelines and guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations and respond to contingencies in line with own skills
- Report details of emergency incident and first aid provided

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge and essential skills
- Competence should be demonstrated working individually and as part of a first aid team.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of knowledge and skills is to be demonstrated in line with ARC Guidelines, guidelines of Australian national peak clinical bodies and State/Territory legislation and regulations

Context and resources required for assessment:

- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines
- Demonstration of first aid procedures for severe bleeding must be demonstrated using standard precautions and first aid equipment including trauma dressings

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related unit:

- This unit stands alone and incorporates the content of unit HLTCPR211A Perform CPR

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Condition of the casualty must include, but is not limited to:

- Severe bleeding
- Absence of:
  - Response/conciousness
  - Normal breathing
- Choking/airway obstruction
- Severe allergic reaction

Identified first aid procedures ***must*** *include*:

- Airway management
- Cardiopulmonary Resuscitation (CPR)
- Control severe bleeding
- Provide assistance with self-administered medications, such as auto-injector, bronchodilator and space device in line with State/Territory legislation and regulations and and any available medical/pharmaceutical instructions
- Care of the unconscious person

Resources and equipment are used appropriate to the risk to be met and may include:

- AED (if available)
- Auto-injector
- Bronchodilator and space device
- First aid kit
- Resuscitation mask or barrier

A hazard is:

A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

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RANGE STATEMENT

Appropriate clinical expert may include:	• Ambulance officer/paramedic • Appropriately qualified health care professional

Unit Sector(s)

Not Applicable

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SISXFAC405A Plan and provide sport and recreational services

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine the sport and recreation services required by clients and to plan, implement and evaluate the services from a facility management perspective.

Application of the Unit

This unit applies to those who work autonomously in an administrative or organisational capacity in a sport, recreation or fitness environment. This may include facility and administration coordinators supporting the management of ancillary functions required to ensure the effective provision of specific services and programs in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or sporting organisations and associations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish need for the sport and recreation service.	1.1. Undertake research to identify ***target groups*** for the ***service*** and establish ***needs***. 1.2. Determine the type and nature of services that will address the identified needs. 1.3. Gain necessary approvals according to ***organisational policies and procedures*** and ***relevant legislation***. 1.4. Make recommendations for relevant services to the appropriate facility personnel according to organisational policies and procedures.
2. Plan the service.	2.1. Establish objectives and evaluation procedures for the service according to organisational policies and procedures. 2.2. Establish and document ***work plans*** for the service according to organisational policies and procedures. 2.3. Identify ***resources*** for the service and establish a ***budget*** according to organisational policies and procedures. 2.4. Determine service content and design according to organisational policies and procedures. 2.5. Determine a promotional plan for the service according to organisational policies and procedures.
3. Implement the service.	3.1. Obtain and allocate resources according to work plan. 3.2. Implement work plan according to organisational policies and procedures. 3.3. Monitor, review and modify or cancel the service in response to ***new or changing circumstances*** as required. 3.4. Conduct service safely according to stated outcomes and objectives.

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the service.	4.1. Seek ***feedback*** on the service from service users and staff. 4.2. Assess service outcomes against objectives according to organisational policies and procedures. 4.3. Develop and document recommendations for improvements to future services. 4.4. Submit recommendations for improvements to appropriate personnel. 4.5. Review own performance and identify potential improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and interact with target groups in the community to elicit information required to determine needs for the service
  - source, interpret and confirm information to inform service planning
  - liaise with appropriate personnel to make suggestions and plan the service
  - seek feedback from service users and staff
- problem-solving skills to:
  - plan a service according to target group needs
  - assess risk factors
  - modify the service as required
  - assess service outcomes against initial objectives to suggest potential improvements
- planning and organising skills to:
  - source and allocate resources for the service
  - develop and implement a work plan for the service within appropriate timelines
- language and literacy skills to:
  - complete research into user needs
  - produce and document service plans
  - complete documentation in relation to recommendations for improvement
- numeracy skills to develop budgets for service provision
- self-management skills to review and reflect on own work performance in planning and implementing the service according to participant expectations.

Required knowledge

- legislation to enable:
  - safe and equitable delivery of the service to target groups
  - safe use of equipment and materials
- organisational policies and procedures to enable safe, satisfactory and beneficial outcomes for all participants
- principles of inclusive practices
- reasons for individual participation in sport and recreation services to ensure this information is included in planning for service
- risk-analysis processes to evaluate the risk and possible impact of planned sport and recreation services
- activity-specific knowledge of planned sport and recreation services to ensure services match participants' needs
- insurance arrangements to suit the service.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and provides services within budgetary constraints that reflect the needs of a range of participants • monitors the provision of services and applies effective contingency-management techniques to deal with a range of new or changing situations that may arise, and makes adjustments in response to these changing situations • evaluates and makes recommendations on services and reflects on own work performance to identify ways in which service outcomes and benefits to participants can be improved.
Context of and specific resources for assessment	Assessment must ensure planning, implementation and evaluation of multiple sport and recreation services to allow the candidate to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment or facility appropriate to the planning and provision of recreation services • target groups with specific needs • appropriate persons to provide approvals • resources for the service • organisational documentation relevant to service provision.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and implementing a sport and recreation service • observation of interacting with a range of target groups to establish service needs • observation of dealing with contingencies, such as changing circumstances in service provision • oral and or written questioning to assess knowledge of principles of community development practices

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- portfolio containing evidence of work plans for sport and recreation services
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCCS404A Address client needs.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Target groups may include:

- culturally and linguistically diverse
- age-specific
- disability-specific
- gender-specific.

Services may include:

- major events
- educational programs
- group or individual programs.

Needs may include:

- cultural
- linguistic
- special needs.

Organisational policies and procedures may include:

- organisational objectives
- occupational health and safety
- resource allocation
- emergency procedures.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- privacy
- working with children
- state and territory statutory requirements
- local laws and by-laws
- ordinances and policy.

Work plan may include:

- objectives
- timeframes
- administration procedures
- risk factors, including:
  - ground and facility risks
  - equipment risks.

Resources may include:

- staff
- equipment
- venues
- documentation.

Budget may include:

- setting fees
- allocating funds.

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New or changing circumstances may include:

- participant numbers
- weather
- facility booking falling through
- equipment failure
- emergencies.

Feedback may include:

- qualitative
- quantitative
- evaluation forms and surveys
- financial information.

Unit Sector(s)

Cross-Sector

Competency Field

Facility Management

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SISXEMR402A Coordinate emergency responses

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate a response to an emergency situation according to an organisation's policies and procedures. The unit focuses on assessing emergency situations, implementing an emergency action plan, and coordinating a prompt and effective response.

Application of the Unit

This unit applies to staff members designated as safety officers during a specific indoor or outdoor activity at locations such as camp sites, training areas and outdoor sites; or the warden in a sport, recreation or fitness centre, which may include a community leisure centre, aquatic centre or indoor activities centre.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Coordinate response to emergency reports or signals.	1.1. Identify and respond to emergency ***reports or signals***. 1.2. Attend, where appropriate, ***emergency situations*** and respond according to ***organisational policies and procedures***. 1.3. Assess emergency situations and report details to ***designated personnel*** according to organisational policies and procedures. 1.4. Coordinate emergency response actions according to organisational policies and procedures.
2. Assess the emergency.	2.1. Conduct an assessment of the situation according to organisational policies and procedures. 2.2. Establish an emergency action plan based on assessment of current situation and possible ***potential for escalation***. 2.3. Prioritise actions promptly.
3. Coordinate the response.	3.1. Implement organisational emergency procedures and policies. 3.2. Supervise equipment selection to match the type of emergency. 3.3. Confirm and coordinate the safe use of ***emergency equipment***. 3.4. Supervise selection and use of rescue techniques according to ***relevant legislation*** and organisational policies and procedures. 3.5. Improvise, where necessary, equipment and technique. 3.6. Arrange and confirm the safety of staff and clients.
4. Liaise with relevant authorities.	4.1. Liaise with members of the ***emergency team*** and monitor the emergency. 4.2. Refer situations beyond the capability of the

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ELEMENT	PERFORMANCE CRITERIA
	emergency team to the ***appropriate authorities*** for assistance.
	4.3. Provide information and assistance to authorities.
	4.4. Control and coordinate, if necessary, ***emergency evacuation*** according to organisational procedures or directions from relevant authorities.
5. Finalise operational procedures.	5.1. Complete and maintain an operational log according to organisational policies and procedures.
	5.2. Debrief emergency team members according to organisational policies and procedures.
	5.3. Evaluate operation of emergency procedures and recommend any changes.
	5.4. Advise emergency team members to refer media inquiries to the nominated spokesperson.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with all parties to coordinate effective responses to emergency situations
  - convey information to relevant authorities
  - debrief emergency team members
- problem-solving skills to:
  - assess emergency situations and develop action plans
  - improvise equipment or techniques where required
- planning and organisational skills to coordinate resources and equipment necessary to respond effectively to emergency situations
- self-management skills to review and reflect on own work performance in coordinating emergency responses
- language and literacy skills to:
  - complete emergency documentation
  - interpret and respond to emergency reports and signals.

Required knowledge

- organisational emergency policies and procedures to enable prompt and effective response to emergencies and incidents
- legislation to enable application of legal requirements according to own work role and level of responsibility
- location and use of rescue and emergency equipment to enable effective implementation of an emergency response
- rescue techniques to enable selection of technique appropriate to type of emergency
- emergency response agencies within the activity area and direct communication channels to enable information about an emergency to be communicated quickly and directly
- factors that impact on emergency situations to enable appropriate contingency planning
- behaviour and characteristics of typical emergencies to enable the development of an action plan to quickly and effectively bring the situation under control.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies and implements organisational policies and procedures to assess and coordinate emergency responses promptly and safely • coordinates participatory arrangements for the management of the emergency response • completes all relevant documentation • evaluates and reflects on performance to identify ways in which emergency procedures can be improved.
Context of and specific resources for assessment	Assessment must ensure coordination of multiple emergency responses, which may be simulated to reflect the candidate's current or intended work environment, to demonstrate competency and consistency of performance. Assessment must also ensure access to: • equipment and resources to ensure adequate response to emergencies • staff and clients in industry-appropriate ratios • legislation and organisational policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of applying organisational emergency procedures when responding to emergency situations • observation of interacting with safety officers and wardens to ensure effective coordination of emergency situations • oral and or written questioning to assess knowledge of relevant legislation which underpins the effective implementation of organisational emergency procedures • third-party reports from a supervisor detailing work performance. Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISXOHS402A Implement and monitor occupational health and safety policies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Reports or signals may include:

- verbal
- emergency warning and alarm systems
- hand signals
- telephone and radio communications
- whistles.

Emergency situations may include:

- fire
- hazardous release of chemicals
- bomb threats or civil disorder
- environmental conditions
- other natural or man-made disasters
- activity-specific.

Organisational policies and procedures may include:

- occupational health and safety
- emergency procedures
- reporting incidents
- staff roles and responsibilities in the event of an emergency
- communication lines
- exit and assembly points.

Designated personnel may include:

- supervisors
- managers.

Potential for escalation may include:

- spread of fire
- threat to adjoining areas
- danger of explosion
- loss of communications
- involvement of additional persons
- deterioration in environmental conditions.

Emergency equipment may include:

- hoses
- monitors
- foam equipment and extinguishers
- blankets
- spill kits
- personal protective clothing and equipment
- ladders
- salvage gear

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	• rescue equipment • first-aid and evacuation equipment and resources.
Relevant legislation may include:	• occupational health and safety • duty of care • environment protection • hazardous substances and dangerous goods • public health and safety • industry codes of practice.
Emergency team may include:	• nominated safety officers or wardens • emergency team members • emergency response related persons.
Appropriate authorities may include:	• Police Search and Rescue • State Emergency Service • Fire Brigade • Ambulance Service • Land Management Authorities • Australian Volunteer Coastguard.
Emergency evacuation may include:	• total or partial • to an internal or external refuge • to an assembly point.

Unit Sector(s)

Cross-Sector

Co-requisite units

Competency Field

Emergency Response

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CHCCHILD401A Identify and respond to children and young people at risk

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to address duty of care requirements, working within an ethical framework and applying relevant legislation, policies and procedures in responding to children and young people

Application of the Unit

Application	This unit applies to workers involved in delivering services to children and young people including: community services, health, policing, juvenile justice, recreation, family services, education, alcohol and other drugs work and mental health

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement work practices which support the protection of children and young people	1.1 Identify children and young people at risk of harm by observing signs and symptoms, asking non-invasive questions, being aware of protective issues and using *child protection procedures* where appropriate
	1.2 Respond to disclosure, information or signs and symptoms in accordance with *accepted standards*, techniques, and legislative obligations
	1.3 Comply with *lawful instructions*, *regulations* and duty of care in all work activities
	1.4 Routinely employ *child focused work practices* to uphold the rights of children and young peoples to participate in decision-making where it is age appropriate
	1.5 Employ communication and information gathering techniques with children and young people in accordance with current recognised good practice
	1.6 Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements
	1.7 Maintain own knowledge and skills as required to work effectively and participate in practice supervision processes
	1.8 Maintain confidentiality as appropriate
	1.9 Provide an appropriate *response* as determined by organisation procedures, legal and work role obligations
2. Report indications of possible risk of harm	2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with organisation procedures, ethics and legal requirements
	2.2 Promptly report risk of harm indicators accordance with statutory and organisation procedures
	2.3 Work collaboratively with relevant agencies to ensure maximum effectiveness of report

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ELEMENT	PERFORMANCE CRITERIA
3. Apply ethical and nurturing practices in work with children and young people	3.1 Protect the rights of children and young people in the provision of services 3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people 3.3 Develop ethical and nurturing practices in accordance with professional boundaries when working with children and young people 3.4 Recognise indicators for potential ethical concerns when working with children and young people 3.5 Respond to unethical behaviour of others by reporting to the *appropriate person*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Statutory and policy requirements relating to job role
- Ethical obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
- Ethical approaches that incorporate the conventions on the rights of the child, and human rights
- Responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries
- State/territory requirements and processes for notifying suspected abuse and reporting process
- Child protection system: including reporting protocols, responses to reporting, interagency policies
- Organisation guidelines and policies for responding to risks of harm to children and young people
- Duty of care responsibilities
- Ethical obligations as defined by the job specification and employing organisaiton
- Principles of ethical decision-making
- Recording procedures appropriate to job role
- Common risks to child's safety
- Indicators of the different types and dynamics of abuse including as they apply to age, gender, disability, culture, sexuality
- The different types of abuse: serious psychological, physical, sexual, neglect, domestic violence
- Impact of risk of harm
- Appropriate responses to disclosure
- Overview of legal system and it pertains to the job role
- Outline of common legal issues as relevant to work undertaken with children and young

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REQUIRED SKILLS AND KNOWLEDGE

people such as:

- abuse in all forms
- domestic and family violence
- neglect
- exploitation
- alcohol and other drugs (AOD) concerns
- systems abuse

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide an appropriate response to indications of risk of harm

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply indicators of abuse to make judgements about risks of harm
- Follow procedures and instructions
- Apply principles of ethical decision-making
- Maintain professional boundaries in work with children and young people
- Provide required reports and records, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
- Use child focused work practices including:
  - communication skills
  - awareness and sensitivity to children and young person's needs
  - inclusiveness of children and young people in participatory decision-making process
  - making special allowances to met needs of children and young people
  - ways of engaging children and young people
  - observance and presence of children and young people as primary clients
- Distinguish between legal and ethical problems
- Work within a legal and ethical framework
- Apply problem solving and negotiation skills to resolve problems of a difficult nature within organisation protocols

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment may occur both in the workplace and in off-the-job learning contexts through methods that present workplace practice situations, using case studies, simulations etc.
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Lawful instructions and regulation may include:	• Restraining orders • Supervision and custody orders • Legislation

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RANGE STATEMENT

Lawful instructions may include instructions received from:	• Licensing authorities • Organisation supervisor • Courts of Law • Police
Child focused work practices	• Legislation • Policies of organisation • Client self determination
Child protection procedures will be determined and defined by:	• The specific job role • Organisation procedures • Interagency agreements • Legislation within jurisdictions
Response will be determined by:	• Job role and • will range from reporting to implementing disciplinary action
Accepted standards include:	• State coordinating bodies • Interagency agreements and guidelines • Protocols defined in legislation • Organisation procedures • Codes of ethics • Practice standards • Licensing and accreditation standards
The appropriate person to report suspected risk of harm will vary according to the legislation in the State/territory and organisation policies. *The person may be*:	• Ombudsman • State Child Protection Agency • Supervisor in the service • Individual carer • Individual worker

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Unit Sector(s)

Not Applicable

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AHCCCF404A Contribute to association governance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the processes involved with contributing to association governance and defines the standard required to: complete a checklist for association governance covering meeting procedure, finances, staff management, legislative compliance, ethical conduct and community consultation; conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for the associations operations; participate in board/committee meetings.

Application of the Unit

Application of the unit	This unit applies to those who contribute to association governance are an effective committee member of an incorporated association.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Monitor association activities	1.1. Activities undertaken by group are monitored to ensure: 1.1.1. association objectives are being adhered to 1.1.2. resolutions of committee and members meetings are being followed 1.1.3. finances are properly managed 1.1.4. any employees are managed and volunteers are appropriately supervised 1.1.5. legislative requirements are being met 1.1.6. ethical requirements are being met 1.1.7. group operations and approaches are sensitive to and inclusive of community and sections within the community. 1.2. Variations from expected standards are noted, and where required, immediate or routine action taken.
2. Identify opportunities, threats and risks	2.1. Opportunities for the group to commence new projects or activities are identified and submitted to the committee. 2.2. Threats to the ongoing operation of the group are identified and raised at committee meetings. 2.3. Risks associated with the group's activities and ongoing operation is identified. 2.4. Risks and proposed risk control measures are submitted to the committee.
3. Participate in board/committee meeting	3.1. Committee agendas are reviewed prior to meetings. 3.2. Agenda items and reports to committee are submitted as required. 3.3. Committee meetings are attended and issues discussed as placed on the agenda or as modified. 3.4. Good communications are established and maintained with other committee members to ensure competent management of group affairs. 3.5. Personal observations and concerns including opportunities, threats and risks are raised at committee meetings. 3.6. Actions are taken on personal commitments made at committee meeting and reported to the committee.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- prepare brief verbal and written reports
- contribute to conflict resolution
- requires knowledge of relevant legislation, basic financial statements, committee meeting and members meeting procedures, objectives and rules of association and community goals and plans, and diversity in community and range of views and goals
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- requirements of relevant legislation
- interpretation of basic financial statements
- requirements of programs
- committee meeting and members meeting procedures
- objectives and rules of association
- basic management practice including practices in employing people
- community goals and plans
- diversity in community and range of views and goals
- Occupational Health and Safety (OHS) and corporate governance legislation and codes of practice
- pubic safety requirements.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • complete a checklist for association governance covering meeting procedure, finances, staff management, legislative compliance, ethical conduct and community consultation • conduct a SWOT analysis for the associations operations • participate in board/committee meetings.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Areas of employee supervision may include:	• direct supervision and appropriateness • recruitment of paid employees and volunteers • appraisal of paid employees including any disciplinary actions • employment conditions including remuneration and benefits • training provided • relationships and cooperation between employees • employees and volunteers

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RANGE STATEMENT	
	• committee.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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CHCCH301B Work effectively in social housing

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for the context within which social housing work occurs

Application of the Unit

Application	This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the *context* of the social housing sector	1.1 Work with an understanding of the role of the social housing sector 1.2 Ensure all work in the sector reflects consideration of the historical *context* of the sector 1.3 Ensure all work reflects consideration of the changing social, political and economic context, including community housing, public housing, homelessness, supported housing, transitional housing and crisis housing 1.4 Apply legal and ethical requirements appropriate to work role
2. Develop knowledge of the social housing sector	2.1 Apply knowledge of the *current issues* which impact on the sector and *different models of work* 2.2 Collect and use the views of key *stakeholders and representatives* from relevant target groups when collecting information about the social housing sector

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate commitment to the central philosophies of the social housing sector	3.1 Demonstrate consideration and understanding of the *underpinning values and philosophies* of the sector in all work undertaken 3.2 Demonstrate a *commitment to access and equity principles* in all work in the sector 3.3 Where appropriate, ensure clients participate in all aspects of service planning and support activities as required 3.4 Identify personal values and attitudes regarding social housing and take these into account when planning and implementing all work activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Components and structure of the social housing sector (range and variety of service provision) including:
  - homelessness
  - crisis management
  - crisis refuges - youth and family violence
  - cooperatives
  - transitional housing and
  - long term housing
- Causal and structural issues of homelessness
- Context of social housing provision, including: historical, social, political and economic aspects
- Current issues facing clients and existing services to address their needs and rights
- Early intervention including sustaining tenancies
- Funding requirements
- Holistic and client-centred service
- Impact of homelessness including social, economic and psychological
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Legal system:
  - courts
  - police powers
  - court reports
  - tribunals
- Organisation procedures relating to:
  - safety issues and prevention in social housing work, including basic home fire safety

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REQUIRED SKILLS AND KNOWLEDGE

- emergency response
- security
- Organisation's role within the context of the social housing sector
- Own work role within the context of the social housing sector

continued ...

Essential knowledge (*contd*):

- Policy, regulatory, legislative and legal requirements include:
  - residential tenancy legislation or equivalent
  - housing legislation, as appropriate
  - legislation underpinning the principles of privacy, equal opportunity, individual rights, and freedom of information
  - Human Rights Charter or equivalent

and may include:

  - National Community Housing Standards
  - community service standards and guidelines
  - SAAP guidelines and requirements
  - Disability Services Act and standards
  - national housing policy
  - Cooperatives Act or other equivalent governing legislation
  - relevant state based legislation
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Principles of community delivered service provision
- Principles and practices of:
  - ethics and values
  - confidentiality
  - duty of care
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to apply knowledge of:

- Own work role within the context of the social housing sector
- Organisation's role within the context of the social housing sector

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Conduct interpersonal communication with clients and other stakeholders
- Demonstrate the application of skills in:
  - problem solving
  - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
- Prepare reports so that the information and organisation of information is appropriate to its purposes and audience
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work as part of a team or as a sole worker

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- This unit must be assessed with all other specialisation units chosen as part of a package at a particular Australian Qualifications Framework level

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
- Economic context e.g. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs
- Historical context of work e.g. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants
- Political context e.g. government policies and initiatives affecting social housing work
- Statutory framework within which work takes place

Current issues include:

- Complex needs
- Disability
- Domestic and family violence
- Drug and alcohol issues
- Homelessness and risk of homelessness
- Housing availability and affordability
- Mental health
- Needs of migrants and recent arrivals

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RANGE STATEMENT

Different models of work in the sector may include:	• Case management • Community development and education • Homelessness and crisis management (within confines of organisation policy and guidelines) • Housing management • Tenancy advice/advocacy • Tenancy management • Tenancy support
Stakeholders and representatives may include:	• Community organisations • Consumers/service users/clients/members/tenants • Government representatives and service providers • Local community • Management, colleagues, team members • Peak bodies and networks in the sector
The underpinning values and philosophies of the sector may include:	• A holistic and consumer-centred approach • A social justice perspective • Commitment to empowering the client • Commitment to meeting the needs and upholding the rights of consumers • Community development approach • Housing as a right not a privilege
A commitment to access and equity principles include:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Creation of a consumer oriented culture • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

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RANGE STATEMENT

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Unit Sector(s)

Not Applicable

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CHCCH427A Work effectively with people experiencing or at risk of homelessness

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for working with people who are experiencing homelessness or risk of becoming homeless, including women and children experiencing family violence

Application of the Unit

Application	This unit may be applied in a range of community services work contexts, working with people who are homeless

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop knowledge of causes and impacts of homelessness	1.1 Demonstrate consideration of the changing social, political and economic *context* in which homelessness occurs
	1.2 Demonstrate understanding of the historical context of homelessness, supported housing, transitional housing and crisis housing
	1.3 Demonstrate understanding of the structural causes which allow and maintain homelessness
	1.4 Apply knowledge of the current issues which impact on homelessness
	1.5 Identify additional barriers in accessing safe, secure housing for *people in specific circumstances* experiencing homelessness or risk of becoming homeless
	1.6 Demonstrate understanding of the complexity surrounding family violence
	1.7 Collect and use the views of key *stakeholders and representatives* from relevant target groups when collecting information about homelessness

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate commitment to the central philosophies and legal requirements of working with people who are experiencing homelessness or risk of becoming homeless	2.1 Demonstrate consideration and understanding of the *underpinning values and philosophies* of working with people who are experiencing homelessness or risk of becoming homeless 2.2 Work within relevant service standards and guidelines 2.3 Demonstrate understanding of the legal requirements when dealing with young people who are experiencing homelessness or risk of becoming homeless 2.4 Demonstrate understanding of the legal requirements when dealing with people who are experiencing family violence 2.5 Demonstrate understanding of duty of care requirements and the law of negligence in delivering services to those experiencing homelessness or risk of becoming homeless 2.6 Demonstrate a *commitment to access and equity principles* in all work 2.7 Where appropriate, ensure opportunities are provided for client participation in service planning and support activities 2.8 Identify personal values and attitudes regarding homelessness and take these into account when planning and implementing work activities

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ELEMENT	PERFORMANCE CRITERIA
3. Develop a professional rapport with people who are *experiencing homelessness or risk of becoming homeless*	3.1 Conduct interpersonal communication in a manner that enhances a client-centred approach consistent with organisation standards 3.2 Communicate with clients respectfully and in a manner that builds trust 3.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 3.4 Recognise how one's own ethnicity, religion, class and gender will affect interactions with clients 3.5 Recognise the communication needs of clients who are experiencing homelessness or risk of becoming homeless 3.6 Define boundaries and use communication skills that will establish a trusting and respectful relationship 3.7 Take appropriate measures to resolve conflict and interpersonal differences
4. Address issues associated with people who are experiencing homelessness or risk of becoming homeless	4.1 Evaluate personal safety of those experiencing homelessness or risk of becoming homeless 4.2 Make appropriate referrals to ensure client's safety requirements are met 4.3 Recognise trauma and refer to appropriate personnel or services 4.4 Evaluate issues impacting on the person's homeless situation and modify approach appropriately 4.5 Support clients to deal with a range of complex issues 4.6 Work with client to identify potential solutions to complex issues raised including referral to appropriate services and personnel 4.7 Support clients to deal with discrimination 4.8 Advocate as required to facilitate addressing of issues on behalf of people who are experiencing homelessness or risk of becoming homeless

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ELEMENT	PERFORMANCE CRITERIA
5. Support people who are experiencing homelessness or risk of becoming homeless	5.1 Advocate and negotiate in conjunction with clients where appropriate 5.2 Support clients to advocate and/or negotiate on their own behalf 5.3 Effectively negotiate and create access pathways with support services and the full range of social and private housing providers 5.4 Use a range of advocacy techniques to support people from differing cultural backgrounds, in addition to gender sensitive and age appropriate practice

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own work role within the context of delivering services to homeless people
- Organisation's role within the context of the sector
- Principles of community delivered service provision
- Primary, secondary and tertiary definitions of homelessness
- Holistic and client-centred service
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Policy, regulatory, legislative and legal requirements include:
  - community service standards and guidelines
  - relevant guidelines and requirements
  - residential tenancy legislation or equivalent
  - legislation underpinning the principles of privacy, equal opportunity, individual rights, and freedom of information
  - Human Rights Charter or equivalent

and may include:

  - housing legislation, as appropriate
  - National Community Housing Standards
  - waiting list guidelines
  - Disability Services Act and standards
  - child protection
  - national housing policy
  - Cooperatives Act or other equivalent governing legislation
  - relevant state based legislation
- Historical and structural causes of homelessness

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REQUIRED SKILLS AND KNOWLEDGE

- Gender context of homelessness
- Political and economic context of homelessness
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care

continued ...

Essential knowledge (*contd*):

- Legal system:
  - courts
  - police powers
  - court reports
  - relevant state residential tenancy tribunals
- Range of issues impacting on people who are experiencing homelessness or risk of becoming homeless
- Understanding of the case management framework
- Understanding of the pathways of the homelessness service system including crisis, transitional, community housing, public housing, housing associations, cooperatives

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the case management framework
- Work within relevant legislation
- Demonstrate a range of communication styles to engage a broad cross section of those experiencing homelessness for example young people, those with cultural differences, women and children experiencing family violence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Conduct interpersonal communication with clients and other stakeholders
- Prepare reports so that the information and organisation of information is appropriate to its purposes and audience
- Work individually or as part of a team
- Demonstrate the application of skills in:

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REQUIRED SKILLS AND KNOWLEDGE

- problem solving
- effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
- create access pathways for transient, marginalised clients
- recognising indicators of family violence, mental health issues, substance abuse and child protection issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • This unit is recommended to be assessed in conjunction with all other specialisation units selected as part of a qualification or skill set

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants
- Changing social context of work e.g. client-centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
- Political context e.g. government policies and initiatives affecting social housing work
- Economic context e.g. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs
- International/United Nations conventions, such as Human Rights and Convention on the Rights of the Child - CROC
- State based Human Rights Charters

People in specific circumstances include:

- Young people
- Indigenous people
- Gay, lesbian, bisexual, transgender and inter-gender people

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RANGE STATEMENT

Different models of work in the sector may include:	• Community development and education • Case management • Social housing provision • Housing information and referral • Outreach work
Stakeholders and representatives may include:	• Clients/service users/members/tenants • Local community • Community organisations • Government representatives and service providers • Peak bodies and networks in the sector • Management, colleagues, team members
The underpinning values and philosophies may include:	• A social justice perspective • Community development approach • Housing as a right not a privilege • A holistic and client-centred approach • Commitment to meeting the needs and upholding the rights of clients • Commitment to empowering the client
A commitment to access and equity principles includes:	• Creation of a client oriented culture • A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, gender, religious, economic, social

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RANGE STATEMENT

Experience of homelessness may impact:	• Those who are homeless • Those at risk of becoming homeless • Young people • Older people • Families • Gay, lesbian, bisexual, transgender, inter-gender • Those exiting institutions - prisons, hospital • Those with mental health issues • Those with alcohol and/or other drug issues • Those who are experiencing financial hardship

Unit Sector(s)

Not Applicable

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BSBATSIC511A Plan and conduct a community meeting

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and conduct community meetings that the board initiates or facilitates. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

Application of the unit	This unit applies to individuals who need to communicate with community members in their role of monitoring and guiding the activities of the organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Negotiate the basis of a meeting and plan the event	1.1. Undertake consultation on the purpose, location, date and time of the proposed meeting with ***appropriate people*** 1.2. Develop a broad agenda and list of ***invited guests*** in consultation with appropriate people 1.3. ***Communicate*** details of the meeting to the community, invited guests and other key people and groups 1.4. Plan transport and other arrangements to maximise attendance 1.5. Address the requirements of people with ***special needs*** to ensure equity and access
2. Conduct the meeting	2.1. Follow community procedures for choosing a chairperson for the meeting 2.2. Follow the agenda and relevant meeting ***protocols*** 2.3. Acknowledge all points of view through appropriate ***meeting processes*** of discussion and documentation 2.4. Encourage full participation 2.5. Seek consensus in decision making 2.6. Manage ***difficult situations*** appropriately
3. Record decisions	3.1. Clearly outline meeting decisions being voted on to those present 3.2. Clarify recommended actions resulting from decisions with participants 3.3. Identify people and organisations responsible for actions 3.4. Record decisions and recommended actions
4. Communicate outcomes	4.1. Share meeting outcomes with board, members and relevant others 4.2. Encourage participants to use their networks to communicate information provided and decisions made at the meeting 4.3. Follow up people and organisations identified as responsible for actions to ensure they understand what is required 4.4. Report outcomes to participating Elders, community members and organisations through established channels

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- leadership and networking skills to encourage participation and ensure meeting effectiveness
- negotiation and conflict-management skills to handle differences of opinion
- planning skills to increase participation and ensure protocols are followed
- facilitation and public-speaking skills to manage the meeting, present ideas and communicate effectively with the audience

Required knowledge

- community consultation methods
- concept of community control of organisations and how it may impact on the conduct of community meetings
- consensus decision-making principles
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on the conduct of community meetings
- decision-making strategies
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the conduct of community meetings
- organisationalpolicies and procedures relevant to community meetings
- provisions of federal, state or territory legislation and funding body requirements that influence decisionmaking
- relevant community bodies that might be included in community meetings
- relevant protocols and cultural responsibilities in relation to conducting community meetings

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • plan a community meeting to ensure participation of appropriate people • conduct a community meeting that provides participants with an opportunity to share views • put in place processes to inform appropriate people about what occurred at the meeting and the outcomes of proposed action.
Context of and specific resources for assessment	Assessment must ensure: • participation in an actual or simulated community meeting • access to examples of issues raised at community meetings • meeting participants • knowledge and performance are assessed over time to confirm consistency in performance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in a community meeting or simulated community meeting • direct questioning combined with reflection of practical performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations and group discussions • oral or written questioning to assess knowledge • observation of performance in role plays • analysis of feedback from other board members, staff, community or other stakeholders regarding performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is

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EVIDENCE GUIDE	
	recommended, for example: • BSBATSIL512A Be a leader in the community.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate people may include:	• Elders • managers • members • staff • traditional owners.
Invited guests may include:	• Elders • government representatives • land councils • members • representatives of local businesses • representatives of other Aboriginal and Torres Strait Islander organisations or communities • staff • traditional owners.
Communication may include:	• email • facsimile • notices • networks • posters • telephone • word of mouth.
Special needs may relate to:	• arrangements for people with disabilities • child care • cultural brokers • interpreters • transport.
Protocols may include:	• agenda formats • introductions, welcomes and acknowledgements • land, gender and clan issues • meeting procedures • minute taking

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RANGE STATEMENT	
	• order of speakers.
Meeting processes may include:	• decision-making processes • forms of discussion • gender groups • language.
Difficult situations may include:	• conflict • impasse in decision making • organisational problems.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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SISCCRO304A Plan and conduct disability recreation programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct recreation programs for people with a disability including both frail and moderately active participants. It focuses on the needs of participants with a disability and the resources required to safely conduct and supervise a recreation program for participants with a disability.

Application of the Unit

This unit applies to those working as recreation officers in a community recreation environment with responsibility for facilitating programs for clients with a disability. Work would be undertaken in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify participant needs and expectations.	1.1. Identify ***participants' needs and aims*** according to ***organisational policies and procedures***. 1.2. Conduct relevant ***assessments*** to determine ***variations in status of participants*** in consultation with relevant support personnel and according to organisational policies and procedures as required. 1.3. Identify any special requirements according to participants' needs. 1.4. Advise participants of any reason why they should not participate in a given program. 1.5. Identify barriers to participation by people with a ***disability***.
2. Plan a disability recreation program.	2.1. Identify ***equipment and resources*** appropriate for the program. 2.2. Design and document a ***program plan*** to meet the identified needs and abilities of participants, according to ***relevant legislation*** and organisational policies and procedures. 2.3. Seek agreement on the program plan from staff, participants and organisations where relevant. 2.4. Determine the range of ***activities*** for the program according to participant needs and capabilities. 2.5. Identify and access resources required for the program in advance. 2.6. Identify support requirements for people with a disability according to relevant legislation and organisational policies and procedures.
3. Prepare for the program.	3.1. Communicate instructions and relevant information about the program using appropriate ***communication strategies***. 3.2. Encourage participants to seek clarification of information as required. 3.3. Remove required equipment from store and check for ***damage or deterioration*** and report, where appropriate, to the responsible person. 3.4. Issue suitable equipment and aids and provide assistance with

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ELEMENT	PERFORMANCE CRITERIA
	fitting where necessary.
	3.5. Set up equipment according to approved procedures and instructions.
	3.6. Modify or condition equipment for use by different participant groups according to workplace policies and procedures.
4. Conduct the program.	4.1. Encourage participants to warm up and cool down.
	4.2. Monitor technique and correct use of equipment, where relevant, and provide appropriate feedback to participants.
	4.3. Provide assistance with use of aids, including modification, as appropriate.
	4.4. Seek feedback from participants regarding their progress during the program and modify as required.
	4.5. Employ appropriate techniques to motivate clients to maintain a reasonable participation rate.
	4.6. Identify ***risks*** to participant safety and take action to minimise these according to relevant legislation and organisational policies and procedures.
	4.7. Modify the program, where necessary, based on an assessment of the conditions, status of persons with a disability, facilities and equipment.
5. Conclude the program.	5.1. Conclude the program at a pace appropriate to the participant, their level of involvement and the duration of the program.
	5.2. Inform participants of follow-up programs and recreational opportunities.
	5.3. Collect and check issued equipment for damage and wear according to organisational policies and procedures.
6. Evaluate the program.	6.1. Seek and acknowledge feedback from participants and identify further needs.
	6.2. Evaluate all relevant components of the program and record outcomes.
	6.3. Identify potential areas for improvement in future programs.
	6.4. Review own performance and identify potential improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants and personnel about recreation activities that will meet participant needs
  - convey information and instructions to participants about the programs and safe use of equipment
  - seek feedback on the program
  - report missing or damaged equipment
- problem-solving skills to:
  - plan programs according to participants' needs, abilities and risk factors
  - select a range of activities and exercises and modify programs and equipment as required
- planning and organisational skills to source, allocate and coordinate resources and equipment for planned recreation program
- teamwork skills to liaise with support personnel and other appropriate staff and organisations to plan and conduct programs
- language and literacy skills to produce and document program plans and complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own performance in facilitating personal development for participants with a disability
- activity-specific skills to conduct disability recreation programs safely and effectively

Required knowledge

The following knowledge must be assessed as part of this unit:

- legislation and organisational policies and procedures relevant to:
  - designing a safe and non-discriminatory recreation program for people with a disability
  - identifying support requirements and specific needs of people with a disability
  - recording and maintaining records for equipment use and maintenance
- principles of community development regarding inclusive client-centred practices
- impact of disability on participation in recreation activities and the variation in abilities of people with a disability
- appropriate selection of activities for the program
- risk analysis processes for assessing the potential impact of planned recreation program on participant safety
- activity-specific knowledge to match activities with client needs and capabilities, including exercises suitable for people with a disability, such as stretching and mobility exercises

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- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- modified equipment and aids for participants with a disability and equipment testing and checking techniques to enable safe use of all equipment
- social, political, cultural and historical issues that affect or are relevant to people with a disability
- individual structural and functional variations to the human body and barriers to participation for people with a disability
- screening processes for entry into programs or activities and general contraindications to participation
- evaluation processes to enable improvements to be made to the program

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • encourages participation and interaction of people with a disability using appropriate communication strategies that enhance emotional wellbeing • plans recreation programs that determine the range of activities or exercises for people with a disability and coordinates and allocates program resources to optimise their use by participants • applies contingency management techniques to deal with problems and issues that may arise during program implementation • delivers recreation programs safely and in a manner that reflects the needs and capabilities of participants with a disability • monitors the progress of participants and provides feedback to enhance client motivation and self-esteem.
Context of and specific resources for assessment	Assessment must ensure the candidate delivers multiple recreation programs of a sufficient duration to demonstrate techniques that balance individual and group needs and consistency of performance. Assessment must also ensure access to: • people with a range of disabilities to participate in the program • an environment or facility appropriate to the specific program content • equipment, resources and support staff required for the delivery of the program • key people and organisations that support people with a disability • relevant legislation and organisational policies and procedures in relation to inclusion processes.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of candidate preparing for and resourcing

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a disability recreation program, including developing program plans

- observation of candidate interacting with a range of participants with disabilities, conveying information for safe participation in programs, and delivering and evaluating programs
- observation of candidate dealing with contingencies such as the changing availability of equipment or venues
- oral or written questioning to assess candidate's knowledge of techniques and activity skills in relation to program aims and community development principles
- portfolio containing evidence of candidate's program plans and modifications
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCCRD303A Facilitate inclusion for people with a disability.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and aims may include:

- physical
- emotional
- motivational
- psychological.

Organisational policies and procedures may include:

- occupational health and safety
- risk minimisation
- privacy
- roles and responsibilities
- staff behaviour
- time constraints and scheduling requirements
- budget allocation
- use and maintenance of equipment.

Assessments may include:

- interviews with participants and carers
- medical history
- physical ability tests.

Variations in status of participants may include:

- impact of medication
- chronological age
- physiological age
- medical conditions.

Disability may include:

- physical
- sensory
- intellectual
- psychiatric.

Equipment and resources may include:

- staff
- equipment and aids
- venues and facilities
- music.

Program plan may include:

- objectives
- date and time
- resources
- sessions, stages or structure
- movement of people and equipment into and out of venue
- timelines

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	• pre-program information.
Relevant legislation may include:	• occupational health and safety • equal opportunity • privacy.
Activities may include:	• stretching and mobility • strengthening or conditioning • confidence building • back care • balance • chair based • floor work.
Communication strategies may include:	• verbal • modelling or demonstration • hand or arm signals • braille • audio tape.
Damage or deterioration may include:	• damage to fabric • missing parts.
Risks may include:	• level of challenge and difficulty • behaviour of other participants.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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SISCCRO303A Plan and conduct recreation programs for older persons

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct recreation programs for older persons including frail and moderately active participants. It focuses on the application of planning skills to develop a program that takes into account the needs of older participants and the resources required to safely conduct and supervise a recreation program for older participants.

Application of the Unit

This unit applies to those working as recreation officers in a community recreation environment with responsibility for conducting programs for older clients. Work would be undertaken in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify participant needs and expectations.	1.1. Identify ***participants' needs and aims*** according to ***organisational policies and procedures***. 1.2. Conduct relevant ***assessments*** to determine ***variations in status of participants*** in consultation with relevant support personnel according to organisational policies and procedures. 1.3. Identify any special requirements according to participants' needs. 1.4. Advise participants of any reasons for not participating in a given program. 1.5. Identify barriers to participation for older persons.
2. Plan a recreation program for older persons.	2.1. Identify ***equipment and resources*** appropriate to the program. 2.2. Design and document a ***program plan*** to meet the identified needs and abilities of participants according to ***relevant legislation*** and organisational policies and procedures. 2.3. Seek agreement on the program plan from staff, participants and organisations where relevant. 2.4. Assess the likely demands of the program on the participants in consultation with appropriate personnel. 2.5. Determine the range of ***activities*** to be included in the program according to participant needs and capabilities. 2.6. Identify support requirements for older persons according to relevant legislation and organisational policies and procedures.
3. Prepare for the program.	3.1. Communicate instructions and relevant information about the program and encourage participants to seek clarification as required. 3.2. Access required equipment from store and check for

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ELEMENT	PERFORMANCE CRITERIA
	damage or deterioration and report where appropriate to the responsible person according to organisational policies and procedures.
	3.3. Issue suitable equipment and aids and provide assistance with fitting where necessary.
	3.4. Set up equipment according to organisational policies and procedures.
	3.5. Modify or condition equipment for use by different participant groups according to workplace policies and procedures.
4. Conduct the program.	4.1. Encourage participants to warm up and cool down through safe and appropriate exercises.
	4.2. Monitor technique and correct use of equipment, where relevant, and provide appropriate feedback to participants.
	4.3. Provide assistance with use of aids, including modification, as appropriate.
	4.4. Seek feedback from participants regarding their progress during the program and modify as required.
	4.5. Use techniques that motivate clients to maintain an appropriate participation rate.
	4.6. Identify ***risks*** to participant safety and take action to minimise these, according to relevant legislation and organisational policies and procedures.
	4.7. Modify the program, where necessary, based on an assessment of the conditions, status of older persons, facilities and equipment.
5. Conclude the program.	5.1. Conclude the program at a pace appropriate to the participants, their level of involvement and the duration of the program.
	5.2. Inform participants of follow-up programs and recreational opportunities.
	5.3. Collect and check issued equipment for damage and wear according to organisational policies and procedures.
6. Evaluate the program.	6.1. Seek and acknowledge feedback from participants and identify further needs.
	6.2. Evaluate all components of the program and record outcomes.
	6.3. Identify potential areas for improvement in future programs.
	6.4. Review own performance and identify potential

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ELEMENT	PERFORMANCE CRITERIA
	improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants and personnel about recreation activities to meet participant needs
  - convey information and instructions to participants about the program and safe use of the equipment
  - seek feedback on the program
  - report missing or damaged equipment according to organisational requirements
- problem-solving skills to:
  - plan programs according to participants' needs, abilities and risk factors
  - select a range of activities and exercises and modify programs and equipment as required
- planning and organisational skills to source, allocate and coordinate the resources and equipment needed for the recreation program
- teamwork skills to liaise with support personnel and other appropriate staff and organisations to plan and conduct the program
- language and literacy skills to produce and document a program plan and complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own work performance in facilitating personal development of older participants
- activity-specific skills to safely conduct recreation programs for older participants.

Required knowledge

- legislation and organisational policies and procedures relevant to:
  - designing a program for older participants that enables safe and non-discriminatory conduct
  - identifying support requirements and specific needs of older persons, such as use of modified equipment, aids and venues
  - producing and maintaining records for equipment use and maintenance
- principles of community development to enable inclusive client-centred practices
- stages and impact of ageing on participation in recreation activities and the variations in older people's abilities, to enable appropriate selection of activities for the program
- risk analysis processes for assessing the potential impact of a planned recreation program on participant safety
- activity-specific knowledge to match activities with client needs and capabilities, including suitable exercises for older persons such as stretching and mobility exercises
- factors affecting group dynamics and conflict resolution strategies
- modified equipment and aids for older participants and equipment testing and

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checking techniques

- social, political, cultural and historical issues that affect or are relevant to older persons
- screening processes of older persons for entry into programs or activities and general contraindications for participation evaluation processes to enable improvements to be made to the program.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • encourages participation and interaction of older persons using appropriate communication strategies that enhance emotional wellbeing • plans recreation programs that determine the range of activities or exercises for older persons and coordinates and allocates program resources to optimise their use by participants • applies contingency management techniques to deal with problems and issues that may arise during program implementation • delivers recreation programs safely and in a manner that reflects the needs and capabilities of older participants • monitors the progress of participants and provides feedback to enhance participant motivation and self-esteem.
Context of and specific resources for assessment	Assessment must ensure the delivery of multiple recreation programs of a sufficient duration to demonstrate techniques that balance individual and group needs and consistency of performance. Assessment must also ensure access to: • older persons to participate in program • an environment or facility appropriate to the specific program content • equipment, resources and support staff required for the delivery of the program • access to key people and organisations that support older people • relevant legislation and organisational policies and procedures in relation to inclusion processes.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of candidate preparing for and resourcing recreation programs for older persons including

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developing program plans

- observation of candidate interacting with a range of older participants, conveying information for safe participation in programs and delivering and evaluating programs
- oral or written questioning to assess candidate's knowledge of the ageing process in relation to program design and delivery
- portfolio containing evidence of candidate's program plans and modifications
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCCRD301A Facilitate community development through recreational activities.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and aims may include:

- physical
- emotional
- motivational
- psychological.

Organisational policies and procedures may include:

- occupational health and safety
- privacy
- roles and responsibilities
- staff behaviour
- risk minimisation
- time constraints and scheduling requirements
- budget allocation
- use and maintenance of equipment.

Assessments may include:

- interviews with participants and carers
- medical history
- physical ability tests.

Variations in status of participants may include:

- impact of medication
- chronological age
- physiological age
- medical conditions.

Equipment and resources may include:

- staff
- equipment and aids
- venues and facilities
- music.

Program plan may include:

- objectives
- date and time
- resources
- sessions
- movement of people and equipment into and out of venue
- timelines
- pre-program information.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- privacy.

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Activities may include:	• stretching and mobility • strengthening or conditioning • confidence building • posture • balance • chair based • floor work.
Damage or deterioration may include:	• damage to fabric • missing parts.
Risks may include:	• level of challenge and difficulty • behaviour of other participants • equipment failure.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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SISCCRO301A Assist with recreation games not requiring equipment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the planning and conduct of recreation games not requiring equipment, in a community recreation setting.

Application of the Unit

This unit applies to those who work as assistants with limited responsibility in a range of roles and settings across the sport and recreation sector. This may include those working as assistants in after school or holiday care programs in a range of locations and settings.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Assist in planning recreation games.	1.1. Confirm ***participant group*** and ***characteristics*** with ***appropriate personnel***. 1.2. Offer ***suggestions*** which are appropriate for the participants and support the ***aims of the recreation games*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify and select ***recreation games*** in consultation with appropriate personnel to encourage maximum participation and enjoyment of participants. 1.4. Clarify ***game requirements*** in consultation with appropriate personnel. 1.5. Plan recreation games appropriate to the abilities and needs of participants according to organisational policies and procedures. 1.6. Check and confirm suggested recreation games with a responsible person according to organisational policies and procedures.
2. Assist with the conduct of recreation games.	2.1. Communicate ***information*** required to safely participate in the session according to organisational policies and procedures. 2.2. Carry out ***allocated tasks*** promptly, efficiently and as directed. 2.3. Respond to participant queries according to own level of responsibility. 2.4. Monitor participants' performance in consultation with a responsible person. 2.5. Report ***problems*** in participant behaviour to responsible person as required. 2.6. Seek participant feedback and identify further needs.
3. Assist in the evaluation of the recreation games.	3.1. Provide personal feedback on the outcomes of the recreation games to appropriate staff. 3.2. Convey participant feedback on the recreation games

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ELEMENT	PERFORMANCE CRITERIA
	to appropriate staff.
	3.3. Review own work performance and identify potential improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - offer suggestions during planning for the recreation games
  - confirm arrangements with responsible staff
  - interact with participants and colleagues to clarify client requirements
  - convey information about the session
  - seek and convey feedback from participants
- problem-solving skills to:
  - select and plan recreational games to suit participants' interests and abilities
  - identify and report problems related to activities
  - implement contingencies for situations arising beyond area or responsibility
- planning and organisational skills to confirm arrangements with the responsible person
- self-management skills to:
  - recognise and act within boundaries of role and responsibilities
  - review and evaluate session outcomes in relation to personal performance
- teamwork skills to liaise with appropriate staff to carry out allocated tasks
- literacy and numeracy skills to interpret and seek clarification on recreational games requirements such as rules and regulations.

Required knowledge

- legislation and organisational policies and procedures that:
  - enable the safe and non-discriminatory conduct of recreation games
  - ensure compliance with roles and responsibilities of staff working in an assisting role
- potential hazards associated with the games to ensure safe conduct of the session
- techniques and skills appropriate to different recreation games to ensure participant needs are met according to their abilities
- techniques to motivate participants to interact and participate in recreation games
- information sources to access information about the requirements of recreation games.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies, confirms and carries out assigned duties according to own level of responsibility and refers tasks outside own level to appropriate personnel • carries out allocated tasks responsibly and in a non-discriminatory manner according to instructions of responsible person and reports any difficulties to the appropriate personnel • clarifies and conveys information about essential aspects of the games to assist and encourage participants to fully participate in the recreation games • contributes to the evaluation of the recreation games and suggests how they could be improved and reflects on own work performance.
Context of and specific resources for assessment	Assessment must ensure participation in the planning and conduct of multiple recreation games or sessions to enable the candidate to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sport and recreation environments, venues or facilities that reflect local requirements • participants with varying needs • responsible staff or appropriate personnel • information about recreation games • legislation and organisational policies and procedures in relation to the conduct of recreation games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate interacting with a range of participants, including conveying information for safe participation in recreation games and assisting in delivery, supervision and evaluation of games according to own level of responsibility • observation of candidate dealing with contingencies

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such as situations arising beyond area or responsibility

- oral or written questioning to assess knowledge of techniques and skills appropriate to different recreation games
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI303A Plan and conduct sport and recreation sessions.

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Range Statement

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Participant group may include:

- experienced
- inexperienced
- adults
- children.

Characteristics may include:

- needs and interests
- numbers
- age and gender
- previous experience
- special requirements.

Appropriate personnel may include:

- coordinator
- supervisor
- manager.

Suggestions may include:

- type of games
- content of games
- methods of working with participants
- timing and sequencing of games.

Aims of the recreation games may include:

- participation
- confidence
- motivation
- self-improvement
- fitness
- lifestyle adjustment.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- privacy
- working with children.

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- roles and responsibilities
- duty of care
- reporting channels.

Recreation games may include:

- competitive
- non-competitive
- traditional

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	• cultural activities • individual or group.
Game requirements may include:	• safety • rules and regulations • resources • scheduling.
Information may include:	• game requirements • expected behaviour • clothing and footwear • hydration • instructions • potential hazards.
Allocated tasks may include:	• providing access to facilities or recreation areas • providing advance information to participants • organising refreshments.
Problems may include:	• aggressive or unacceptable behaviour • inappropriateness of game type or duration • participant injury.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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HLTAP501C Analyse health information

Modification History

Version 4	Version 5	Comments
HLTAP501B Analyse health information	HLTAP501C - Analyse health information	Unit updated in V5. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the application of in-depth level of knowledge of anatomy and physiology required to analyse available health information in relation to specific services to be provided

Application of the Unit

Application

The application of knowledge and skills described in this competency unit relate to functioning independently to plan and provide services

Some disciplines will require a state/territory regulatory determination regarding delegation and supervision

This unit ensures individuals can apply in-depth knowledge of human anatomy and physiology in the delivery of specific services

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTAP401B Confirm physical health status

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse health information	1.1 Analyse client health information in relation to planning services and in line with organisation requirements
	1.2 Recognise normal readings on the findings of available tests, observations and physical assessments that assist in determining health status
	1.3 Use detailed knowledge to identify common pathophysiologies (or changing pathologies) through observation and analysis of associated available information
	1.4 Identify the likely impact of specific interventions

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ELEMENT	PERFORMANCE CRITERIA
2. Plan action(s) to address identified health status	2.1 Apply detailed *understanding of anatomy, physiology and pathophysiology* of disease to take a problem solving approach to plan services to reflect identified health status and address needs. 2.2 Consider and note implications of any contra-indications in relation to health assessment findings. 2.3 Document action plan in accordance with organisation policies and procedures.
3. Implement services	3.1 Make informed decisions to implement the action plan based on in-depth knowledge of anatomy and physiology in relation to specific services provided. 3.2 Provide services in accordance with the action plan, organisation policies and procedures and work health and safety (WHS) requirements. 3.3 Maintain current, complete, accurate and relevant records for each client contact. 3.4 Monitor impact of services in line with job role and organisation policies and procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- In-depth understanding of the structure, physiology and normal functioning of all body systems
- Understanding of the structure and function of cells, including:
  - cell/tissue requirements for survival
  - basic understanding of cellular respiration
- Transport systems:
  - active (primary) and passive (diffusion - simple, facilitated)
  - osmosis
  - forces (hydrostatic and osmotic)
- Recognition of the signs and symptoms of common clinical conditions and the (provisional) diagnosis of same
- Understanding of pharmacological processes and drug actions, indications and contraindications (appropriate to this level)
- understanding of the impact of:
  - trauma (penetrating, blunt)
  - common environmental emergencies (diving, altitude, temperature etc)
  - overdose and poisoning
  - surgical insult
- Basic chemistry (molecules and compounds; chemical reaction, energy; acids and bases) and as related to metabolism, respiration, pH.
- Pathophysiology of diseases associated with each body system and the impact of disease on each body system and their related structures., especially in relation to potential impact of specific health procedures provided.
- Effects of biological maturation and aging processes on body systems and their components and in relation to specific health procedures provided.
- Defence system and immunity processes in relation to the whole body and the individual

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REQUIRED SKILLS AND KNOWLEDGE

body systems and in relation to specific health procedures provided.

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Describe in detail and articulate using appropriate and accurate terminology, the major components of each body system, their location, inter-relationships and associated pathophysiology, especially in relation to specific health care services
- Explain processes and structures of human anatomy and physiology in relation to potential health issues associated with provision of specific health care services
- Explain the structure and functioning of the body systems, relationships between these systems and the potential impact of specific health care services to be provided
- Identify variations from normal functioning and potential interactions between body systems and other internal and external factors
- Plan and deliver health care services appropriate to client's health status in line with principles and concepts underpinning specific approaches, philosophies and regimes of health care
- Refer to an appropriate practitioner for advice, guidance or confirmation in relation to health issues outside normal practice or own experience

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- Candidates must demonstrate their ability to apply Essential Knowledge identified for this competency unit before undertaking independent workplace application
- This competency unit should be assessed in conjunction with relevant competency unit(s) in delivery of specific services (e.g. complementary therapies, nursing or dental care)
- Evidence must demonstrate the individual's ability to apply their knowledge within the requirements of an identified aspect of delivering health care or health care support services to a specific age group
- Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Where, for reasons of safety, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
  - relevant organisation policies and procedures
  - anatomical models, charts and/or diagrams as required to support explanations
  - relevant equipment
  - workplace and simulated work environment

Method of assessment may include:

- Observation in the work place with questioning to address appropriate application of knowledge
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning - verbal and written
- Role-play / simulation

Related units:

- This unit should be assessed in conjunction with competency unit(s) related to planning/delivery of specific health care services (e.g. complementary therapies, nursing or dental care)

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Understanding of anatomy, physiology and pathophysiology includes knowledge of the major body systems::

- Cardiovascular system
- Respiratory system
- Musculo-skeletal system
- Endocrine system
- Nervous system
- Digestive system
- Urinary system
- Reproductive system
- Integumentary system
- Lymphatic system
- The special senses - smell, taste, vision, equilibrium and hearing
- Immune system

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RANGE STATEMENT

Common problems to be identified may include, but are not limited to:

- Common respiratory problems, such as:
  - asthma
  - upper respiratory tract infection
- Genitourinary conditions, such as:
  - incontinence
  - dysuria
  - prostatic cancer
- Gastro-intestinal and abdominal conditions, such as:
  - gallstones
  - gastroenteritis
  - diverticulitis
  - appendicitis
- Ear health conditions, such as:
  - otitis media
  - impairment
- Skin condition, infections and wounds, such as:
  - impetigo
  - dermatitis
  - pressure sores
- Dental problems, such as:
  - gingivitis
  - halitosis
  - abscesses
- Eye problems, such as:
  - myopia
  - impairment
  - cataracts
- Cardio vascular problems , such as
  - congestive cardiac failure
  - thrombosis
- Nervous problems, such as:
  - cerebrovascular accident
  - dementia

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RANGE STATEMENT

Factors with potential to impact health may include but are not limited to:

- External factors, such as:
  - diet and nutritional factors
  - use of alcohol, tobacco and other substances
  - environmental factors impacting health
  - level and type of physical activity
  - surgical insult and anaesthesia
- Internal factors, such as:
  - inter-relationship between body systems
  - emotional responses
  - patterns of thinking
  - disease process
  - pathogens

A health history may include:

- History of any presenting problem (character, severity and duration of symptoms)
- Client concerns and beliefs regarding their problems
- Past health history, including use of alcohol, tobacco and other substances
- Previous surgery
- Medications being taken
- Allergies
- Family circumstances, including identifying environmental health factors that may contribute to client's health issues
- Basic dietary information, including diet history to determine nutrition and fluid intake

Factors responsible for abnormal readings may include:

- Differences in temperature measurements due to a range of internal and external body factors
- Effect of exertion and anxiety on pulse rate and blood pressure
- Faulty equipment or improper use of equipment
- Failure to correctly calibrate equipment
- Impact of environmental factors on equipment
- Surgical insult and anaesthesia

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RANGE STATEMENT

Information provided to client may include:	• Information about potential impact of a range of internal and external factors on health • Information on likely causes and management of uncomplicated health conditions. • Information on strategies to maintain good health and manage chronic health problems • Information on specific health issues and available health care services/treatments

Unit Sector(s)

Not Applicable

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HLTCSD306D Respond effectively to behaviours of concern

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTCSD306C Respond effectively to behaviours of concern	HLTCSD306D Respond effectively to behaviours of concern	Unit updated in V5 - Changed ‘challenging behaviour’ to ‘behaviours of concern’

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to respond effectively to behaviours of concern in clients and others

These skills are associated with handling difficult incidents rather than managing ongoing behaviours

Application of the Unit

Application

The unit will be suitable for work roles such as Security Officers, Care Assistance Workers and others exposed to behaviours of concern

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan response	1.1 Identify appropriate response to potential instances of *behaviours of concern* in line with work role and organisation policies and procedures
	1.2 Ensure *planned responses* to behaviours of concern maximise the availability of other appropriate staff and resources
	1.3 Give priority to safety of self and others in responding to behaviours of concern
2. Apply response	2.1 Ensure response to instances of behaviours of concern reflect organisation policies and procedures
	2.2 Seek assistance as required
	2.3 Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with *organisation policy and procedure*
	2.4 Use communication effectively to achieve the desired outcomes in responding to difficult or challenging behaviour
	2.5 *Select* appropriate *strategies* to suit particular instances of difficult or challenging behaviour

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ELEMENT	PERFORMANCE CRITERIA
3. Report and review incidents	3.1 Report incidents according to organisation policies and procedures
	3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility
	3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities
	3.4 Seek advice and assistance from legitimate sources as and when appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client issues needing to be referred to an appropriate health professional
- OHS issues relating to difficult and challenging behaviour
- Organisation's reporting processes

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Effectively use techniques for monitoring own service area including client satisfaction
- Foresee and respond quickly and effectively to contingencies
- Identify when assistance is required
- Interpret and follow the instructions and guidance of health professionals involved with the care of client
- Maintain duty of care
- Maintain personal safety and the safety of others
- Monitor and/or maintain security equipment
- Remain alert to potential incidents of difficult or challenging behaviour
- Remain calm and positive in adversity
- Speak in a firm, diplomatic and culturally appropriate manner
- Think and respond quickly and strategically
- Use literacy skills in reading, writing and oral communication to fulfil job role in a safe manner and as specified by the organisation, including:
    - understand symbols used in OHS signs

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REQUIRED SKILLS AND KNOWLEDGE

- read workplace safety pamphlets or procedure manuals and labels
- use appropriate verbal and non verbal communication styles
- ask questions
- provide clear information
- listen to and understand workplace instructions and clarify when necessary
- apply literacy skills as required in English or a community language.

- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use problem solving skills to:
  - effectively utilise available resources
  - prioritise workload
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace (simulating difficult or challenging behaviour) or in a simulated workplace and under the normal range of work conditions • This unit can be assessed independently, but holistic assessment practice is encouraged with other related units of competency • Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviours, as may be expected in the workplace • A diversity of assessment tasks is also essential for holistic assessment

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Planned responses may be based on:

- Established organisation procedures
- Knowledge of individual persons and underlying causes
- Own ability and experience

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RANGE STATEMENT

Difficult or challenging behaviours may include:	• Aggression • Confusion or other cognitive impairment • Intoxication • Intrusive behaviour • Manipulation • Noisiness • Self-destructive • Verbal offensiveness • Wandering
Strategies for dealing with challenging behaviours may include:	• Diversional activities • Following established emergency response procedures • Referring to appropriate personnel eg supervisor, security officer
Selection of strategies for dealing with challenging behaviours may be based on:	• Established procedures and guidelines • Potential effect on different parties, clients, staff and others • The nature of the incident
Organisation policies and procedures may include:	• Debriefing of staff involved in incident • Incident reporting and documentation • Operational guidelines for handling incidents and/or cases involving difficult and challenging behaviour

Unit Sector(s)

Not Applicable

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CHCICS402A Facilitate individualised plans

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop, implement and monitor support requirements for people to sustain quality of life according to individualised plans

Application of the Unit

Application	The skills and knowledge of this unit of competency will be applied in the context of involving people in the development and monitoring of the individualised plan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain *appropriate relationship* with the client	1.1 Introduce oneself appropriately 1.2 Demonstrate courtesy towards the client 1.3 Conduct interpersonal exchanges in a manner that develops, and maintains trust 1.4 Maintain confidentiality and privacy of the person within organisation policy and protocols 1.5 Conduct interpersonal exchanges in a manner that respects cultural sensitivities and needs 1.6 Support the interests, rights and decision-making of the person in all dealings
2. Provide information about the planning process	2.1 Explain the purpose of the planning process 2.2 Discuss *different planning options* with the client 2.3 Work with the client to select most appropriate planning option

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ELEMENT	PERFORMANCE CRITERIA
3. Facilitate development of the individualised plan	3.1 Work with the client to determine *readiness for the development of an individualised plan* 3.2 Work with the client to determine *stakeholders* to be included in the planning process 3.3 Determine the place and time for planning that best meets client needs 3.4 Organise venue and provide invitations and necessary *background material* to relevant stakeholders 3.5 Follow process requirements of the planning tool or template 3.6 Prepare relevant documents prior to the planning session 3.7 Conduct any required assessments or liaise with the assessor prior to the planning session 3.8 Conduct planning session in a manner that respects the client's perspective, fosters their strengths and capacities and promotes their participation 3.9 Manage any conflict or differences with regard for the client's perspective 3.10 Clearly record the planning activities and summarise and provide details for feedback
4. Determine risks associated with supporting the individualised plan	4.1 Conduct *environmental risk* assessment for functions associated with supporting the plan 4.2 Conduct risk assessment specific to *client's circumstances* 4.3 Discuss elements of risk with the client 4.4 Work with the client to identify strategies to remove or reduce risk 4.5 Develop strategies to remove or reduce risk according to organisation policy and procedures and *legislative requirements* 4.6 Identify *other risks to the person* and report accordingly

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ELEMENT	PERFORMANCE CRITERIA
5. Implement and review individualised plan	5.1 Provide information and support to assist client to *monitor* their plan 5.2 Provide information and support to relevant others to implement the plan 5.3 Respond to reports of variation in client's circumstances that could affect the support requirements 5.4 Work with client and relevant others to make any required adjustments to the individualised plan 5.5 Facilitate discussion with client and supervisor to identify areas of the individualised plan that require review 5.6 Facilitate discussion with the client and supervisor in a manner that acknowledges the client as their own expert 5.7 Facilitate discussion with the client and supervisor in a manner that supports client self determination
6. Complete documentation, including writing or amending an individualised plan	6.1 Comply with the organisation's *reporting* requirements 6.2 Complete documentation according to organisation policy and protocols 6.3 Maintain documentation in a manner consistent with reporting requirements 6.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Role and responsibilities of self and others in the organisation
- Client assessment process
- A range of individualised planning processes that support person's strengths, interests, health and emotional well being and self determination
- Duty of care requirements when supporting an individualised plan
- Contemporary social aspects of ageing and disability
- Factors contributing to a person's ability to participate in the community
- Principles and practices of strengths-based support
- Role of carers
- Safety and security risks associated with ageing and disability
- Strategies for minimising risk
- Principles and practices for establishing and maintaining appropriate relationships with older people and people with disabilities
- Resources that will support the individualised plan
- Processes and practices that support skill development and/or maintenance
- Occupational health and safety (OHS) and infection control policy, procedures and legislative requirements
- Basic training and assessment principles and practices
- Documentation and reporting requirements and procedures
- Principles and practices of confidentiality and privacy
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required as in the Range Statement

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Facilitate involvement of people (and carers) in the planning and monitoring process
- Match a person's support requirements with support procedures
- Monitor the effectiveness of support procedures
- Implement and monitor an individualised plan
- Respond to person's preferences
- Apply physical and psychosocial aspects of the person in supporting their individualised plan
- Identify and respond to risks associated with supporting the individualised plan
- Liaise and report appropriately to supervisor and/or other health professionals
- Provide specific training to a worker
- Interact appropriately with the client assessment process and assessor/s
- Make informed observations and report appropriately
- Write and make appropriate amendments to an individualised plan

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Adhere to own work role and responsibilities
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and

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REQUIRED SKILLS AND KNOWLEDGE

multiplication and division of single and double-digit numbers

continued ...

Essential skills (*contd*):

- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with OHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

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EVIDENCE GUIDE

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate relationship building and communication processes may include:

- Courtesy
- Empathy
- Non-judgemental support
- Observing and listening
- Respect of individual differences

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RANGE STATEMENT

Different planning options may include:

- Informal plans
- Person-centred planning processes, including
  - MAPS
  - PATH
  - Personal Futures Planning
- Organisation planning processes, including:
  - individual program plan
  - care plan
  - treatment plan
  - education plan
  - rehabilitation plan
  - employment plan
  - recreation and access plan

Readiness for development of an individualised plan may include:

- Capacity to make decisions
- Capacity to understand the process
- Capacity to participate
- Involvement of an advocate
- Power imbalances

Stakeholders may include:

- Family members
- Friends
- Neighbours
- Religious leader
- Other staff
- Staff from other services

Background material may include:

- Information on the process
- Requests for information to bring to the meeting

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RANGE STATEMENT

Environmental risk may include:

- Location and nature of activities identified in the individualised plan
- Safety of access issues
- Infection
- Environmental hazards
  - slippery or uneven floor surfaces
  - physical obstructions (e.g. furniture and equipment)
  - poor home maintenance
  - poor or inappropriate lighting
  - inadequate heating and cooling devices
  - inadequate security

Client's circumstances that may require risk assessment include:

- Weight
- Skin integrity
- Infection
- Evidence of self-neglect
- Behaviours of concern
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning

Other risk or potential risk, may include:

- Evidence of self-neglect
- Evidence of abuse
- Social rights infringements

Monitor may include:

- Feedback from person, family, carers and other interested people
- Observations
- Requests

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RANGE STATEMENT

Reporting may be, and include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - hazard and incident reports
  - care plans

Situations of risk or potential risk, may include:

- Evidence of self-neglect
- Evidence of self-harm
- Evidence of abuse
- Uncharacteristic or inappropriate behaviours
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning
- Sudden or unexpected change in health status include sensory loss
- Environmental hazards
  - slippery or uneven floor surfaces
  - physical obstructions (e.g. furniture and equipment)
  - poor home maintenance
  - poor or inappropriate lighting
  - inadequate heating and cooling devices
  - inadequate security
- Social rights infringements

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RANGE STATEMENT

Uncharacteristic or inappropriate behaviours that may require reporting and support may include:

- Agitation
- Aggression (physical and/or verbal)
- Withdrawal
- Confusion
- Emotional distress
- Disinhibition
- Perseveration
- Self mutilation
- Substance abuse
- Sleeplessness
- Depression
- Disorientation
- Impulsivity
- Eating problems

Specific knowledge may be required of particular groups or issues, such as:

- Alcohol and other drugs abuse
- Cultural and linguistic diversity
- Specific types of disability
- The impact of ageing
- Risk of self-harm
- Women
- Men
- Community education
- Aboriginal and Torres Strait Islander people
- Mental health
- Acquired brain injury

Unit Sector(s)

Not Applicable

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CHCICS401A Facilitate support for personal care needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers to develop, implement and monitor support of client personal care needs through the framework of a personal care support plan

Application of the Unit

Application	Work performed requires a range of well developed skills where some discretion and judgement is required and individuals will take responsibility for their own outputs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine a person's personal care support requirements	1.1 Review referral and other information to gain an indication of the client's personal care support requirements
	1.2 Discuss the purpose of a personal care needs assessment with the *client*
	1.3 *Work with client* (*and carer*) to identify existing skills
	1.4 Work with client (and carer) to determine areas of personal care that require support
	1.5 Determine the level of personal support required by the person
	1.6 Determine the level of support provided by the carer
	1.7 Determine a client's *preferences for personal care support*
	1.8 Gather information about personal need support requirements in a manner that respects personal esteem and dignity
	1.9 Gather information according to organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Develop and implement personal care support plan	2.1 Discuss with client the need to maintain their existing relevant skills, and/or increase skills 2.2 Identify and discuss options with client for personal care support that maintains existing skills, and/or increase other skills 2.3 Check that the client (and carer) understand options 2.4 Discuss the worker role in personal care support, the client's role and the carer's role and check that details are appropriate 2.5 Describe to client (and carer) necessary processes, *equipment and aids* 2.6 Describe health care requirements and associated support activities within organisation policies, protocols and procedures 2.8 Clarify with client difficulties in meeting their needs and address with organisation protocols 2.9 Provide people with information to assist them in meeting their personal needs 2.10 Implement personal care support plan and record and analyse outcomes 2.11 Maintain client confidentiality, privacy and dignity within organisation policy and protocols 2.12 Work with client (and carer) to document plan according to organisation policies, protocols and procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Determine risks associated with providing personal care support	3.1 Conduct *environmental risk* assessment for functions associated with personal care needs 3.2 Conduct *risk assessment specific to client's circumstances* relevant to personal care needs 3.3 Discuss elements of risk with client (and carer) 3.4 Work with client (and carer) to identify strategies to remove or reduce risk 3.5 Develop strategies to remove or reduce risk according to organisation policy and procedures and *legislative requirements* 3.6 Identify *other risks to client* and report accordingly 3.7 Adjust personal care support plan to include strategies to remove or reduce risk

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ELEMENT	PERFORMANCE CRITERIA
4. Provide and monitor personal care support	4.1 Provide information and support for client to monitor their own personal care requirements where appropriate 4.2 Respond to variations in client's circumstances that could affect the personal care needs support requirements 4.3 Work with client (and carer / support worker where appropriate) to make any required adjustments to personal care support 4.4 Where required, assist client with: • showering • bed bathing • shaving • dressing, undressing and grooming • toileting and the use of continence aids • eating and drinking using appropriate feeding techniques • oral hygiene • mobility and transfer including in and out of vehicles and falls recovery techniques 4.5 Provide support or assistance with *technical care activities* according to the personal care support plan and organisation policies, protocols and procedures
5. Complete reporting and documentation	5.1 Comply with the organisation's *reporting* requirements including reporting observations to supervisor 5.2 Complete documentation according to organisation policy and protocols 5.3 Maintain documentation in a manner consistent with reporting requirements 5.4 File documentation organisation policy and protocols

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of own work role and responsibilities
- Processes and strategies to support client's personal care needs
- Knowledge of planning processes and requirements
- Basic principles associated with the assessment of personal care support requirements
- Knowledge to develop an individualised plan for personal care support, including terminology, basic anatomy and physiology, goals, objectives, actions
- Basics of body care and grooming
- Personal safety and security risks associated with providing personal care support
- Strategies to minimise personal safety and security risks associated with personal care support
- Role of carers
- A range of equipment and aids utilised in the delivery of personal care support
- Principles and practices of confidentiality and privacy
- Principles and practices in undertaking technical skills associated with supporting/assisting people to meet personal needs
- Occupational health and safety (OHS) and infection control policy, procedures and legislative requirements
- Significance of service setting including specific context of providing personal care support in residential care setting and specific context of providing personal care in the client's private home

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Facilitate involvement of clients (and carers) in the planning and monitoring process

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REQUIRED SKILLS AND KNOWLEDGE

- Undertake observation and reporting
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Develop a personal care support plan as part of a wider individualised plan
- Apply physical and psychosocial aspects of the client in supporting/assisting personal care needs
- Identify and respond to a client's personal preferences
- Facilitate a client's direction and participation in personal care activities
- Provide general hygiene and grooming including physical ability to perform personal care tasks
- Use personal care support processes, aids and equipment appropriately
- Communicate effectively with client requiring support with personal care support
- Identify variations to personal care support requirements
- Identify and respond to risks associated with providing personal care support

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical

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REQUIRED SKILLS AND KNOWLEDGE

functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with OHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - OHS industry guides
  - health care checklists, health management plans, personal healthcare diaries
  - equipment and resources normally used in the workplace

Method of assessment may includes:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

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EVIDENCE GUIDE

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work with the client (*and carer*) *may include*:

- Questioning
- Formal assessment tool
- Demonstration
- Provision of personal care

Client may include:

- People living in a residential care environment
- People living in the community
- Students in schools

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RANGE STATEMENT

Preferences for personal care support may include:

- Time of day
- Time of week
- Carer involvement
- Processes
- Procedures
- Products
- Carer preference e.g. male/female

Personal care support may include:

- Personal hygiene
- Oral hygiene
- Showering
- Bed bathing
- Shaving
- Dressing and grooming including assisting with pressure stocking
- Assisting with toileting and use of continence aids
- Assisting with eating and drinking and use of feeding techniques
- Assisting with oral health care
- Mobility and transfer including in and out of vehicles and falls recovery techniques
- Elimination
- Hydration and nutrition including dysphagia
- Respiration
- Skin maintenance
- Monitoring medication as appropriate to work role
- Provide support or assistance with technical care activities according to the personal care needs support plan and organisation policies, protocols and procedures

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RANGE STATEMENT

Technical care activities may include:

- Blood pressure measurement
- Blood glucose level measurement
- Temperature, pulse and respiration (TPR) measurement
- Simple wound care
- Tracheal suctioning
- Gastrostomy feeds
- Catheter care (not including insertion or removal of tubes)
- Application of protheses
- Application of auto-thrombotic stockings
- Assistance with breathing tubes (under direct supervision of a health professional)
- Simple eye care

Equipment and aids may include:

- Wheelchairs and other transport devices
- Mobility aids
- Lifting and transferring aids
- Beds
- Breathing devices
- Scales
- Continence aids
- Personal audio-visual aids
- Modified feeding aids

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RANGE STATEMENT

Environmental risk may include:

- Home environment, including:
  - bathroom
  - toilet
  - kitchen
  - dining area
  - bedroom
- Safety of access issues
- Infection
- Uncontained animals
- Environmental hazards:
  - slippery or uneven floor surfaces
  - physical obstructions (e.g. furniture and equipment)
  - poor home maintenance
  - poor or inappropriate lighting
  - inadequate heating and cooling devices
  - inadequate security

Risk assessment specific to client's circumstances may relate to:

- Weight
- Skin integrity
- Infection
- Evidence of self-neglect
- Behaviours of concern
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning

Other risks to client may include:

- Evidence of self-neglect
- Evidence of abuse
- Social rights infringements

Legislative requirements may include:

- OHS legislation and industry guides
- Duty of care
- Government program standards

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RANGE STATEMENT

Reporting may be, and include:

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - hazard and incident reports
  - care plans

Unit Sector(s)

Not Applicable

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CHCHC401B Coordinate and monitor home based support

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to coordinate and monitor the delivery of home based support services in a community services context

Application of the Unit

Application	This unit applies to work in a home and community care context Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain appropriate relationships with client and carer	1.1 Introduce oneself appropriately
	1.2 Demonstrate courtesy towards the client and carer
	1.3 Conduct interpersonal exchanges in a manner that develops and maintains trust
	1.4 Maintain confidentiality and privacy of the client within organisation policy and protocols
	1.5 Conduct interpersonal exchanges in a manner that respects cultural sensitivities and needs
	1.6 Support the interests, rights and decision-making of the client in all dealings
	1.7 Ensure client has *information* and understands rights, responsibilities, service guidelines and costs

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ELEMENT	PERFORMANCE CRITERIA
2. Determine client needs	2.1 Clarify client goals, capacities and service needs as per original assessment and care plan 2.2 Relate determination of needs to context of assessment and need for home based support services 2.3 Gather client information over a *period of time consistent with client requirements* 2.4 Determine client needs using *strategies appropriate for the client and circumstances* 2.5 Determine client needs according to *government and organisation procedures, policies, standards and legislation* 2.6 Identify *indicators* that additional information might be required in some areas 2.7 Identify client's language, cultural or religious practices which support staff would need to adhere to or which may require change in work practices 2.8 Complete documentation according to organisation procedures
3. Determine safety requirements for support	3.1 Identify *hazards* that would be associated with providing support 3.2 Complete a risk minimisation plan 3.3 Support client to address risk, where the risk cannot be managed within organisation's legitimate role 3.4 Complete documentation according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
4. Provide appropriate support staff	4.1 Identify support staff with *best match to client's requirements* 4.2 Provide support staff with *necessary details* to support client 4.3 Provide support staff with details to work safely in the client's home 4.4 Determine that the support staff is familiar with the organisation policies and procedures, duty of care and other legislative requirements 4.5 Determine that the support staff is familiar with the boundaries of their role 4.6 Determine that support staff is familiar with record-keeping requirements 4.7 Identify staff skill concerns and report *need for training* and other support
5. Monitor support services	5.1 Check client functioning and progress from a range of information 5.2 Identify indicators that issues and concerns may be present 5.3 Address any concerns with the support worker, and if necessary the client 5.4 Identify strategies to address concerns and issues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Appropriate role and responsibility boundaries for people working in the community
- Basic home fire safety
- Emergency response procedures
- Ethical and legal implications of work
- OHS risk assessment in the home environment
- Purpose of accreditation process and quality improvement practice
- Rationale underpinning practices to enhance sustainability, including environmental, economic, workforce and social sustainability
- Relevant legislation including that relating to occupational health and safety (OHS)
- Relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Role and function of the organisation, and relevance to specific work role
- Security procedures
- Strategies to determine needs of older people and people with disabilities in a home environment
- Terms and conditions of employment
- The importance and meaning of home and belongings to individuals
- Understanding the nature and significance of working in the client's home and in community venues

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with organisation procedures, policies, awards, standards and legislation relevant to a worker operating under supervision within the community care sector
- Demonstrate knowledge of the ramifications of breaches of confidentiality, policies,

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REQUIRED SKILLS AND KNOWLEDGE

legislation and infection control

- Identify and report workplace hazards and poisons as applied to broad OHS area
- Identify and respond to staff skill requirements
- Identify own responsibilities within the workplace
- Match client support needs with support worker characteristics
- Monitor basic home fire safety and emergency response procedures
- Monitor service provision on site, off site and on call
- Observation and reporting

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills including:
  - communication skills to seek clarification of tasks and to interpret and follow instructions
  - functional literacy skills needed for written and oral information about workplace requirements
  - problem solving skills to constructively achieve planned outcomes
- Follow correct hygiene/infection control procedures
- Take into account, use and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- To establish consistency assessment should be conducted on more than one occasion to cover a variety of circumstances
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to all relevant resources commonly provided in the health service setting, including:
  - relevant policies and procedures manuals, legislation and standards
  - organisation's mission statement, strategic and business plan
  - other documentation relevant to the work context such as:
  - organisation charts
  - instructions for the use of equipment
  - specific instructions for staff
  - emergency response procedures
  - security procedures
  - relevant human resource management policies and procedures
  - quality improvement policies
  - customer service standards and policy
  - waste management policies and procedures

Method of assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:

- Feedback from carer
- Feedback from client
- Home visit
- Support worker case notes
- Verbal feedback from support worker

Period of time consistent with client requirements includes:

- Time required to establish professional comfort
- Time required to share information that evokes identification of needs

Strategies appropriate for the client and circumstances may include:

- Checklists
- Conversation
- Formal assessment
- Informal assessment
- Stories

Government and organisation procedures, policies, standards and legislation may include:

- Carer and respite programs
- Disability Services Program standards and policies
- Health records legislation
- Home and Community Care National Service Standards
- National Program Guidelines for the Home and Community Care Program
- OHS industry guides
- Packaged Care Guidelines
- Privacy legislation
- Quality management policy and practice
- Relevant health regulations and guidelines
- State and Territory community care program policies
- Veterans Home Care Program standards and policies

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RANGE STATEMENT

Indicators may include:

- Carer discomfort
- Client discomfort
- Condition of home and community venues

Hazards may include:

- Client behaviours
- Electrical outlets and appliances
- Flooring
- Furniture
- Pathways
- Pets
- Rugs
- Stairs

Best match to client's requirements includes:

- Gender
- Personality
- Time availability consistent with client requirements
- Values base

Necessary details may include:

- Carer issues
- Client idiosyncrasies
- Client preferences
- Client sensitivities
- Conflict between client and carer
- Specifics of support activities

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RANGE STATEMENT

Need for training may include, but is not limited to:

- Cardiopulmonary resuscitation emergency response and notification protocols
- Communication, conflict resolution
- Cultural awareness
- Customer service
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures
- First Aid
- Formal and informal resolution of grievances
- Hazard control
- Infection control
- Manual handling
- OHS
- Quality improvement policy and practice
- Security procedures
- Waste management

Basic home fire safety includes:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Unit Sector(s)

Not Applicable

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CHCAC410A Collect technical data to support client health care plan

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to collect information to support a client's health care plan using basic technical skills under *delegation* and *supervision* of a health professional

Application of the Unit

Application

The worker operates within the scope of their defined roles and responsibilities and under supervision of a health professional

Competency requires an awareness of and practice consistent with health legislative requirements and codes of practice and enterprise safe workplace practices

The unit must be applied strictly in accordance with relevant state/territory legislation and industry *guidelines*

For training and assessment pathways, experience in workplace application of the skills and knowledge identified in this unit of competency should be provided as required to support health professionals

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of:

- HLTAP301A Recognise healthy body systems in a health care setting

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to collect technical data according to individualised plan	1.1 Apply understanding of organisation's policies, protocols and procedures in relation to the individualised planning process
	1.2 Check and confirm details of the client's individualised plan in relation to the technical data to be collected
	1.3 Obtain and confirm understanding of *instructions* from delegating *health professional* about collection of required technical data
	1.4 Prepare and check safety and efficiency of equipment and materials required to collect technical data
	1.5 Clarify and confirm own role in implementing individualised plan and seek appropriate support for any aspects outside scope of own knowledge/skills or job role

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ELEMENT	PERFORMANCE CRITERIA
2. Undertake and monitor technical *data collection* according to individualised plan	2.1 Discuss with the client the technical *data collection* to be undertaken and ascertain their readiness to proceed 2.2 Use relevant equipment efficiently and in accordance with specified safety and operating instructions 2.3 Undertake specific technical *data collection* according to the individualised plan and instructions from delegating *health professional*, with consideration for client's preferences 2.4 Maintain interaction with client and ensure support is provided to promote the client's participation and independence 2.5 Ensure support provided promotes client safety, involvement and confidence and adheres to their cultural and spiritual beliefs and preference 2.6 Provide ongoing constructive feedback to client about their involvement in the collection processes 2.7 Seek immediate support from *delegating health professional* if client becomes distressed, is in pain and/or communicates their desire to stop 2.8 Monitor client response in line with *delegation by supervising health professional* and seek immediate support if client shows any adverse response
3. Comply with organisation's procedures for handling the range of contingencies which may arise	3.1 Notify *delegating health professional* of any difficulty with *data collection* according to organisation procedures and protocols 3.2 Identify and address any inconsistencies observed during *data collection* processes in line with *delegation by supervising health professional* 3.3 *Document all inconsistencies* in line with *delegation by supervising health professional*

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ELEMENT	PERFORMANCE CRITERIA
4. Clean and store materials and equipment	4.1 Clean and store any equipment according to manufacturer's requirements, infection control requirements and organisation protocols 4.2 Report equipment faults to appropriate person
5. Document client information	5.1 Use accepted protocols to record data and document information relating to collection processes in line with organisation requirements 5.2 Provide prompt feedback to the client's care team in line with *delegation by supervising health professional* 5.3 Use appropriate terminology to document any identified problems related to the *data collection* processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Codes of practice for delegated work
- Legal and organisation requirements on equity, diversity, discrimination, rights, confidentiality and sharing information when providing technical support to clients
- Specific health issues associated with delegated work, including:
  - chronic health problems
  - acute health problems with older people
  - acute health problems relevant to specific disabilities
- Confidentiality and privacy requirements
- Pain management principles
- Infection control principles
- Knowledge of anatomy and physiology to underpin delegated work
- A range of data collection processes (as listed in the Range Statement)
- Legal frameworks/requirements associated with delegated work
- Occupational health and safety (OHS) policies and procedures that relate to delegated data collection processes
- Infection control policies and procedures that relate to delegated data collection processes
- Delegation, supervisory and reporting protocols of the organisation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Read and accurately interpret delegated responsibilities from the health care plan or other written instructions
- Ensure all work is in accordance with supervising health professional's instructions

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REQUIRED SKILLS AND KNOWLEDGE

- Follow instructions for delegated data collection processes
- Observe and record changes in the client's condition during and after delegated data collection processes and report to delegating/supervising health professional
- Identify requirements outside scope of role, responsibility, knowledge and skill
- Communicate effectively with clients, supervisors and co-workers
- Work within a multi-disciplinary team
- Establish priorities, manage time effectively and demonstrate well-developed personal organisation skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment must be completed in the workplace and reflect specific delegation by supervising health professional
- Resources essential for assessment include:
  - equipment and materials for undertaking data collection
  - infection control procedures
  - workplace health and safety guidelines
  - relevant organisation and legislative guidelines, standards and procedures

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Delegation by supervising health professional refers to:

- Conferring of authority to provide specific health technical support to a worker who has been determined as competent and appropriate for the task by the delegating health professional
- Delegation is within the context of a health care plan or other written instruction
- Where delegation is provided verbally it must be confirmed as soon as practicable according to organisation procedures in writing and incorporated in the care plan
- The authority is specific to an individual client within a specific care context and is not transferable
- Delegation instructions must include:
  - specific instruction relating to the data collection requirements for particular client
  - any other relevant instructions or information, especially information specific to the client

Supervision refers to:

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- Supervision may be conducted by various means including:
  - in person
  - through use of electronic communications media such as telephone or video conferencing, where necessary
- Frequency of supervision will be determined by factors such as:
  - the task maturity of the person being supervised
  - the need to review and assess client conditions and progress in order to establish or alter treatment plans
- The need to correct and develop non-clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of health care and working within a team

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RANGE STATEMENT

Health professional may include:

- Registered nurse
- General practitioner
- Community nurse
- Allied health professional (relevant to allied health aspects of client health care plan)

Data collection processes may include:

Data collection processes delegated by a health professional, and in which the worker has had training specific to the needs of each client, including:

- Taking and recording a temperature
- Taking and recording a pulse rate
- Taking and recording a respiratory rate
- Taking and recording blood pressure
- Taking and recording a blood sugar level
- Measuring and recording weight
- Collecting a urine, sputum or faecal specimen
- Monitoring and recognising changes in cognitive ability
- Urinalysis
- Monitoring pain and sleep

Document all inconsistencies may include:

- Incident reports
- Medical charts
- Progress notes
- Health care plans

Environment may include:

- Home
- Hospital
- Mental health services
- Other community setting
- Palliative care units
- Rehabilitation setting
- Residential settings

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RANGE STATEMENT

Checks include:

- Checking client details
- Checking the chart
- Checking for authorisation
- Checking the health plan

Relevant guidelines may include:

- Organisation policies and procedures
- OHS policies and procedures
- Manufacturer specifications

Unit Sector(s)

Not Applicable

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ICAICT103A Use, communicate and search securely on the internet

Modification History

Version	Comments
ICAICT103A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to connect to the internet, securely send and receive emails, search the internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites.

Application of the Unit

This unit applies to individuals who use business technology to perform a range of routine tasks in the workplace or home office. They use fundamental knowledge of internet connection requirements, email and web browsers to perform tasks under direct supervision or with limited responsibility.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Connect to and access the internet	1.1 Connect to the internet through the existing ***internet connection*** and confirm functionality 1.2 Open an ***internet browser*** and set a home page of personal choice by setting ***internet options*** 1.3 Ensure internet ***browser software security*** 1.4 Adjust the display of the internet browser to suit personal requirements 1.5 Modify toolbar to meet user and internet browser needs 1.6 Access a particular website, note privacy and other conditions of use and retrieve data 1.7 Use ***socially responsible behaviour*** when sharing information on the internet 1.8 Enter uniform resource locator (URL) in address line of internet browser
2. Use email for communications	2.1 Open email application package, create new email message and add addressees 2.2 Compose the text of an email message according to ***organisational guidelines*** and spell check and edit text as required 2.3 Create and add an automatic signature for the user 2.4 Attach ***files*** to the email message where required 2.5 Determine and set a priority and send the email message 2.6 Reply to and forward a received message using available features 2.7 Open and save an attachment to the relevant folder 2.8 Search for, sort and save email message using available settings 2.9 Adjust email accounts to restrict and quarantine possible ***email security*** problems 2.10 Print an email message as required

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3. Search the internet	3.1 Review organisational guidelines on internet access 3.2 Open an internet application and locate and access a ***search engine*** on the internet and define search expressions based on the data required 3.3 Enter appropriate key words into the search engine to locate the desired information 3.4 Refine a search depending on outcomes of the original search 3.5 Save search expression results and present them in a report according to the information requirements 3.6 Create a bookmark within the internet browser or a link for the required web page for the key results 3.7 Save the key results in a bookmark folder 3.8 Modify the internet browser options for printing and print a web page 3.9 Close the internet browser
4. Access and use consumer-specific sites on the internet	4.1 Identify, access and review information-specific sites to gain consumer information 4.2 Identify and use ***internet application sites*** to lodge details and gain access and information 4.3 Access and use online forms on the internet
5. Undertake online transactions	5.1 Access an online transaction site 5.2 Ensure security of transaction site 5.3 Enter required information into fields on merchant's website 5.4 Ensure that pop-up dialog boxes, prompts or feedback mechanisms are completed 5.5 Enter, check and make changes to preferred ***transaction options*** 5.6 Complete online transaction 5.7 Record and archive receipts according to business processes 5.8 Close down and leave transaction process

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6. Conduct an advanced search	6.1 Use search tools and advanced search features 6.2 Use ***Boolean search*** techniques when required to enhance the search 6.3 Use multiple or meta-search tools with a range of key words 6.4 Use search engines particular to a field of knowledge to refine the outcome 6.5 Access related virtual community sites and newsgroups and note their objectives and operational arrangements 6.6 Conduct a search with domain names to refine the search
7. Use information that has been located	7.1 Cross-reference information found by using several websites to determine accuracy of information obtained 7.2 Check date that website was last updated or properties of website to determine currency of information 7.3 Determine website authority by looking at copyright statements, privacy statements and organisational information 7.4 Save and print information found in different file forms

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
  - undertake online transactions
- literacy skills to:
  - compose email messages
  - interpret user manuals and help functions
  - read and interpret basic online documents
  - read and write basic workplace documents
- problem-solving skills to address common operational problems when using web browsers
- research skills to locate varied sources of information online
- technical skills to use:
  - digital device
  - email applications
  - internet search functions
  - peripheral hardware
  - keyboard to enter text into web browsers and email applications.

Required knowledge

- basic technical terminology related to reading help files and prompts
- basic knowledge of copyright and privacy statements
- different types of messages that occur, such as:
  - error messages
  - message to install plug-ins
- different types of search engines
- procedures for using email applications
- procedures for evaluating and assessing the authority, reliability and authenticity of information
- internet search functions
- internet speed, traffic loads related to times of accessing the internet
- internet web browsers
- makeup and structure of internet addresses
- organisational guidelines on internet and email use (web etiquette or netiquette)
- different internet search techniques
- web browser update techniques
- use of key words and bookmarks.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • connect to and access the internet • send and receive emails • secure internet access and email communications • use search tools to locate information • research and select appropriate website • undertake online interactions • make an informed assessment of the accuracy, currency, authority and reliability of the site and information located.
Context of and specific resources for assessment	Assessment must ensure access to: • use of PC or digital device with internet • search engines currently used in industry • organisational policies on internet usage • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's knowledge of internet access requirements, email features and search engine attributes • direct observation of candidate accessing the internet, using email, and searching and interacting with consumer sites using advanced search features • direct observation of candidate undertaking online interactions • review of search results, including assessment of the accuracy, currency and reliability of the site and information located.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking

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	background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Internet connection may include:	• 3G or high-speed downlink packet access (HSDPA) cellular network • 4G cellular network • broadband • cable • dial-up • digital subscriber line (DSL) • fibre to the 'x' (FTTx) • high-speed digital subscriber line (HSDSL) • integrated services digital network (ISDN) network terminating unit (NTU) • satellite • wireless modem • worldwide interoperability for microwave access (WiMAX).
Internet browser may include:	• Firefox • Galleon • Google Chrome • Internet Explorer • Konqueror • Lynx • Mozilla • Netscape Navigator • Opera • Phoenix.

Internet options may include:	• configuring:
	  • history
	  • home page
	  • location of temporary files
	  • privacy level
	  • security level
	  • type of connection.

Browser software	• application enabling • cookie handling

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security may include:	• pop-up blocking • privacy levels • security zones • trusted sites.
Socially responsible behaviour may relate to:	• not using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language • not publishing information that, if acted upon, could cause damage to property or persons, nor publish deliberately false or defamatory information about a person or organisation • not engaging in personal attacks, including prejudicial or discriminatory attacks, not harass (distress or annoy) another person • not accessing material that is profane, obscene, pornographic or paedophilic, that promotes illegal acts, or that advocates violence or discrimination • not sending inappropriate emails • taking responsibility for protecting personal information by not revealing personal information, including names, addresses, photographs, credit card details and telephone numbers.
Organisational guidelines may include:	• content of emails • downloading information and accessing particular websites • opening mail with attachments • personal use of emails and internet access • virus risk (MS Windows OS and Mac OS only).
Files may include:	• email messages • HTML pages • music • PDF files • pictures • text files.

Email security may relate to:	• taking steps to restrict:
	  • malware
	  • phishing
	  • spam.

Search engine may include:	• Alexa Internet • AllTheWeb • AltaVista • Bing • Cuil

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	• Excite • Galaxy • GigaBlast • Go.com • Google • HotBot • Live Search • Lycos • search.AOL • specific search engines • Yahoo.

Internet application sites may include:	• consumer:
	  • banking
	  • shopping
	• education and training
	• government
	• health
	• interest groups
	• news
	• travel.

Transaction options may include:	• currency • delivery address • freight • invoice address.
Boolean search may include terms:	• AND • OR • NOT • NAND • NOR • NE • GE • LE • GT • LT.

Unit Sector(s)

General ICT

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Custom Content Section

Not applicable.

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ICAICT106A Operate presentation packages

Modification History

Release	Comments
Release 1	This Unit first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate presentation applications and perform basic operations, including creating, formatting and adding effects to presentations.

Application of the Unit

This unit applies to individuals employed in a range of work environments who create electronic presentations.

Presentations are an important form of communication and marketing used by organisations to convey information. They may be formal or informal.

An individual demonstrating this competency will be able to present a set range of data in a simple and direct format using a presentation package.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Create presentations	1.1 Open a presentation package application and create a simple design for a presentation according to organisational requirements 1.2 Open a blank presentation and add text and graphics 1.3 Apply existing styles within a presentation 1.4 Use presentation template and slides to create a presentation 1.5 Use various ***tools*** to improve the look of the presentation 1.6 Save presentation to directory
2. Customise basic settings	2.1 Adjust display to meet ***user requirements*** 2.2 Open and view different ***toolbars*** to view options 2.3 Ensure ***font settings*** are appropriate for the purpose of the presentation 2.4 View multiple slides at once
3. Format presentations	3.1 Use and incorporate organisational charts and bulleted lists, and modify as required 3.2 Add ***objects*** and manipulate to meet presentation purposes 3.3 Import objects and modify for presentation purposes 3.4 Modify slide layout, including text and colours, to meet presentation requirements 3.5 Use ***formatting tools*** as required within the presentation 3.6 Duplicate slides within and across a presentation 3.7 Reorder the sequence of slides and delete slides for presentation purposes 3.8 Save presentation in another ***format*** 3.9 Save and close presentation to ***storage device***
4. Add slide show effects	4.1 Incorporate preset animation and multimedia effects into presentation as required to enhance the presentation 4.2 Add slide transition effects to presentation to ensure smooth progression through the presentation 4.3 Test presentation for overall effect 4.4 Use onscreen navigation tools to start and stop slide show or move between different slides as required
5. Print presentation and notes	5.1 Select appropriate ***print format*** for presentation 5.2 Select preferred slide orientation

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	5.3 Add notes and slide numbers 5.4 Preview slides and run spell check before presentation 5.5 Print the selected slides and submit presentation to ***appropriate person*** for feedback

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
- literacy skills to:
  - interpret user manuals and help functions
  - read and write basic workplace documents
- problem-solving skills to address common operational problems when operating a presentation package
- technical skills to operate a personal computer (PC).

Required knowledge

- basic technical terminology to read help files and prompts
- different types of:
  - formal and informal presentations
  - audience types
- effect of design features on readability and appearance of electronic presentations
- presentation pitfalls
- use of suitable presentation effects for different audiences.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • create, format and prepare presentations for distribution and display • customise basic settings • add slide show effects.
Context of and specific resources for assessment	Assessment must ensure access to: • use of PC and printer • use of presentation software currently used in industry • documents detailing organisational style guide and policy • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's knowledge of presentation software functions • direct observation of candidate creating and formatting presentations • review of presentations, including formatting and slide show effects.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tools may include:	• available templates • help • search and replace • simple formatting tools • spell check.

User requirements may refer to:	• appearance and type of:
	  • application
	  • computer
	  • desktop
	  • document.

Toolbars can contain:	• buttons • menus • a combination of both.
Font settings may include:	• colour • size • type.
Objects may include:	• animations • other documents • pictures • sound • tables.

Formatting tools may include:	• menu commands within the application:
	  • copy
	  • cut
	  • help
	  • paste
	  • search and replace
	  • spell check
	  • undo.

Format may include:	• saving the presentation as another type of document:
	  • comma separated values or text
	  • HTML

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	• XML.

Storage device may include:	• disks:
	  • CD
	  • DVD
	  • blu-ray
	• external hard drive, such as universal serial bus (USB) flash drive
	• internal hard drive
	• web storage.

Print format may include:	• colour or black and white • layout • thumbnails • number of copies • quality.
Appropriate person may include:	• authorised business representative • client • supervisor.

Unit Sector(s)

General ICT

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ICAICT105A Operate spreadsheet applications

Modification History

Release	Comments
Release 1	This Unit first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate spreadsheet applications and perform basic operations, including creating and formatting spreadsheet data, incorporating charts and objects, and customising and printing spreadsheets.

Application of the Unit

This unit applies to individuals who perform a range of routine tasks in the workplace using a fundamental knowledge of spreadsheets under direct supervision or with limited responsibility.

The use of spreadsheets for business and mathematical applications is widespread. In some cases, spreadsheets can operate as sophisticated computerised ledgers and enable the collation, manipulation and presentation of complex data.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Create spreadsheets	1.1 Open spreadsheet application, create spreadsheet files and enter numbers, text and symbols into cells according to information requirements 1.2 Enter ***simple formulas and functions*** using cell referencing where required 1.3 Correct formulas when error messages occur 1.4 Use a range of common tools during spreadsheet development 1.5 Edit columns and rows within the spreadsheet 1.6 Use the auto-fill function to increment data where required 1.7 Save spreadsheet to directory or folder
2. Customise basic settings	2.1 Adjust page ***layout*** to meet user requirements or special needs 2.2 Open and view different ***toolbars*** 2.3 Change ***font settings*** so that they are appropriate for the purpose of the document 2.4 Change ***alignment*** options and line spacing according to spreadsheet ***formatting features*** 2.5 ***Format*** cell to display different styles as required 2.6 Modify margin sizes to suit the purpose of the spreadsheets 2.7 View multiple spreadsheets concurrently
3. Format spreadsheet	3.1 Use formatting features as required 3.2 Copy selected formatting features from another cell in the spreadsheet or from another active spreadsheet 3.3 Use ***formatting tools*** as required within the spreadsheet 3.4 Align information in a selected cell as required 3.5 Insert headers and footers using formatting features 3.6 Save spreadsheet in another format 3.7 Save and close spreadsheet to ***storage device***
4. Incorporate object and chart in spreadsheet	4.1 Import an object into an active spreadsheet 4.2 Manipulate imported ***object*** by using formatting features 4.3 Create a chart using selected data in the spreadsheet 4.4 Display selected data in a different chart 4.5 Modify chart using formatting features

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5. Print spreadsheet	5.1 Preview spreadsheet in print preview mode 5.2 Select basic printer options 5.3 Print spreadsheet or selected part of spreadsheet 5.4 Submit the spreadsheet to ***appropriate person*** for approval or feedback

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
- literacy skills to:
  - interpret user manuals and help functions
  - read and write basic workplace documents
- numeracy skills to enter simple formulas into spreadsheet
- problem-solving skills to address common operational problems when using spreadsheet applications
- technical skills to:
  - operate a personal computer (PC)
  - use a keyboard to enter text and numerical data.

Required knowledge

- basic technical terminology related to reading help files and prompts
- formatting styles and their effect on formatting, readability and appearance of spreadsheets
- log-in procedures relating to accessing a PC
- purpose, use and function of spreadsheet application.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • create spreadsheets • customise basic settings • format spreadsheets • create basic formulas • work with objects and charts in spreadsheets • save and print spreadsheets.
Context of and specific resources for assessment	Assessment must ensure access to: • use of PC and printer • use of spreadsheet software currently used in industry • documents detailing organisational style guide and policy • documents or information containing data suitable for creating spreadsheets • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's knowledge of spreadsheet operations • direct observation of candidate creating and formatting spreadsheets • review of spreadsheets, including formatting, formulas, objects and images.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking

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	background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Simple formulas and functions may include:	• addition • division • multiplication • subtraction • application of the above to a series of cells.
Tools may include:	• help • search and replace • simple formatting tools • spell check • undo.
Edit may relate to:	• adding • copying • deleting • moving • pasting • selecting.
Data may include:	• symbols added to the document • text added to the document.
Layout may include:	• display modes • orientation • size.
Toolbars may contain:	• buttons • menus • a combination of both.
Font settings may include:	• colour • size • type.
Alignment may refer to:	• centred • justified • left • right.
Formatting features may include:	• bold • hyphenation

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	• italics • underline.

Format may refer to:	• saving the spreadsheet as another type of document:
	  • comma separated values or text
	  • HTML
	  • XML.

Formatting tools may include:	• menu commands within the application:
	  • copy
	  • cut
	  • help
	  • paste
	  • search and replace
	  • spell check
	  • undo.

Storage device may include:	• disks:
	  • CD
	  • DVD
	  • blu-ray
	• external hard drive, such as universal serial bus (USB) flash drive
	• internal hard drive
	• web storage area.

Object may include:	• items that can be inserted into the spreadsheet, such as:
	  • other documents
	  • pictures
	  • sound.

Appropriate person may include:	• authorised business representative • client • supervisor.

Unit Sector(s)

General ICT

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ICAICT101A Operate a personal computer

Modification History

Version	Comments
ICAICT101A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate a personal computer (PC) in a home or small office environment.
This entry level unit provides the learner with information technology (IT) literacy skills in setting up a personal computer, accessing files with application programs, sending and retrieving emails, using the internet, using peripheral devices, such as printers, scanners, webcams and data projectors, applying basic security procedures and power-management settings, and backing up and shutting down a personal computer.

Application of the Unit

This unit applies to workers who require the IT literacy skills to operate a personal computer in a small office environment, such as hospitality industry, real estate office, medical centre and school office.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Prepare to use the personal computer	1.1 Identify ***physical components*** and associated ***peripheral devices*** of the ***personal computer*** to become familiar with the available network 1.2 Check physical ***connectivity*** of devices to ensure correct operation and performance 1.3 Boot up and follow ***procedures*** to activate the computer
2. Manage computer configurations	2.1 Alter the computer ***settings*** to best suit the user 2.2 Configure ***power-management settings*** to minimise power consumption as an environmentally sustainable measure 2.3 Identify ***operating system*** and the ***application programs*** loaded on the computer to determine computer capability 2.4 Conduct basic software installation and removal to improve computer capability 2.5 Navigate and manipulate desktop environment to create and customise desktop icons and access application programs
3. Access and use basic application programs	3.1 Open a folder with file documents containing ***basic office applications***, make ***minor changes*** and save in a different folder 3.2 Send and retrieve a simple email message using the desktop icon to communicate with other parties 3.3 Access the internet using the web browser to view and conduct basic web information search 3.4 Use firewall and antivirus and malware scans to reduce ***security risks and threats*** in the system
4. Access and use basic peripheral devices	4.1 Access external storage devices to retrieve, copy, move and save information in different mediums and locations 4.2 Use ***printer settings*** on an installed printer to print a document 4.3 Access ***audiovisual (AV) devices*** to view and play a multimedia file
5. Shut down computer	5.1 Back up important documents and programs to minimise risk of data loss 5.2 Save any work to be retained and close open

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	application programs 5.3 Shut down computer and switch off any unused peripheral devices

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - read and write basic workplace documents
  - seek assistance and expert advice
- literacy skills to interpret user manuals and help functions
- technical skills to:
  - apply basic keyboarding skills
  - apply power-management settings
  - back up and save information
  - input user-access details for accessing a PC
  - install and remove software
  - manage mouse for different applications
  - save and retrieve files to and from various locations
  - send and retrieve emails
  - use peripheral and storage devices
  - use the internet.

Required knowledge

- basic parts of a computer and various hardware components
- basic software operation and application packages
- basic computer functions, including security functions
- peripheral devices
- storage devices.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • use hardware and software • navigate around the desktop • use system features to perform tasks • save results of work.
Context of and specific resources for assessment	Assessment must ensure access to: • appropriate learning and assessment support when required • personal computer, including printer, mouse, keyboard and monitor • use of basic software currently used in industry. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's knowledge of PC operations • direct observation of candidate performing basic PC operations • direct observation of candidate performing a sequence of routine tasks following clear directions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be

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	combined with targeted questioning to assess required knowledge.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Physical components may include:	• keyboard • monitor • mouse • processor.

Peripheral devices may include:	• AV device
	• external memory device
	• multicard reader and writer
	• network element:
	  • broadband router
	  • digital subscriber line (DSL) and cable modem
	  • hub
	  • wireless device
	• personal digital assistant (PDA) and MP3 player
	• printer
	• scanner
	• smartphone
	• tablet
	• uninterruptible power supply (UPS)
	• universal serial bus (USB) dongle, such as:
	  • Bluetooth
	  • flash memory
	  • wireless device.

Personal computer may include:	• communications system • desktop • laptop • server • workstation.
Connectivity may include:	• AV connection • cable, wireless, infra-red or Bluetooth connection • internal connection or USB dongle • network or stand-alone computer • ports: • firewire

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	• high definition multimedia interface (HDMI) • printer • USB.
Procedures may include:	• fingerscan • smartcard • user name and password.

Settings may include:	• monitor settings:
	  • brightness
	  • colour
	  • contrast
	• mouse settings:
	  • buttons
	  • speed.

Power-management settings after a period of non-use may include:	• automatic power off • hibernation settings • monitor power-saver settings.

Operating system may include:	• open source
	• proprietary:
	  • Mac
	  • Unix or Linux
	  • Windows.

Application programs may include:	• email • instant messaging • internet or web browsers • internet protocol (IP) voice applications, such as Skype • media players • office applications • power-management software • search engines • Windows Explorer.
Basic office applications may include:	• media files • PowerPoint • spreadsheets • word processor.
Minor changes may include:	• altering basic text • renaming documents.
Security risks and threats may include:	• security threats: • cookies media used for backup

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	• pop-ups • screen visibility • spam • trojan horses • unauthorised access: • adware • hackers • identity fraud • malware • phishing • spyware • viruses • web browser risks • worms.
Storage devices may include:	• disks: • CD • DVD • blu-ray • flash drives • server • solid state hard drives • virtual devices.
Printer settings may include:	• cartridge type • layout • number of copies • orientation • paper size • paper tray.
Audiovisual devices may include:	• data projector • external monitor • headset • microphone • speakers • webcam or digital camera.

Unit Sector(s)

General ICT

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Custom Content Section

Not applicable.

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SISXRSK301A Undertake risk analysis of activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake a risk-management process in relation to an activity and in accordance with an organisation's risk-management policies and procedures. In this context, the risk-analysis process is conducted using structured analysis methodology according to the current Australian and New Zealand standard.

Application of the Unit

This unit applies to those who work in a range of roles and settings in the sport, recreation or fitness industry. This may include those working in after-school or holiday-care programs in a range of locations, in coaching activities or those undertaking a role in outdoor recreation activities, such as camps and other guided activities as well as indoor recreation and fitness activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish the context of the risk analysis.	1.1. Access the organisation's ***equipment maintenance procedures and history*** for the activity and location as required. 1.2. Obtain applicable technical documentation. 1.3. Access and clarify ***risk-evaluation criteria***, as determined by the organisation's risk-management policy and plan.
2. Identify risks associated with an activity.	2.1. Identify and document ***potential sources of risk*** for the specific activity and location according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Consider and document areas of impact on the organisation. 2.3. Consider and document possible causes of risk and hazards according to organisational policies and procedures.
3. Conduct risk analysis of an activity.	3.1. Determine existing organisational controls for each risk according to ***occupational health and safety legislation***. 3.2. Assess the likelihood of any given risk turning into an accident, injury or loss. 3.3. Assess the consequences of particular incidents in order to determine the degree of emphasis to be placed on the risk. 3.4. Analyse the likelihood and consequences of particular risks and ***classification of risk*** according to organisational procedures.
4. Undertake risk assessment of an activity.	4.1. Compare the level of risk established during the analysis process with previously established risk-evaluation criteria according to organisational procedures. 4.2. Rank or prioritise risks for further action, taking

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ELEMENT	PERFORMANCE CRITERIA
	account of the wider context of the risk. 4.3. Consider the objectives of the organisation and the extent of opportunity which could result from taking the risk. 4.4. Accept risks that fall into the low or acceptable categories without further treatment, and monitor and periodically review to ensure they remain acceptable.
5. Treat risks associated with an activity.	5.1. Identify specific ***risk-treatment options*** applicable to risks that fall outside the low or acceptable categories. 5.2. ***Evaluate*** risk-treatment options according to the organisation's ***risk-management plan***. 5.3. Document the activity-specific ***risk-treatment plan***. 5.4. Implement the risk-treatment plan prior to and during the activity, according to organisational policies and procedures.
6. Monitor and review the risk management of an activity.	6.1. Document risk analysis, evaluation and treatment options according to organisational procedures. 6.2. Monitor risks and the effectiveness of the risk-treatment plan, strategies and management system. 6.3. Repeat the risk analysis of the activity regularly to ensure the risk-treatment plan remains relevant. 6.4. Make changes to the conduct of an activity, where required, in accordance with review recommendations. 6.5. Implement recommendations of the organisation's risk audit in future risk analysis of the activity.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - identify and assess hazards, level of risk and treatment options
  - develop appropriate strategies to manage risks for an activity, within the parameters of the organisational risk-management plan
- planning and organising skills to:
  - develop, implement and monitor a systematic risk-management plan for an activity
  - make changes in response to risk-management plan
- literacy and numeracy skills to:
  - access and analyse required risk-assessment information
  - document a risk-management plan for a specific activity
- communication skills to:
  - contribute to risk-management review
  - consult with relevant personnel to implement review recommendations.

Required knowledge

- organisational risk-management procedures to enable risks associated with activities to be assessed and addressed so that activities can be undertaken safely
- legislation and organisational policies and procedures to enable risk identification and assessment for relevant activities and identification of the legal responsibilities associated with risk management
- hierarchy of controls to enable the most appropriate and viable risk-treatment options to be applied to activities
- hazards associated with specific activities and locations to enable effective risk-treatment options to be identified for the activity and location
- risk-assessment principles and methodology
- common risk-management terminology, such as risk, risk management, hazard, risk analysis and risk-management plan
- equipment design limits and effects of operating outside design limits
- risk-evaluation criteria to enable level of risk to be assessed accurately.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- works effectively and professionally within organisational risk-management systems and objectives and complies with legislative requirements to undertake risk assessments that are appropriate for specific activities and locations
-
- works within parameters of own job role and responsibilities to assess, select and where appropriate resource viable risk-treatment options; and develops and implements a risk-treatment plan within required timeframes and activity
- documents and monitors the risk-management plan and contributes to the review of processes and outcomes
- accesses and clarifies information to inform application of risk-analysis procedures.

Due to issues such as differences in risk associated with different client groups, different equipment, different locations and different environmental conditions, this unit of competency must be assessed through the analysis of risk associated with more than one activity (or one activity with different client groups and or in different locations) in order to ensure consistency of performance over the range statement and contexts applicable to risk analysis of activities.

Context of and specific resources for assessment

Assessment must ensure development and implementation of a risk-treatment plan for specific activities relevant to the candidate's current or intended work environment to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment or facility appropriate to the specific activity
- support staff, locations and resources to implement risk-control measures
- organisational policies and procedures related to risk

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analysis of activities
- organisational reporting requirements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying organisational risk-analysis procedures to activities and locations
- oral and or written questioning to assess the knowledge of risk-analysis techniques and evacuation skills in relation to risk-assessment methodologies
- third-party reports from a supervisor detailing work performance over multiple applications
- portfolio of records and reports documenting risk-treatment plans and outcomes.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI303A Plan and conduct sport and recreation sessions

or

- SISFFIT304A Instruct and monitor fitness programs

or

- SISOODR303A Guide outdoor recreation sessions

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment maintenance procedures and history may include:

- frequency of equipment maintenance
- schedule of maintenance
- incident reports
- failure reports.

Risk-evaluation criteria may include:

- legislation
- regulations
- Australian standards
- organisational policies, aims and objectives
- operating procedures and guidelines.

Potential sources of risk may include:

- physical
- chemical
- environmental
- psychological
- financial, commercial and legal
- behavioural.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- privacy
- duty of care
- industrial relations
- licensing.

Organisational policies and procedures may include:

- occupational health and safety
- equipment use and maintenance
- reporting and record keeping
- communication protocols.

Occupational health and safety legislation includes:

- hazards and risks
- emergency response
- consultation and participation.

Classification of risk may include:

- diseases
- economic perils
- environmental
- financial
- human perils
- natural perils

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	• occupational health and safety • product liability • professional liability • property damage • public liability • security • technology.
Risk-treatment options may include:	• avoid the risk • reduce the risk • transfer the risk • finance the risk • retain the risk.
Evaluate may include:	• extent of risk reduction • extent of benefits or opportunities created • taking into account the risk-evaluation criteria.
Risk-management plan may include:	• objectives • equipment and resources • contingencies.
Risk-treatment plan may include:	• implementation details • responsibilities • schedules • expected outcome • budgeting • performance measures • review process.

Unit Sector(s)

Cross-Sector

Competency Field

Risk Management and Security

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HLTNA304D Plan meals and menus to meet cultural and religious needs

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTNA304C Plan meals and menus to meet cultural and religious needs	HLTNA304D Plan meals and menus to meet cultural and religious needs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changed wording of elements 1 & 2. No change to competency outcome

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to plan and evaluate meals and menus in a manner that meets the cultural and religious needs of client groups

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required

Individual will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan meals and menus to meet food-related *cultural and religious needs* of client groups	1.1 Identify client group and use correct terminology 1.2 Consider cultural groups and general characteristics of their cuisine during meal and menu planning 1.3 Identify *factors that may influence food choices* 1.4 Identify dietary regimes associated with cultural and religious groups 1.5 Observe cultural customs

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ELEMENT	PERFORMANCE CRITERIA
2. Modify existing menus to meet food-related *cultural and religious needs* of client groups	2.1 Plan and modify menus to meet cultural and religious needs of the client group 2.2 Incorporate sufficient choice into menus

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Australian Dietary Guidelines
- Basic cooking methods and equipment
- Basic knowledge of food preparation and food service systems
- Basic principles of nutrition
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Common fluid and food restrictions
- Costing (portion size, mathematics) procedures
- Infection control policy and procedures relevant to food service provision
- Work health and safety (WHS) work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Planning and evaluating meals and menus
- Range of menus and menu items
- Requirements of certain menus
- Standardised recipes
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Work organisation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and develop meals and menus that meet specific cultural and religious needs of

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client groups
- Communicate constructively with clients and other staff to ensure best service

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Plan and evaluate meals and menus
- Demonstrate safe food handling practices
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations
Concurrent assessment and relationship with other units:	This unit can be assessed independently, however it may be assessed in conjunction with: • HLTNA303B Plan and modify menus according to special dietary needs

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Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Food safety and HACCP procedure manuals
  - Manufacturers/ manuals and recommendations for equipment
  - Food packaging and storage requirements
  - WHS, cultural diversity and other relevant legislation
  - Work plan
- Enterprise policy, mission statements, procedures

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Cuisine of cultural groups within Australian society includes, but is not limited to:

- Aboriginal and Torres Strait Islander
- Asian
- European
- Indian
- Mediterranean
- Mexican
- South American
- South Pacific Islander
- African

Religious groups within Australian society who may follow particular dietary restrictions include but are not limited to:

- Jewish
- Hindu
- Muslim
- Some Christian denominations eg Seven Day Adventist

Factors influencing food choices include but are not limited to:

- Availability and accessibility
- Familiarity
- Beliefs and values
- Food advertising
- Cultural preferences

Food-related religious needs include but are not limited to:

- Kosher
- Halal
- Hindu (vegetarian - ovo-lacto, lacto or vegan)

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Unit Sector(s)

Not Applicable

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HLTNA303D Plan and modify meals and menus according to nutrition care plans

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTNA303C Plan and modify meals and menus according to nutrition care plans	HLTNA303D Plan and modify meals and menus according to nutrition care plans	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to develop meals and menus to meet the nutrition requirements of specific client groups

Application of the Unit

Application

This work is undertaken under the direction of a dietitian

Work performed requires a range of well developed skills where some discretion and judgement is required

Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify *conditions requiring a nutrition care plan* most commonly encountered by the client group	1.1 Identify food service systems 1.2 Identify the conditions commonly encountered by the client group requiring a nutrition care plan or dietary modification 1.3 Identify *nutrient imbalance* contributing to common lifestyle diseases and disorders 1.4 Identify dietary factors associated with common lifestyle diseases/diet related chronic diseases and other nutrition-related conditions, food intolerances, allergies
2. Identify the special nutritional and dietary needs of client groups	2.1 Identify special nutritional and dietary needs for conditions encountered by the client group 2.2 Report identified dietary and nutrition needs to the dietitian

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ELEMENT	PERFORMANCE CRITERIA
3. Develop or modify meals and menus to meet the *special nutritional and dietary needs* of client groups	3.1 Plan and modify meals and menus to meet the nutritional and dietary needs of the client group, using standard guidelines 3.2 Assess meals and menus for their suitability for *texture modification* to meet special nutritional and dietary needs, using standard guidelines 3.3 Consult with dietitian about the special nutritional and dietary needs of client groups 3.4 Incorporate sufficient choices of dishes and drinks in to menus for special needs, using standard guidelines
4. Plan meals to meet the *nutritional needs of 'at risk' groups*	4.1 Identify *groups 'at* risk' of nutritional deficiencies 4.2 Identify the nutritional needs of 'at risk' groups, and note the differences to 'well' population 4.3 Plan meals to meet the nutritional needs of 'at risk' groups

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Australian Dietary Guidelines
- Basic cooking methods and equipment
- Basic knowledge of food preparation and food service systemsPlanning and evaluating meals and menus
- Basic principles of nutrition
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Common fluid and food restrictions
- Costing (portion size, mathematics) procedures

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- Infection control policy and procedures relevant to food service provision
- Work health and safety (WHS) work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Other relevant dietary guidelines
- Range of menus and menu items
- Requirements of certain menus
- Standardised recipes
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Work organisation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate constructively with clients and other staff to ensure best service
- Identify and assist in developing a care plan for particular client groups
- Modify meals and menus according to specific nutritional and dietary needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Demonstrate safe food handling practices
- Plan and evaluate meals and menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use numeracy skills that may range from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations
Concurrent assessment and relationship with other competency units:	This unit can be assessed independently, however it may be assessed in conjunction with: • HLTNA301B Provide assistance to nutrition and dietetic services • HLTNA304C Plan meals and menus to meet cultural and religious needs

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • food safety and HACCP procedure manuals
	  • manufacturers' manuals and recommendations for equipment
	  • food packaging and storage requirements
	  • WHS, cultural diversity and other relevant legislation
	  • work plan
	  • enterprise policy, mission statements, procedures

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning

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Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Conditions requiring dietary modification include but are not limited to:

- Acquired brain injury
- Cancer
- Chewing/swallowing difficulties
- Coeliac disease
- Constipation
- Diabetes
- Food allergies and intolerance's
- Gastro-intestinal disorders
- Heart disease
- HIV/AIDS
- Hypertension
- Malnutrition
- Overweight and obesity
- Poor dental health
- Renal disease
- Stroke

Other nutrition-related conditions include, for example:

- Absence of teeth or poorly fitting dentures
- Coeliac disease
- Constipation
- Iron deficiency anaemia
- Poor appetite

Nutrient imbalance may include but is not limited to:

- Food intake patterns
- High fat and/or cholesterol
- Low fibre
- Low Kjs
- Low fluid
- High salt
- High sugar
- Excess kilojoules

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RANGE STATEMENT

Special dietary needs include but are not limited to

- Allergy/food intolerance diets (e.g. lactose-free)
- Fluid diets
- Gluten-free
- High energy, high protein
- Modified energy
- Modified fat
- Modified fibre
- Modified protein
- Modified sodium (or more rarely potassium)
- Texture modified

Texture modification may include:

- Food textures:
  - unmodified
  - texture A (soft)
  - texture B (minced and moist)
  - texture C (smooth puree)
- Thickened fluids:
  - unmodified fluids (regular)
  - level 150 (mildly thick)
  - level 400 (moderately thick)
  - level 900 (extremely thick)

Nutritional requirements of 'at risk' client groups may include but are not limited to:

- Specific requirements for common lifestyle related diseases/disorders such as diabetes, heart disease, obesity, hypertension, dental caries, and constipation
- High energy and/or high protein for those with:
  - inadequate dietary intake
  - poor appetite
  - unintentional weight loss
  - increased energy needs due to illness
- Nutritional imbalances such as food intake patterns, high fat and/or cholesterol, low fibre, high salt, high sugar, excess kilojoules

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RANGE STATEMENT

'At risk' groups may include but are not limited to:	• Low socio-economic status • Older persons • People with disabilities • Extended care • Aboriginal and Torres Strait Islander people • Pregnant women • Those with acute or chronic diseases/disorders requiring dietary management

Unit Sector(s)

Not Applicable

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HLTFA412A Apply advanced first aid

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFA402C Apply advanced first aid	HLTFA412A Apply advanced first aid	Updated in V5 - Unit version identifier updated, changes to competency outcomes of first aid units

Unit Descriptor

Descriptor

This unit deals with the provision of advanced first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance, and provision of support to other providers

This unit builds on HLTFA311A: Apply first aid to include additional skills and use of a range of equipment

Application of the Unit

Application

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Competency outcomes in advanced resuscitation must be equivalent to unit:

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- HLTFA404C Apply advanced resuscitation techniques

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite units

This unit must be assessed after successful achievement of pre-requisite:

- HLTFA311A Apply first aid

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the situation	1.1 Identify, assess and minimise *hazards* that may pose a risk of injury or illness to self and others
	1.2 Assess *risks* to first aider and others and determine appropriate response to ensure prompt control of situation
	1.3 Ascertain and prioritise need(s) for emergency services/medical assistance and undertake triage where required
	1.4 Deploy *resources* to appropriate locations as required in line with workplace procedures
2. Manage the casualty(s)	2.1 Determine and explain the nature of *casualty's injury/condition* and relevant first aid procedures to provide comfort
	2.2 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.3 Seek consent for *management* of the casualty's injury/illness from person(s) where relevant
	2.4 Determine and implement welfare procedure according to casualty(s) needs
	2.5 Control effects of injury and determine and apply appropriate *first aid management* to meet the needs of the casualty and situation
	2.6 Assist with *self-medication* in accordance with State/Territory regulations, legislation and policies and manufacturer's/supplier's instructions subject to casualty's regime
	2.7 Monitor casualty‘s condition and respond in a timely manner in accordance with established first aid principles and procedures
	2.8 Correctly operate basic life support *equipment* according to relevant legislation and manufacturer's/supplier's instructions
	2.9 Apply safety procedures for operation of pressurised gases
	2.10 Use safe manual handling techniques
	2.11 Finalise casualty *management* according to casualty's needs and first aid principles

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ELEMENT	PERFORMANCE CRITERIA
3. Coordinate first aid activities until arrival of medical assistance	3.1 Identify available *resources* required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate 3.2 Deploy correct amount of *resources* to appropriate locations in an effective manner to ensure timely arrival of required resources 3.3 Document the provision of resources and recommend modifications as required 3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures 3.5 Coordinate evacuation of casualties according to relevant evacuation procedures 3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4. Communicate essential incident details	4.1 Maintain communication with relevant personnel using appropriate media and equipment 4.2 Communicate first aid information with other providers/carers to meet their needs and in accordance with workplace procedures 4.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness 4.4 Prepare an incident report in line with organisation requirements 4.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate the incident	5.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties 5.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs 5.3 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

Required Skills and Knowledge

Essential knowledge:
The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
This includes a demonstrated understanding of:

- Awareness of stress management techniques and available support
- Complications and associated methods of management for conditions, based on a risk assessment relevant to the workplace or community setting of:
  - abdominal injuries
  - allergic reactions
  - altered and loss of consciousness
  - asthma
  - anaphylaxis
  - bleeding
  - burns – thermal, chemical, friction, electrical
  - cardiac arrest
  - chest pain
  - choking/airway obstruction
  - drowning
  - envenomation – snake, spider, insect and marine bites and stings
  - environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke
  - injuries- cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations, fractures
  - medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
  - pain relief
  - poisoning and toxic substances (including chemical contamination)
  - respiratory distress
  - seizures

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  - shock
  - stroke
  - substance misuse – common drugs and alcohol, including illicit drugs
  - unconsciousness, not breathing or not breathing normally
- First aid management procedures in accordance with ARC Guidelines, guidelines of Australian national peak clinical bodies, State/Territory regulations, legislation and policies and organisation requirements including:
  - management of anaphylactic shock reaction
  - management of acute exacerbations of asthma
  - spinal care
  - use of AED, oxygen, bronchodilator
  - use of analgesic gases
- First aid management procedures may also relate to emergency childbirth
- Incident management procedures including:
  - awareness of confined spaces and dangerous places
  - basic triage for a multiple casualty incident
  - coordinate activities of other first aiders
  - manual handling, hazardous substances, dangerous goods or chemicals
  - removal of casualty to safe area, if appropriate
  - safe access to the casualty
- Safety procedures for the operation of pressurised gases
- Social issues, especially in particular workplace or community context(s) in which first aid is to be applied, including:
  - confidentiality
  - importance of debriefing
  - need to be culturally aware, sensitive and respectful
  - own skills and limitations
- State and regulatory requirements relating to currency of skill and knowledge
- Working knowledge of:
  - advanced resuscitation techniques as per *HLTFA404C Apply advanced resuscitation techniques*
  - ARC Guidelines, guidelines of Australian national peak clinical bodies and/or State/Territory regulations, legislation and policies relating to provision of first aid
  - basic anatomy (skeleton, muscles, joints, bones), physiology and toxicology
  - capabilities of emergency management services
  - company/organisation standard operating procedures (SOPs)
  - first aiders' skills and limitations
  - how to gain access to and interpret Safety Data Sheets (SDS)
  - infection control principles and procedures, including using standard precautions
  - legal responsibilities and duty of care, including confidentiality
  - priorities of management in first aid
  - procedures for dealing with major and minor accidents in the workplace
  - safe storage and handling procedures for pressurised gases
  - work health and safety requirements in the provision of first aid.

Essential skills:

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It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
This includes the ability to:

- Administer medication in line with State/Territory regulations, legislation and policies and any available medical/pharmaceutical instructions
- Apply advanced resuscitation techniques as per *HLTFA404C Apply advanced resuscitation techniques*
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition
- Communicate effectively and assertively and show leadership in an incident
- Comply with WHS legislation
- Conduct an initial casualty assessment
- Demonstrate:
  - adequate infection control procedures
  - consideration of the welfare of the casualty
  - safe manual handling
  - safe storage and handling procedures for pressurised gases
- Demonstrate procedure for control of external bleeding
- Demonstrate procedure for management of airway in the unconscious casualty including the safe and effective use of any airway adjuncts
- Demonstrate proficiency in the safe and effective use of any fracture immobilisation equipment taught
- Demonstrate the application of first aid principles
- Demonstrate the correct posturing of a casualty
- Interpret and use listed documents
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Manage specific injuries/illnesses and conditions as identified in the Essential Knowledge for this competency unit
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines, guidelines of Australian national peak clinical bodies, State/Territory legislation and regulations and industry requirements and respond appropriately to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions
- Use a range of first aid equipment as outlined in the Range Statement
- Use literacy and numeracy skills as required to read, interpret and apply guidelines
-

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE

Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Method of assessment may include:

- Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge
- Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre
- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Range Statement

Unit Sector(s)

Not Applicable

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HLTFA302C Provide first aid in remote situation

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFA302B Provide first aid in remote situation	HLTFA302C Provide first aid in remote situation	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated unit codes to First Aid references.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide first aid to a casualty in a remote and/or isolated situation

Application of the Unit

Application

This unit is appropriate for those undertaking first aid work in remote or isolated workplace situations

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to respond to emergency in a remote situation	1.1 *Prepare for isolated travel* or work, accounting for expected contingencies 1.2 Assess casualty's condition and determine appropriate response in order to minimise hazards and determine need for medical assistance 1.3 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, transport availability and casualty's condition

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ELEMENT	PERFORMANCE CRITERIA
2. Provide first aid in a remote situation	2.1 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort 2.2 Seek consent from casualty prior to applying first aid management 2.3 Provide first aid response to address casualty's condition and in accordance with effective first aid principles 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.5 Monitor casualty's condition and undertake ongoing first aid procedures as required 2.6 Calmly provide information to reassure casualty during the wait for medical assistance, adopting a communication style to match the casualty's level of consciousness 2.7 Provide shelter from elements in accordance with environmental conditions 2.8 Document condition of casualty over time to assist in on-going management
3. Work in conjunction with medical and emergency services support	3.1 Establish communication links to medical services, using relevant communication equipment to ensure prompt control action is undertaken 3.2 Request ambulance support or appropriate medical assistance according to relevant circumstances 3.3 Administer medication under direct instruction from an *authorised health worker* as required 3.4 Assist in the evacuation of the casualty by following directions given by emergency services as required

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the incident	4.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties 4.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs 4.3 Formulate and review contingency planning to identify and select improved or alternative management principles and procedures as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of stress management techniques and available support
- Infection control principles and procedures, including use of standard precautions
- Principles for evaluating management options relating to transporting casualty and/or waiting for assistance
- Principles of identifying and preparing area for safe evacuation (including aero-medical evacuation)
- Principles of preparing for providing first aid in an area remote from ready assistance, including identifying and preparing supplies to address contingencies specific to different types of situation
- Understanding of WHS principles
- Working knowledge of communication systems, equipment and methods as available in the remote situation

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Accurately listen to, clarify and apply medical instructions
- Administer medication under direct instruction from an authorised health worker and in accordance with State/Territory regulations, legislation and policies
- Communicate effectively and assertively and show leadership in an incident
- Conduct an initial casualty assessment in a remote situation
- Demonstrate:
  - adequate infection control procedures, including standard precautions
  - identification and preparation of area for safe evacuation (including aero-medical evacuation)

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REQUIRED SKILLS AND KNOWLEDGE

- safe manual handling
- Evaluate available options for transporting or maintaining condition of casualty
- Improvise treatment and associated resources
- Interpret and use listed documents
- Make prompt and appropriate decisions relating to managing an incident in a remote situation
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge
- Prepare a written incident report or provide information to enable preparation of an incident report
- Transport casualty safely using available methods
- Undertake contingency planning in relation to providing a first aid response in a remote situation
- Use available communication methods and equipment to access medical assistance
- Use available resources effectively to manage pain
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, Australian Resuscitation Council and industry guidelines
- Assessment should utilise aspects of actual or simulated remote situation relevant to work or community context

Method of assessment may include:

- Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge
- Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Related unit:	This unit should be assessed either after or in conjunction with achievement of the following related competency unit: • HLTFA311A Apply first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Preparation for isolated/remote travel may include:	• Selection of relevant communication equipment • Accessing relevant first aid supplies and resources to cater for environmental conditions • Considering access/egress opportunities • Notifying relevant authorities of travel plans
In remote/isolated situations consideration to travel or wait would depend upon:	• Severity of injury • Time required for medical assistance to arrive • Whether movement might hinder rescue • Advice given by authorised health worker • Whether contact with medical and/or emergency services has been achieved

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RANGE STATEMENT

Documentation, especially in remote/isolated situations may include recording:	• Time
	• Location
	• Description of injury
	• First aid management
	• Fluid/oral intake/output, including fluid loss via:
	  • blood
	  • vomit
	  • faeces
	  • urine
	• Administration of medication including time, date, person administering, dose
	• Vital signs

Authorised health worker may include:	• Paramedic/ambulance officer • General practitioner • Nurse practitioner

Unit Sector(s)

Not Applicable

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SISXIND405A Conduct projects

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct projects in specific activity areas, according to a project-management plan. It also involves undertaking contingency planning to enable the achievement of project outcomes.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport, recreation or fitness environment, including those in roles such as program developers, logistics coordinators, sports trainers, coaches working with athletes, development officers and outdoor leaders. The roles may be performed in a range of sport and recreation environments, such as leisure centres, training venues, and indoor activity centres, or as part of outdoor recreation activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify project scope.	1.1. Identify ***scope*** of the ***project*** according to ***organisational policies and procedures***. 1.2. Identify required ***resources*** and their availability. 1.3. Identify the required budget for the project. 1.4. Identify interrelationships with other concurrent projects. 1.5. Assess the project's potential impact on the organisation and individuals.
2. Prepare a project implementation plan.	2.1. Identify ***contract requirements*** of the project. 2.2. Identify ***key milestones*** and ***quality measures*** for the project according to organisational policies and procedures. 2.3. Confirm project budget according to organisational policies and procedures. 2.4. Allocate tasks and resources and identify relevant personnel to be informed and consulted. 2.5. Identify and access administrative support required for the project. 2.6. Develop contingency-management plans for project outcomes according to organisational policies and procedures. 2.7. Confirm project-management plan with ***relevant personnel***.
3. Implement project.	3.1. Access and allocate resources according to project-management plan and organisational policies and procedures. 3.2. Coordinate communication processes between all relevant personnel within project team. 3.3. ***Monitor*** project activities and progress according to project-management plan, ***relevant legislation*** and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Identify deviations from project-management plan and take actions to address deviations.
	3.5. Notify appropriate personnel where original project requirements cannot be met.
	3.6. Maintain ***project records*** according to organisational policies and procedures.
4. Finalise project outcomes.	4.1. Complete the project according to contract requirements and organisational policies and procedures.
	4.2. Evaluate relevant components of the project according to quality measures in consultation with relevant personnel.
	4.3. Identify potential areas of improvement of future projects.
	4.4. Review own performance in conducting the project and identify potential improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with project members
  - convey information on project progress
  - liaise and negotiate with internal and external service providers
- planning and organising skills to:
  - implement a project-management plan
  - coordinate project resources within timelines and budget
- problem-solving skills to:
  - define and monitor objectives of the project
  - identify and address deviations to the project-management plan
  - develop contingency plans
- literacy and numeracy skills to:
  - interpret a project-management plan
  - complete project documentation
  - identify and meet budget and timeframe requirements
- self-management skills to review and reflect on own work performance to conduct a project.

Required knowledge

- organisational policies and procedures to enable accountability and satisfactory completion of project outcomes according to organisational protocols and standards
- legislation to enable project to be conducted safely and responsibly
- quality-assurance principles to enable project accountability in the achievement of quality outcomes
- project-management techniques to effectively prepare, implement and monitor a project plan within budget and on time
- organisational financial recording and reporting requirements
- conflict-resolution techniques to enable negotiation of issues arising during the project
- evaluation processes to enable improvements to be made to future projects.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implements, monitors and reviews a project-management plan according to organisational recording and reporting systems • liaises with relevant personnel and allocates and coordinates project tasks and resources to maximise timely project outcomes • uses communication strategies and systems to encourage and maintain information flow and exchange between project team personnel • applies contingency-management techniques to deal with a range of problems and issues that may arise during the project and reports those outside own level of responsibility to relevant personnel • evaluates and reflects on own work performance to identify ways in which future project outcomes and benefits to the organisation and individuals can be improved.
Context of and specific resources for assessment	Assessment must ensure conduct of multiple projects within budgetary constraints and timeframes that are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a sport and recreation environment that reflects local issues and initiatives for which projects can be implemented • equipment and resources required for the project, including support staff, equipment and materials • organisational procedures and protocols, such as project reporting or recording requirements • sources of information on project-management techniques.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with project team,

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including allocating tasks and monitoring progress

- observation of dealing with contingencies in relation to project deviations and budgets
- oral and or written questioning to assess knowledge of relevant organisational policies and procedures for conducting a project
- third-party reports from a supervisor detailing work performance
- portfolio containing evidence of research and documentation, such as a project-management plan and project reports.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXIND507A Manage education initiatives.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Scope may include:

- objectives
- desired outcomes
- benefits to the organisation
- cost
- risks
- time.

Project may include:

- internal or external projects
- conferences and major meetings
- promotional or other events
- introduction of new technology or systems
- product or service development
- research or development projects
- ongoing business projects
- skills-improvement projects.

Organisational policies and procedures may include:

- occupational health and safety
- commercial confidentiality
- codes of conduct and practice
- ethical practices
- quality systems
- payment of invoices
- scoping of potential projects
- monitoring of projects
- reporting requirements
- project completion
- accountability requirements.

Resources may include:

- service providers
- financial
- human
- physical
- technical.

Contract requirements may include:

- performance standards
- timelines
- names of parties bound by contract
- payment

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- completion requirements
- staffing
- ownership of materials
- indemnity and insurance
- reporting mechanisms.

Key milestones may include:

- recording and reporting
- developing a work plan
- timelines
- achievement of key tasks and project phases
- measurement and achievement of set outcomes
- completion of tasks
- completion of contract phases and requirements.

Quality measures may include:

- objectives and outcomes
- benchmarks
- standards
- key performance indicators
- project monitoring process
- achievement of timelines
- costs.

Relevant personnel may include:

- project managers
- clients
- internal and external service providers.

Monitor may include:

- progress and timeframes
- performance
- variables
- activities
- problems and issues
- changes to project plan
- costs associated with the project.

Relevant legislation may include:

- occupational health and safety
- privacy
- duty of care
- trades practices
- goods and services
- contract
- environmental.

Project records may include:

- team reports
- project control chart
- control point chart
- milestone chart

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- budget control chart
- interim and final reports.

Unit Sector(s)

Cross-Sector

Competency Field

Working in Industry

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BSBATSIL412A Participate effectively as a board member

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate as a confident and responsible member of the board, respecting culture, contributing positively, working with others, seeing the big picture and managing personal stress. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the business or core functions of organisations, who contribute their skills and knowledge to monitoring and guiding the activities of the organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Act in accordance with culture and professional boundaries	1.1. Demonstrate respect for ***local history*** 1.2. Identify and follow ***community protocols*** 1.3. Adhere to personal ***legal responsibilities under corporation law*** 1.4. Follow the organisation's ***code of conduct*** 1.5. Identify and manage real and perceived conflict of interest
2. Participate actively in board matters	2.1. Plan for participation in board activities 2.2. Attend board meetings and other board activities regularly 2.3. Make positive and constructive contributions to discussions 2.4. Prepare for meetings and undertake assigned follow-up actions
3. Encourage and respect contributions from others	3.1. Listen to and consider others' points of view 3.2. Represent the community's views objectively 3.3. Seek consensus when decision making
4. Work with the wider community	4.1. Keep up-to-date with ***local Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander issues*** 4.2. Identify and undertake cooperative actions involving ***other groups*** 4.3. Demonstrate respect for the values, policies and processes of other groups
5. Manage stress	5.1. Recognise signs of stress in self and others 5.2. Identify potential and actual sources of stress 5.3. Implement stress-reduction strategies if required 5.4. Evaluate the effectiveness of stress-reduction strategies and make changes if required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- teamwork skills to:
  - work with others
  - participate in discussions and decision making
- communication skills to ensure culturally appropriate communication takes place in meeting environments
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills
- listening and speaking skills to participate effectively in discussions
- self-management skills to implement stress-management strategies when required
- time-management skills to organise time effectively in order to maximise effectiveness as a board member

Required knowledge

- key historical events of significance to the local community
- code of conduct and organisational policies and procedures with regard to participation in board activities
- provisions of relevant corporation law that relate to personal responsibilities as a board member
- how to identify real and potential conflict of interest, and procedures to follow if these exist
- relevant protocols and cultural responsibilities that impact on performance as a board member
- rules of the constitution
- sources and signs of stress and stress-management strategies
- time-management strategies

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • undertake board duties according to cultural and legal responsibilities • actively contribute to board discussions and decision making • manage time and stress effectively to participate in board activities.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of codes of conduct • knowledge and performance are assessed over time to confirm consistency in performance • participation on an actual or simulated board.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with reflection of practical board performance by the candidate • observation of performance in role plays • observation of performance on a board or simulated board • observation of presentations and group discussions • oral or written questioning to assess knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIC411C Communicate with the community • BSBATSIL411A Undertake the roles and responsibilities of a board member.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Local history may relate to:	• cultural diversity • defining events • economic development • Elders • traditional owners.
Community protocols may relate to:	• gender • kinship • land ownership • men's and women's business • significant events, such as birth, marriage and death • welcome to country and acknowledgements.
Legal responsibilities under corporation law may relate to:	• liabilities • responsibilities.
Code of conduct may relate to:	• declarations of conflict of interest • declarations of pecuniary interest • written or agreed organisation and/or board codes of conduct.
Local Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander issues may include:	• community tension around local issues • competing interests in land • local politics • other developments.
Other groups may include:	• Aboriginal and Torres Strait Islander organisations • local businesses • local government • non-Aboriginal and Torres Strait Islander organisations.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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BSBATSIL510A Appoint and work with a manager

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to appoint a manager for the organisation, define the respective roles of a manager and the board of management, and effectively work together on an ongoing basis. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are responsible for monitoring and guiding the activities of organisations that are about to appoint, or have appointed, a manager.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a recruitment and selection process	1.1. Obtain expert advice on legal requirements relevant to ***recruiting and selecting*** staff 1.2. Identify organisational policies and procedures relevant to appointing staff 1.3. Develop an agreed process for recruiting and appointing staff that complies with legal and organisational requirements
2. Recruit and select the manager	2.1. Develop a position description for the manager that includes appropriate selection criteria 2.2. Ensure that advertising for the position complies with organisational policy and legal requirements 2.3. Establish a selection panel that represents ***key stakeholders*** 2.4. Develop appropriate interview questions, using ***independent assistance*** as required 2.5. Participate in interviewing and selecting a manager who satisfies the established selection criteria
3. Negotiate an employment contract	3.1. Check the employment contract developed to ensure it complies with organisational policy and legal requirements 3.2. Benchmark salary and conditions against similar organisations 3.3. Identify and document performance outcomes 3.4. Review and renegotiate contract as required
4. Work with the manager	4.1. Ensure that the manager is inducted 4.2. Develop ***communication and reporting mechanisms*** between the manager and the board 4.3. Develop protocols for decision making and ***delegation of powers*** 4.4. Establish policy and procedure to manage conflict and/or grievances between the manager and the board 4.5. ***Regularly review*** the manager's performance in accordance with the employment contract

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to:
  - work with others to develop and implement recruitment and selection processes and agree on an employment contract
  - give feedback to the manager about performance
- conflict-management skills to deal with grievances, disputes and disagreements
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- organisational skills to ensure that policies and procedures are followed in relation to recruitment, selection and management of the manager

Required knowledge

- award structures for industrial agreements
- benchmarking of salaries and conditions
- concept of community control of organisations and how it may impact on the recruitment and selection process
- contract management principles
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on the recruitment and selection process and the role of the manager
- documentation required for recruitment and selection
- equal employment opportunity and anti-discrimination legislation in relation to recruiting and selecting staff
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on recruitment and selection process and the work of the manager
- interviewing techniques and selection processes
- organisational policies and procedures in relation to the selection, appointment and management of staff, including grievance procedures
- performance management processes and models for giving feedback
- provisions of federal, state or territory legislation and funding body requirements that may impact on the recruitment and selection process and work of the manager
- relevant aspects of industrial relations legislation

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • work with fellow board members to source and select a suitable manager for the organisation • demonstrate awareness of equal employment opportunity and anti-discrimination requirements when recruiting and selecting staff • establish policy and procedures to ensure a good working relationship between the manager and the board.
Context of and specific resources for assessment	Assessment must ensure: • participation on an actual or simulated board • access to examples of relevant recruitment, selection and performance management documents • access to examples of issues that affect recruitment, selection and performance management • knowledge and performance to be assessed over time to confirm consistency in performance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with reflection of practical board performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations and group discussions • oral or written questioning to assess knowledge • observation of performance in role plays.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM506C Develop employment policies.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Recruitment and selection will include:	• developing or adapting position and job descriptions • advertising • developing selection criteria • following established application process • short-listing applicants • selecting interview panel • developing interview questions • short-listing interviewees • conducting referee and security checks • selecting suitable candidate • informing successful and unsuccessful candidates.
Key stakeholders may include:	• board members • community members • Elders • local government • funding body representative • other Aboriginal and Torres Strait Islander organisations • staff • traditional owners.
Independent assistance may include:	• consultants • peak body groups • experienced network members • senior government or non-government personnel • employee groups.
Communication and reporting mechanisms may include:	• manager's report for the annual general meeting • regular written and verbal report • report against performance outcomes • standing item at board meeting.

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RANGE STATEMENT	
Delegation of powers may relate to:	• employing and dismissing staff • purchasing goods and services • signing cheques • signing contracts • speaking to the media.
Regular review may include:	• annual performance review • assessment against performance outcomes • independent assessment • interview • 360 degree feedback.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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CHCNET404A Facilitate links with other services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to liaise and facilitate linkages between community services including specialist and generalist services in the community to ensure support of people in need

Application of the Unit

Application	The skills described in this unit may be applied across a range of workplace contexts, especially involving related service delivery, sharing of information and client referral

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and maintain *links* with *relevant services*	1.1 Gather and store *information on relevant services* as appropriate 1.2 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links 1.3 Maintain active participation in relevant networks 1.4 Maintain information on the organisation's range of services
2. Provide relevant information to services	2.1 Respond to information requests from other organisations as appropriate 2.2 Maintain knowledge of and access to internal means of support within own organisation 2.3 Provide information and resources to support community groups as appropriate 2.4 Ensure materials and resources provided are relevant and current 2.5 Seek feedback on the materials and resources and use in developing future materials and resources

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ELEMENT	PERFORMANCE CRITERIA
3. Work with and *support* other organisations to enhance service delivery	3.1 Define the type and level of support to be provided and negotiate with the relevant organisation 3.2 Maintain appropriate support and contact with people referred 3.3 Provide information to services in line with organisation confidentiality, consent and privacy policies and procedures 3.4 Develop and negotiate longer term plans to assist services to operate self-sufficiently

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Existing information systems
- Referral networks - criteria and procedures for referral
- Current community services issues
- Language used in community services work
- Range of community services and how to access
- Confidentiality and privacy
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate effective working relationships within community services and within the

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REQUIRED SKILLS AND KNOWLEDGE

general community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - questioning
  - active listening
  - verbal and non-verbal communication
  - referral
  - participating and conducting interagency meetings
  - promotion
  - negotiation
  - liaison and networking
- Recognise own limitations and agency boundaries
- Develop and provide information about community services
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the community services networking and liaison requirements within the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Links may be:

- Referral to and from other services
- Telephone contact
- Worker networks
- Informal contacts
- Case conferences
- Inter agency meetings
- Community consultative committees
- Joint projects

Relevant services may include:

- Consumer groups
- Commercial enterprises such as real estate agents, and financial institutions
- Community services departments
- Aboriginal and Torres Strait Islander services
- Employment services
- Community based disability support services
- Income support services
- Accommodation services
- Services specific to the person's needs
- Trans-cultural
- Religious organisations
- Judicial
- Correctional
- Police
- Emergency services

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RANGE STATEMENT

Information on relevant services may include:	• Pamphlets and other information sources • List of all relevant services • Information on own agency • Criteria for referral to each agency • Contacts • Information to provide to clients
Support may include:	• Visits • Consultations • Joint initiatives • Participation in case conferences • Telephone advice • Provision of staff development and training • Exchanging of reports • Community education
Policies and procedures may include:	• Referral protocols

Unit Sector(s)

Not Applicable

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BSBATSIC412A Maintain and protect cultural values in the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work as a board member in such a way as to respect, maintain and protect aspects of culture within the organisation. The unit is based on a unit originally developed by the Aboriginal and Torres Strait Islander Curriculum Consortium, Tropical North Queensland Institute of TAFE. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals responsible for maintaining and protecting cultural values in an organisation as part of their board role in monitoring and guiding the activities of Aboriginal and Torres Strait Islander organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate knowledge of your culture	1.1. Outline ***relevant traditional and cultural responsibilities*** in a manner appropriate to the audience 1.2. Follow accepted cultural ***protocols*** when undertaking board duties 1.3. Identify the role of Elders and their relationship to the organisation
2. Demonstrate respect for cultural diversity	2.1. Treat individuals and groups with diverse ***lifestyles***, backgrounds, ***cultures*** and languages with respect and sensitivity 2.2. Accommodate cultural differences in dealings with other people
3. Identify the impacts of colonisation on Aboriginal and Torres Strait Islander culture	3.1. Identify how changes in Aboriginal and Torres Strait Islander culture since colonisation impact on the organisation and its members today 3.2. Recommend ways in which the organisation can help to restore, protect and maintain culture
4. Apply Aboriginal and Torres Strait Islander cultural practices to governance processes	4.1. Identify relevant ***Aboriginal and Torres Strait Islander cultural practices*** that contribute to effective governance of organisations 4.2. Work with other board members to incorporate relevant Aboriginal and Torres Strait Islander cultural practices into the organisation's governance processes
5. Deal with potential and actual cultural exploitation	5.1. Identify examples of ***potential and actual harm*** 5.2. Work with other board members to develop strategies for responding to potential and actual damage to cultural integrity
6. Deal with potential and actual stereotyping and prejudice	6.1. Identify ***areas of potential and actual social conflict*** as a consequence of stereotyping and prejudice 6.2. Work with other board members to develop strategies toward reconciliation in consultation with ***appropriate individuals or groups*** in targeted areas
7. Determine the effects of new legislation and policy on the organisation	7.1. Assess the potential ***impact*** of new and proposed ***legislation and policy*** on the organisation and its members 7.2. Develop strategies to respond to new and proposed legislation and policy

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ELEMENT	PERFORMANCE CRITERIA
8. Determine the impact of development on culture	8.1. Identify ***relevant social***, ***technical***, ***economic and political changes*** that may impact on the activities of the organisation 8.2. Assess current and future impact of development on culture 8.3. Develop strategies to maximise positive impact and prevent or minimise negative impact on culture

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and evaluation skills to assess key changes in legislation and policy and how they relate to the organisation and community
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- oral, diagrammatic or written literacy skills to be able to gather and share information
- problem-solving and decision-making skills to develop strategies to address cultural issues

Required knowledge

- Aboriginal and Torres Strait Islander cultural governance practices that may affect the effective governance of organisations
- basic information on intellectual property rights and copyright law in relation to cultural knowledge and objects
- concept of community control of organisations and how it may impact on the protection of cultural values
- concepts of stereotyping and prejudice and their impacts on individuals
- cultural context in which Aboriginal and Torres Strait Islander boards operate
- current and proposed changes in legislation and policy that could impact on the organisation
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the maintenance and protection of cultural values in an organisation
- how historical factors, such as colonisation, have had an impact on local community members and the organisation
- provisions of federal, state or territory legislation and funding body requirements that may impact on decision making
- relevant protocols and cultural responsibilities
- social, technical, economic and political changes likely to occur in the short to medium term that could have an impact on the activities of the organisation

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • provide appropriate information to others about cultural protocols and responsibilities relevant to board duties • identify historical factors that may impact on the community and the organisation • develop strategies to restore, protect and maintain cultural values in the organisation.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of legislation and policy affecting Aboriginal and Torres Strait Islander people and their culture • knowledge and performance are assessed over time to confirm consistency in performance. Note: This unit contains skills and knowledge specific to Aboriginal and Torres Strait Islander culture. Particular care should be taken when choosing an appropriately qualified and suitable person or persons to conduct this assessment. Where appropriate, this may require involving a respected community member to assist with assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of feedback from the community and stakeholders • analysis of responses to case studies and scenarios • direct questioning combined with reflection of practical board performance by the candidate • observation of performance on a board or simulated board

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EVIDENCE GUIDE	
	• observation of presentations and group discussions • oral or written questioning to assess knowledge • observation of performance in role plays.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant traditional and cultural responsibilities may include:	• Aboriginal and Torres Strait Islander lore • kinship • land ownership • men's and women's business • relationships with Elders and traditional owners • responsibilities in relation to significant events, such as births, marriages and deaths.
Protocols may include:	• acknowledgements • appropriate time, place or ceremony for communication • family, kinship and clan • land ownership • talking to the right people • welcomes.
Lifestyles may include:	• remote • rural • traditional • urban.
Cultural diversity may include:	• beliefs and values • ceremonies • employment • language • law and lore • lifestyles • literacy • living conditions.
Aboriginal and Torres Strait Islander cultural practices may include:	• bush meetings • committee meetings in appropriate language • constitutions recognising traditional owners • decision-making processes.
Potential and actual harm may	• copyright issues

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RANGE STATEMENT	
include:	• shift from community focus to business focus.
Areas of potential and actual social conflict may include:	• family • land • public spaces • schools • workplaces.
Appropriate individuals or groups may include:	• businesses • church groups • community sector organisations • community leaders • local government • schools • sporting clubs.
Impact may include:	• changes in employment opportunities • changes in educational opportunities • changes in land ownership and control • financial changes.
Legislation and policy may include:	• anti-discrimination and equal opportunity laws • extended trading hours • Native Title • pastoral and mining leases • relevant social security law • 'Three Strikes' laws.
Relevant social, technical, economic and political changes may include:	• changing technologies • education • land developments • land ownership changes • living standards • mainstreaming services.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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HLTRAH302C Undertake home visits

Modification History

HLT07 VErsion 4	HLT07 Version 5	Comments
HLTRAH302B Undertake home visits	HLTRAH302C - Undertake home visits	Unit updated in V5. Unit updated in V5 - visits changed ‘challenging behaviour’ to ‘behaviours of concern’ ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This competency unit describes the skills and knowledge required to make a home visit to assess needs and/or deliver services

Application of the Unit

Application

This unit addresses workers who are required to deliver services to people in their home or other residence

It includes preparation and follow up as well as working safely in an unfamiliar and potentially unpredictable environment

Application of this unit should be contextualised to reflect any specific work requirements and practices

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for home visit	1.1 Check that client is expecting and prepared for a home visit at the agreed time
	1.2 Clarify *purpose of home visit* and *history of client* in relation to unexpected issues and needs
	1.3 Prepare equipment, resources and/or documents required address purpose of home visit and contingencies
	1.4 Allow time in schedule for contingencies
	1.5 Check that entry to the home is ensured
	1.6 Ensure co-worker(s) are aware of intended time and place of home visit and mobile contact details

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ELEMENT	PERFORMANCE CRITERIA
2. Undertake home visit	2.1 Obtain entry to the home, check for hazards to own and others' health and safety and take action to control risk 2.2 Take standard precautions to control infection and, where required, take additional precautions 2.3 Demonstrate respect for the home and contents and sensitivity as a guest in the environment 2.4 Follow appropriate risk management practices when delivering services in an unfamiliar and potentially unsafe environment
3. Establish client relationship in the home	3.1 Communicate with client or resident to clarify purpose of visit and confirm client acceptance 3.2 Provide opportunity for client to identify and express any issues or concerns in relation to the home visit and/or associated matters 3.3 Provide appropriate support and information within scope of own work role and record and report relevant health issues or concerns promptly to appropriate person 3.4 Deal with behaviours of concern promptly, firmly and diplomatically in accordance with relevant policies and procedures
4. Follow up home visit	4.1 Document all aspects of the home visit in line with organisation policies and procedures 4.2 Promptly report and refer any areas of concern to an appropriate authority 4.3 Ensure any arrangements for follow up visits are recorded and implemented

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

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Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Infection control practices in relation to own work role and applied to working in unfamiliar and unpredictable environments
- Legislative, regulatory and organisation requirements relating to reporting issues observed during home visits
- WHS issues and procedures in relation to working in unfamiliar and unpredictable environments

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate clearly and sensitively with clients who are confined to their home, including aged, frail and disabled clients
- Prepare appropriately for home visits
- Use problem solving skills, including the ability to use available resources in a client's home setting and prioritise workload for home visits
- Work with others and display understanding of issues relevant to home visits
- Use language, literacy and numeracy skills to:
  - communicate in English and/or community language, depending on client group
  - complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use oral communication skills, including:
  - asking questions
  - clarifying workplace instructions when necessary
  - listening to and understanding workplace instructions
  - providing clear information

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• This unit is most appropriately assessed in the workplace or in a simulated workplace • The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Purpose of home visit may include:	• Assessment of client requirements • Delivery of services • Delivery of products, materials or equipment • Consultation (eg. in relation to complementary or alternative therapy) • Regular or planned organisation follow up
History of client in relation to unexpected issues and needs may include but is not limited to:	• Worker unable to obtain safe access to the home • Interpreter required • Client behaviour unpredictable (eg. aggression, dementia) • Specific health and safety risks identified • Client in need of basic supplies (eg. food or medication)
Check for hazards includes	• Checking the working order of fire safety equipment including smoke alarms
Areas for concern may include but are not limited to:	• Client very sick, injured or deceased • Signs of violence or abuse • Signs of deterioration of client's physical or mental condition • Client in need of basic supplies (eg. food, other consumables or medication)

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Unit Sector(s)

Not Applicable

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CHCYTH402B Work effectively with young people in the youth work context

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work in the youth work context The unit focuses on the historical and contemporary youth sector practice and understanding of the current status of young people

Application of the Unit

Application	This unit applies to work undertaken in all youth work roles where the young person is the primary client

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of the social, historical, economic, legal and political contexts of young people	1.1 Assess and respond to the needs of young people within the context of their experiences 1.2 Research, analyse and maintain up to date knowledge and awareness of the social, political , economic and legal *contexts of young people* 1.3 *Research, analyse and apply understanding of youth policy* in practices of youth work 1.4 Apply understanding of the historical and cultural constructs of youth and the changing context of young people
2. Apply understanding of the context of youth work	2.1 Apply knowledge of youth contexts to *youth work practice* 2.2 Identify legal frameworks which impact on *context of youth work* 2.3 Research, maintain and apply *models and frameworks of youth work* in a variety of youth work contexts 2.4 Develop a comprehensive understanding of the *youth sector*

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ELEMENT	PERFORMANCE CRITERIA
3. Work within the core values and practice frameworks of youth work	3.1 Assess core *youth work practice values* to ensure supports and interventions are young person-centred 3.2 Apply practice frameworks to maximise support for the young person as a unique individual 3.3 Demonstrate support for the *young person's rights* and safety including access and equity of services
4. Work with understanding of the impact of values in determining the approach to working with young people	4.1 Identify, and reflect on own values and experiences which may impact on approaches to youth work 4.2 Work with awareness of organisation values 4.3 Match interventions and supports appropriate to the young persons own values

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected
- Current status of young people in context:
  - social and cultural context of youth
  - historical, economic, political and social contexts of young people
  - rights, needs and responsibilities of young people
  - risk taking and social behaviour in young people
  - young people as primary client
  - changing contexts of young people
- Processes for getting advice and assistance when there are ethical or professional issues
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- The impact of popular beliefs on values, attitudes and behaviour
- The organisation's codes of conduct or code of ethics/duty of care
- The range of specialist support services and programs available to young people
- The social, political, historical and economic context of the service response to the needs and interests of young people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Check and analyse information for assessment of risks, special needs, significant changes and personal and social developmental levels for young people
- Make decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations

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REQUIRED SKILLS AND KNOWLEDGE

- Provide effective support and/or services for young people in at least one youth work context, such as:
  - centre based work
  - drop in centres, recreational facilities
  - housing and residential services
  - outreach and home visits, street, parks
  - schools
  - on line youth work, web based, emails, discussion rooms
  - telephone contact
- Provide supervision and care based on assessed risk and justifiable degree of care and concern
- Respond to risks and incidents of varying degrees of severity
- Use clear and reassuring communication relevant to the culture of young people

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - assessment
  - referral
  - negotiation
  - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
  - critical thinking
  - political analysis
  - reflective practice
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the organisation and individual context within which work takes place

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - a workplace or an accurately simulated environment where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients, youth, health and welfare support agencies, specialist staff

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contexts of young people

- Historical, economic, political and social contexts of young people
- Rights needs and responsibilities of young people
- Social and cultural construct of youth
- Socioeconomic status of young people
- Stereotyping of young people
- Young people as the primary client
- Young people in the media

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RANGE STATEMENT

Research, analyse and apply understanding of youth policy includes:

- A basic understanding of formal ideologies
- Changing contexts of young people
- Changing social policy contexts impacting on young people and their environment today and in the future
- Current issues in youth policy and young people's experiences of all social policy e.g. health
- Economic context - disadvantage, poverty, income, employment, government economic policy, distribution of resources and opportunities
- Historical and social contexts of youth work e.g. changing attitudes to young people, changing approaches to working with young people, social exclusion
- Political context - youth social policy
- Statutory frameworks of youth work

Youth work practice may include:

- Case management
- Classification and review
- Community development
- Community work
- Group work
- Individual work
- Need and risk assessment
- Programmed intervention
- Protective care
- Reporting and referring systems
- Residential care, such as in a family group home

The context of youth work may include:

- Centre based - appointment based
- Drop in centres, recreational facilities
- Housing and residential services
- On line youth work, web based, emails, discussion rooms
- Outreach and home visits, street, parks
- Schools
- Telephone

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RANGE STATEMENT

Models and frameworks of youth work may include:	• Basic understanding of the theories of youth development and youth work • Client self determination • Client-centred approaches • Community Development • Education • Empowerment • Rights based
Youth sector includes:	• Funding bodies • Government services • Non government services • Relevant levels of accountability • Young people • Youth sector peaks • Youth workers

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RANGE STATEMENT

Youth work practice values may include:

- Be non-judgemental
- Consider the whole context
- Engage with diversity and difference
- Focus on strengths and capacities
- Integrity, acceptance, equity and equality
- Notice change and achievement
- Recognise the person first not just their issues
- Self agency/ young person directed practice
- Social justice, fairness, honesty and respect
- The values of:
  - youth workers
  - young people and their peers
  - key stakeholders in young people's lives
  - workplaces
  - colleagues
  - other workers and services
  - community
  - others
- Transparency and transparent boundaries
- Valuing the person
- Work collaboratively
- Work towards 'power with' not 'power over'
- Work with young people in partnership

Young person's rights include:

- Young people's rights as documented in the UN convention on the rights of the child

Unit Sector(s)

Not Applicable

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CHCMH301B Work effectively in mental health

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required in the context within which mental health work occurs

Application of the Unit

Application	This unit applies to work with mental health clients in a range of community services work contexts This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the *context* of the mental health sector	1.1 Demonstrate consideration of the historical context of the sector in all work 1.2 Demonstrate consideration of the changing social, political and economic context in all work
2. Develop knowledge of the mental health sector	2.1 Apply basic knowledge of the current issues and *different models of work* which impact on the sector 2.2 In collecting information about the mental health sector, collect and use views of key *stakeholders and representatives* from relevant target groups

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate commitment to the central philosophies and standards of the mental health sector	3.1 Demonstrate consideration and understanding of the *underpinning values and philosophy of the sector* in all work undertaken 3.2 Demonstrate *commitment to access and equity principles* in all work in the sector 3.3 Ensure clients participate in all aspects of service planning and support activities 3.4 Identify and take into account personal values and attitudes regarding mental health and illness when planning and implementing all work activities 3.5 Promote a focus on recovery model and restoring people to their optimal potential
4. Work with people from *culturally and linguistically diverse* backgrounds	4.1 Demonstrate consideration and understanding of cultural and linguistic differences in all work undertaken 4.2 Adapt all work to meet the specific cultural and linguistic needs of clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of policy, regulatory, legislative and legal requirements, including
  - Carer's Recognition Act
  - community counselling orders
  - community treatment orders
  - Criminal Law (Mentally Impaired Defendants) Act
  - Disability Services/Discrimination Acts and standards
  - equal employment opportunity principles
  - Freedom of Information Act
  - Guardianship Board
  - individual rights
  - mental health acts
  - national mental health policy and plan
  - national mental health service standards
  - national practice standards for the mental health workforce
  - occupational health and safety (OHS) standards
  - Privacy Act
  - United Nations Principles for the Protection of Persons with Mental illness and the Improvement of Health Care
- Awareness of available government benefits in areas such as housing and accommodation and finance
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Early intervention
- Facts/myths about mental illness and psychiatric disability
- Historical and social context

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REQUIRED SKILLS AND KNOWLEDGE

- Holistic and client-centred care
- Impact of stigma
- Importance of consumer input
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Indigenous Australian culture
- Involuntary and voluntary admission to hospital

continued ...

Essential knowledge (*contd*):

- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Legal system
  - courts
  - police powers
  - court reports
  - tribunals
  - parole
  - community treatment orders
- Major psychiatric illnesses
- National standards for mental health services
- Political and economic context
- Principles and practice of duty of care
- Principles and practices of confidentiality
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Principles of clinical governance
- Principles of community delivered service provision
- Principles of disability
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Understanding of regulations and guidelines governing the handling of medication

Essential skills:

It is critical that the candidate demonstrate the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of understanding of underpinning values, philosophies and standards applying to work in the mental health sector

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed on the job or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the requirements of the particular workplace context
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Context includes:

- Changing social context of work e.g. Consumer centred approach, changing government and societal views of mental health, approaches to working with clients, deinstitutionalisation
- Economic context e.g. The current economic situation as it relates to and affects mental health and the subsequent impact on client needs
- Facts/myths about mental illness and psychiatric disability
- Historical context of work e.g. Changing attitudes to mental health; changing approaches to working with clients
- Political context e.g. Government policies and initiatives affecting mental health work, mainstreaming
- Statutory framework within which work takes place

Different models of work may include:

- Acute, continuing and rehabilitation models
- Case management
- Clinical mental health services
- Clubhouse
- Community development and education
- Consumer run models
- Crisis situation responses
- Early intervention/prevention
- Home based support
- Mental health promotion
- Peer support/self help
- Psychosocial rehabilitation
- Residential services
- Respite care
- Supported employment
- Working with families and carers

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RANGE STATEMENT

Stakeholders and representatives may include:	• Carers • Clinical mental health services • Community organisations • Consumers • Families and care givers • Friends, peers and target group • Government representatives and service providers • Local community • Management, colleagues, supervisor, team members • Peak bodies and networks in the sector
The underpinning values and philosophy of the sector may include:	• A holistic and consumer-centred approach • Commitment to empowering the consumer • Commitment to meeting the needs and upholding the rights of consumers • Community education • Delivery of appropriate services • Early intervention • Encouragement of personal growth and development toward recovery and wellness • Family sensitive approaches • Promotion of mental health and well being
Commitment to access and equity principles includes:	• A non-discriminatory approach to all people using the service, their family, carer/s and friends, the general public and co-workers • Creation of a consumer oriented culture • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social
Culturally and linguistically diverse may include:	• Different cultural and social contexts • Social variables such as social attitudes to mental illness • The needs of indigenous Australians • The needs of people from non-English speaking backgrounds

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Unit Sector(s)

Not Applicable

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CHCINF302C Maintain the organisation's information systems

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to collect, store and provide accurate and current information to clients

Application of the Unit

Application	This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accurate records	1.1 Identify *information* needs of *clients* and key stakeholders and negotiate options for meeting them with client and other relevant people
	1.2 Update and maintain *records* and information in accordance with organisation procedures and report breaches to supervisor or management
	1.3 Identify and access appropriate and relevant sources of information so the organisation can provide information relevant to its service delivery
	1.4 Maintain specific information, including client assessment and referral records in accordance with organisation procedures and confidentiality considerations
	1.5 Prepare and present reports to the required standard
2. Handle organisation *correspondence*	2.1 Deal with incoming correspondence according to established organisation guidelines
	2.2 Prepare and despatch outgoing correspondence in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
3. Provide information as required	3.1 Collect, index and maintain information in accordance with organisation procedures and requirements and to assure its currency and relevance 3.2 Prepare and present required information in a manner appropriate to audience and purpose and consistent with organisation procedures 3.3 Collect and maintain client statistics, inquiries and other data as required 3.4 Utilise appropriate processes to handle and process data to address workplace needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Use of relevant information technology
- Relevant guidelines and policies of organisation
- Government legislation and program guidelines
- Operation procedures and occupational health and safety (OHS) requirements for use of office technology
- Confidentiality requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain accurate and up to date records
- Provide information when it is required

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply communication skills as required to provide instruction and support
- Apply basic operational numeracy skills related to straight forward data
- Utilise relevant information technology effectively in line with OHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communications systems

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace e.g. viewing of information and storage system, collected data etc.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Individual members of the public
- Family members and significant others
- Referred or self referred

Records and reports may be verbal or written, according to the requirements of the job and may include:

- Client information
- Internal forms including:
  - time sheets
  - work sheets
  - correspondence incoming/outgoing
  - petty cash forms
  - reports for organisation and/or funding bodies
  - equipment usage report
  - financial statements
  - funding submissions
  - organisation policies and procedures manual

Correspondence may include:

- Mail
- Facsimiles
- Email
- Memos
- Messages
- Internal reports
- Organisation newsletters

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RANGE STATEMENT

Information includes all that may be required for the effective operation of the organisation, including:	• Details of relevant service provider, government agencies and funding sources • Details on the range of services provided by the organisation • Relevant government and organisation policies, legislation, statutory requirements • Client details • Network information • Professional development material • Data collected about clients or organisation operations
Processes for interpreting and analysing data include:	• Relevant numerical calculations

Unit Sector(s)

Not Applicable

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CHCCS422A Respond holistically to client issues and refer appropriately

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to assess a range of client issues and refer appropriately

Application of the Unit

Application

On completion of this unit, the worker will be able to respond appropriately to clients that have a range of issues outside and in addition to the area of immediate focus, expertise or interests of the worker and their organisation

For instance, a child protection worker may need to identify when alcohol and other drug issues are important in the life of a presenting client

Completion of the unit will also provide the worker with competence to make decisions as to whether to refer or retain the client

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish interpersonal relationship with client	1.1 Define boundaries and use communication skills that will establish a trusting and respectful relationship
	1.2 Utilise facilitative communication skills to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas
	1.3 Share relevant information with client about options and services available to enable them to make informed decisions

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ELEMENT	PERFORMANCE CRITERIA
2. Identify the range of issues impacting on the client and assess client needs	2.1 Identify *indicators of harm, neglect, abuse or risk of harm* 2.2 Use observations, assessment tools and questioning to identify possible *presenting issues* 2.3 Seek information from a range of *appropriate sources* to determine the range of issues that may be affecting the client within *organisation policies and procedures* regarding autonomy, privacy and confidentiality 2.4 Apply *organisation procedures for collecting and analysing client information* 2.5 Examine *all client information* to determine the degree to which other issues may impact on the possible services that can be provided by the organisation
3. Analyse and assess information to determine appropriate course of action to be followed	3.1 Assess the level of risk to the client and others directly involved using tools approved or adopted by the organisation 3.2 Follow organisation procedures and address *legal requirements and duty of care obligations* in *responding to indicators of risk of abuse, neglect or harm* 3.3 Identify and prioritise client's current needs and available sources of assistance 3.4 Identify organisation's capacity to meet range of client needs to be addressed 3.5 Apply accepted procedures to assess the option of bringing in *specialist support* and continuing to work with the client 3.6 Share relevant information with client about options and services available to enable them to make informed decisions 3.7 Provide the client with resources as appropriate 3.8 Follow relevant State/territory legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm

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ELEMENT	PERFORMANCE CRITERIA
4. Refer client to other services to provide coordinated support	4.1 Identify a client's need for support *internal and external* to the agency 4.2 Implement *appropriate procedures to address potential emergency or crisis situation* 4.3 Comply with cultural obligations when working with clients 4.4 Work with the client and *significant others* where relevant to motivate, support and encourage the client 4.5 Identify current needs and sources of assistance, and give support as appropriate
5. Review effectiveness of services provided to meet client needs	5.1 Review outcomes in accordance with organisation procedures and in consultation with clients, carers and significant others, case managers and other service providers 5.2 Complete *document/s* as required and in line with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Identification of the impact of issues relating to:
  - mental health
  - child protection - this must include essential underpinning knowledge of dynamics of child abuse, indicators of risk and risk factors

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REQUIRED SKILLS AND KNOWLEDGE

- domestic violence
- disability
- homelessness
- unemployment
- alcohol and other drugs (AOD)

- Knowledge of accepted practices and available referral agencies for working with people experiencing issues related to:
  - mental health
  - child protection
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - AOD
  - any form of crisis

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply client management skills to deal with complex needs and difficult or challenging behaviour
- Identify the range of relevant issues that may impact on service delivery
- Develop an implement a plan in conjunction with the client to address their issues
- Provide referral to appropriate services
- Evaluate effectiveness of services
- Operate within duty of care and organisation requirements to address client needs
- Apply interpersonal skills to facilitate client to identify options for change and for addressing their issues
- Demonstrate case work skills to ensure effective assessment, intervention and referral
- Manage information to ensure all records are maintained, stored and accessible

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply research skills to ensure a current and correct list of relevant services are readily available to the client
- Provide a brief intervention to raise awareness, share knowledge and help client to think about making changes to improve well being

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REQUIRED SKILLS AND KNOWLEDGE

- Apply crisis intervention and networking skills
- Utilise relevant information technology effectively in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit must be assessed after, or in conjunction, with the attainment of competency in the compulsory communication unit within the qualification • Competency must be demonstrated in a real work environment • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

Although this unit requires no pre-requisite, there are a number of related units of competence both of a generic and sector specific nature that would be ideally mastered prior to undertaking this unit of competence

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Presenting issues include:

- A client with secondary or multiple issues who is most likely to present 'first' to the following types of services (for an issue relevant to those services):
  - child protection
  - juvenile justice / youth service
  - social housing
  - employment service

Indicators of harm, neglect, abuse or risk of harm

- Physical symptoms such as injuries or loss of weight
- Verbal and non- verbal cues
- Impairment to cognitive functioning caused by acquired brain injury such as loss of memory, inability to concentrate, plan, organise
- Reports from the individual, carers or other workers
- Psychological/emotional indicators

Harm, neglect, abuse or risk of harm includes:

- Physical
- Emotional
- Cognitive
- Psychological
- Sexual
- Financial

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RANGE STATEMENT

Appropriate sources (*of information*) *include*:	• Case notes • File • Other workers
Harm, neglect, abuse or risk of harm may be from:	• Carers • Workers/service providers • Self • Family or significant others • Community members
Responding to indicators of risk of abuse, neglect or harm includes:	• Intervention to remove the risk • Reporting to appropriate personnel • Investigating • Seeking specialist support/services • Referral • Following State/territory legislative requirements
Responding to indicators of risk of abuse, neglect or harm will be determined by:	• Legislation • The specific job role • Organisation procedures • Family and cultural mores
People who are vulnerable and at significant risk may be:	• People with a disability • People with an acquired brain injury • Elderly people • People with mental health issues • Children and young people • Babies under one year of age • Toddlers (children under three years of age) • People who are homeless • People in unequal power relationships

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RANGE STATEMENT

Non presenting problems or issues are likely to be:	• Alcohol and other drugs • Mental illness • Developmental disability • Acquired Brain Injury • Abuse and risk of abuse • Domestic violence • Homelessness / inadequate housing • Unemployment • Juvenile justice issues • Communicable disease • Financial difficulties • New arrival in the country
Legal requirements and duty of care obligations include:	• Ethical referral • Comply with state and territory legislation
Significant other may include	• Partners • Family members • Carers • Advocates

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RANGE STATEMENT

Approaches to addressing specific issues include applying accepted methodologies, underpinning values and philosophies of the specific areas The following notes offer a guide:

- AOD may include knowledge of harm minimisation practices, of the effects of AOD on body system and social relationships, and of the signs and symptoms of intoxication:
  - knowledge of groups and agencies in the community who can respond to individuals with AOD problems by providing treatment and detoxification programs is central
  - also important is an awareness of personal bias, and models or perspectives on drug use i.e. disease perspective, moral perspective of both the client and of referral agencies
- Mental health may include recognising basic signs and symptoms of anxiety, depression, suicidal impulses, and indicators of mental illness such as hallucinations or delusion:
  - knowledge of appropriate referral and intervention services in the community is critical
- Domestic violence may include an understanding of such violence as an abuse of power perpetrated both in a relationship and after separation and that such violence takes a number of forms:
  - these include physical and sexual violence, emotional and psychological abuse and economic deprivation
  - domestic violence occurs across all groups, cultures and creeds
  - the safety and well being of individuals subjected to domestic violence should be of primary concern
  - knowledge of groups and agencies in the community who can respond to individuals with domestic violence issues is required
- Child protection requires knowledge of relevant state mandatory reporting legislation and its application
  - Child protection also requires knowledge of child development, dynamics of child abuse, risk factors, behavioural/physical indicators of abuse and agencies that respond to child protection matters
- It is vital to recognise that children (particularly infants) in families where abuse of alcohol and other drugs exist are more likely to be at risk of harm

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RANGE STATEMENT

- where there other risk factors such as domestic violence and mental health co exist with AOD issues the potential risk of harm to those children increases significantly

continued ...

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RANGE STATEMENT

Notes re approaches to addressing specific issues (*contd*):

- When working with adult clients who have children, the safety, welfare and well being of the children must be included in all case management practices
- Developmental disability may describe individuals who have a multiplicity of disabilities including difficulty learning, thinking and reasoning, retaining information and forming social relationships
  - it is vital to recognise the individuality of developmental disabled persons, their right to age appropriate consultation and to self determination
  - needs arising from social isolation and the critical importance of primary care-givers in the lives of developmental disabled persons should also be recognised
  - knowledge is required of groups and agencies in the community that can provide advocacy services
- Juvenile justice may include knowledge of adolescent clients and their special need as individuals, within families and as part of a group, including stages of development and social issues affecting youth
  - recognition of the vulnerability of young people in their dealings with authority and of the protection that should operate during an investigation or proceeding in relation to an offence is required
  - knowledge of groups and agencies in the community that can provide services such as advocacy and legal advice to young people in their dealings with the justice system is essential
- Acquired Brain Injury may include:
  - awareness of the causes and effects of ABI
  - understanding of the impact of cognitive impairment on the individual and families, including associated grief and loss issues; knowledge of the ABI service system; skills in working with people with challenging behaviours

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RANGE STATEMENT

Organisation procedures for collecting and analysing client information may include written and oral input to:	• Questionnaires • Assessment tools • Client profile forms etc
Procedures to prevent escalation of a potential emergency or crisis situation may include:	• Using calming communication skills • Managing and containing emotional responses and escalating behaviour • Identify and address source of the issue • Discussing the situation with the client • Negotiation and mediation • Seeking assistance from other workers or client carers • Providing physical and visual barriers • Evaluating the potential risk of the emergency • Implementing specific communication skills including questioning, reflective listening and body language
Appropriate procedures to address potential emergency or crisis situation may include:	• Negotiating to prevent escalation • Seeking assistance from other people or agencies • Immediate referral • Intervention to ensure physical safety
Other information could include information from:	• The client's carers and or family • Other agencies or workers with knowledge of the client • Client files

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RANGE STATEMENT

Specialist support may include:

- Health professionals
- Careers and employment advice
- Financial counselling
- Family and relationship counselling
- Child Protection officers
- Mental health professional
- AOD detox, withdrawal and support
- Child care
- Centrelink officers

All client information would include:

- Behaviour
- Responses to questions and other information provided by client
- Physical appearance and acuity
- File information
- Information on the client provided by family, carers, other workers, other agencies

Accepted procedures to evaluate the benefit to the client of referral include:

- Discussing options with the client, carers and family
- Checking the availability of services within the organisation
- Checking the availability and accessibility of other services

Brief intervention will be focused on providing de-escalation and emotional support:

- One-to-one approach, private
- Takes short period of time
- Can be done by anyone in the team
- A client led process
- Opportunistic
- Used for harm reduction and facilitating behaviour change
- Carer respite (e.g. for clients with ABI)

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RANGE STATEMENT

Organisation policies and procedures may include:	• Incident reporting and documentation • Operational guidelines for handling cases involving difficult and challenging behaviour • Record-keeping • Legal responses
Decisions to provide a brief intervention will be based on:	• The issues of concern to the client and the stage of decision to change is determined • Availability of resources to support the brief intervention • Agency and worker mandate and focus
Document/s may include:	• Data • Case notes • Case files • Client reports • Referral notes

Unit Sector(s)

Not Applicable

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CHCCS419B Provide support services to clients

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to apply the basic elements of implementing services for people accessing community services organisations issues in a range of settings It may be within an established plan of care

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Establish a working relationship* with *clients* to assist them to identify their *needs*	1.1 Routinely use effective strategies to ensure: • clients identify their needs and goals • individual and cultural differences are addressed • areas of resistance/conflict are identified and appropriately resolved • appropriate levels of consultation are implemented • the experience and life skills of the client are appropriately addressed • relevant information is collected 1.2 Implement processes to reach agreement on meeting procedures, consequences of actions and cooperative relationship 1.3 Clarify negotiable and non negotiable aspects of intervention 1.4 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities 1.5 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention 1.6 Use *appropriate communication and relationship building processes* 1.7 Discuss *possibilities and options for responding to client needs*, determine preferred actions and prioritise 1.8 Assist client to evaluate and select strategies to achieve their goals 1.9 Promptly and supportively *respond to clients in distress or crisis*, in accordance with *organisation policies and procedures*

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ELEMENT	PERFORMANCE CRITERIA
2. Support clients to meet their needs	2.1 Identify information and skills required by the client to meet their needs 2.2 Provide or develop opportunities to obtain information and develop skills 2.3 Provide individual and group support in accordance with resources and procedures 2.4 Explain the client's rights and responsibilities 2.5 Maintain confidentiality in accordance with organisation policies and procedures
3. Promote preventative strategies	3.1 Provide a full range of opportunities for clients to engaged in identification of problems and solutions 3.2 Employ a range of strategies to assist clients to meet specific targets and to gain control over their lives 3.3 Identify, develop and initiate an appropriate range of opportunities in accordance with organisation policies and procedures and client needs 3.4 Encourage and monitor client progress and involvement in activities and appropriate action taken to maximise individual skill development
4. Review *work with clients*	4.1 Review work with client within organisation policies and procedures and adapt strategies as appropriate 4.2 Review outcomes of client work with *supervisor and/or colleagues* in accordance with organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Use self-protection strategies as required	5.1 Use conflict resolution and negotiation as appropriate 5.2 Take appropriate action to ensure the safety of self and others 5.3 Acknowledge limits of own abilities and make referrals as appropriate 5.4 Seek emergency *assistance* as required
6. Refer clients	6.1 Check services the client is already accessing with the client and the service/s 6.2 Discuss suitability of *other services* with the client 6.3 Support client to make contact with other services 6.4 Provide follow up to determine the effectiveness of the referral
7. Provide specialist services to clients	7.1 Complete all appropriate documentation and maintain in accordance with organisation and statutory standards and requirements 7.2 Implement procedures to ensure information sharing between key stakeholders is facilitated 7.3 Ensure all dealings with the client/s reflect: • accepted organisation standards of behaviour • mutual respect • commitment to information sharing and dissemination • adherence to agreed plan • sensitivity to cultural, family and individual differences • ability to work with the client in the context of the family and broader community • application of the organisation's philosophy • compliance with statutory requirements and duty of care responsibilities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of role and responsibilities of self and other workers within the organisation
- Organisation policies and procedures as listed in the Range Statement
- Agency role, agency target group
- Issues affecting the client group
- Understanding relevant terminology related to the sector
- Awareness and understanding of issues relating to work in the sector
- Stigma, prejudice and common stereotypes relating to client issues
- Culture of service provision in the sector
- Relevant policy, regulatory, legislative and legal requirements relating to service provision
- Appropriate protocols and cultural systems relevant to work area
- Theories and methodologies related to work in the sector
- Child protection, mental health and AOD issues as they relate to work in the sector
- Working with individuals and groups
- Motivational interviewing techniques
- Service role and target groups
- Related agencies and referral procedures used by the organisation
- Awareness of own biases and beliefs
- Ethical obligations re: helping relations, confidentiality
- Rights of workers and clients
- Principles and practices of duty of care
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm
- Relationships between service providers

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REQUIRED SKILLS AND KNOWLEDGE

- Relevant systems/networks in the local area
- Statutory requirements
- Where clients have mental health issues the following specific knowledge is required:
  - community correctional orders and mental health issues
  - mental health promotion
  - signs and symptoms of major mental illness

continued ...

Essential knowledge (*contd*):

- Where clients have mental health issues the following specific knowledge is required (contd):
  - impact of mental illness and/or psychiatric disability on self-esteem, motivation, daily living skills
  - common medications for mental illness and their side effects
  - psychosocial treatment approaches
  - psychiatric disability
  - basic understanding of psychosocial rehabilitation processes
  - basic understanding of the range of clinical treatment and support services
- Where clients have housing issues the following knowledge is required:
  - understanding of language used in the community housing sector
  - awareness of housing issues
  - relationships between service providers
  - community housing systems/networks in the local area
  - culture of community housing provision
  - policy, regulatory, legislative and legal requirements including:
  - residential tenancy acts or equivalent
  - Privacy Act
  - legislation underpinning the principles of equal opportunity
  - Freedom of Information Act
  - Individual rights
  - National Housing Policy
  - National Housing Service Standards
  - Disability Services Acts and standards
- Where clients have AOD issues the following knowledge is required:
  - first aid certification or equivalent skills (as per unit HLTFA301B Apply first aid) including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions

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REQUIRED SKILLS AND KNOWLEDGE

- working with a range of different clients with AOD issues
- conducting work role within established plans, procedures or programs
- range of AOD specific services delivered by the organisation
- AOD use, general effects on body systems and their functions and general social and psychological effects
- drugs/substances most commonly used in local area
- relationship between suicide and AOD use

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively provide support to clients within organisation procedures
- Facilitate exploration of issues
- Establish role definitions
- Identify and work constructively with conflict and resistance
- Monitor own positions and reactions
- Clarify differences in perception
- Demonstrate problem exploration within a pro-active framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply strategies for self-protection and self care
- Apply strategies for dealing with aggressive or distressed people
- Demonstrate a non-judgemental approach to working with people
- Devise and develop tasks to help clients understanding and problem solving efforts
- Demonstrate constructive use of personal and professional authority and influence to support or confront
- Demonstrate application of skills in:
  - establishing rapport
  - effective active listening including questioning
  - interpretation of verbal and non-verbal communication
  - conflict resolution
  - problem solving
  - interpersonal relationship
  - networking and liaison with other services
  - crisis situation responses

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REQUIRED SKILLS AND KNOWLEDGE

- report writing
- supportive counselling
- goal clarification
- working with conflict, resistance and levels of risk
- empathy, engagement and rapport building
- communicating interest, respect and concern
- articulating clearly boundaries of own role
- recognising signs and triggers for dependency

- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider particular requirements of support provision delivered in the workplace

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Clients include:	• Individual clients and families and support network of the client • Members of the public seeking information
The contexts of working with clients include:	• Contact with a service on a voluntary or involuntary basis • Contact with a statutory activity e.g. Notification, first juvenile offence • Within an intervention • Within a support activity or service
Organisation policies and procedures may include:	• Emergencies • Occupational health and safety • Referrals • Reporting • Goals, objectives and targets • Accountability • Code of conduct • Confidentiality • Grievance procedures
Establish a working relationship will be carried out within requirements established by:	• Commonwealth and State legislation • International conventions relating to the rights of children and young persons • Organisation policy and procedures • Relevant program standards • Organisation codes of conduct, ethics
Work with clients may:	• Occur at established premises or at other locations used by outreach, street, remote or off-site services • Other locations may include the client's home, public places, workplaces or mobile service centres

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RANGE STATEMENT

Needs may include:

- Emotional support
- Social support
- Financial advice
- Cognitive/behavioural support
- Food and clothing
- Transport
- Emergency relief
- Legal advice
- Accommodation support
- Referral to other agencies
- Harm minimisation
- Financial device
- Consumables
- Legal advice

Appropriate communication and relationship building processes may include:

- Engagement
- Empathy
- Non-judgemental manner
- Active listening
- Listening to the person
- Acknowledging the person in a pleasant and accepting manner
- Treating the person as an individual with their own life history, skills and interests
- Rapport building
- Warmth
- Genuineness
- Respect

Possibilities and options for responding to client needs may include:

- Referral of the client to a colleague within the organisation
- Referral of the client to other agencies in accordance with organisation policies and procedures

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RANGE STATEMENT

Respond to clients in distress and crisis will include:	• Enlisting support and/or assistance from colleagues or emergency support as appropriate • Using calm and calming behaviour • Reporting incidents promptly and accurately
Services should promote the client's independence and abilities and take into account their:	• Preferences • Ability to communicate • Level of stress or anxiety • Behavioural disturbance e.g. tears, agitation, despair, elation, mood swings, disinhibition caused by acquired brain injury • Verbal or physical aggression • Inappropriate responses • Family and peer support/self help • Need for encouragement • Cultural/linguistic background • Social circumstances e.g. family and social support
Client service processes may be informal and/or formal and may include:	• Problem solving techniques • Evaluation • Interviewing techniques • Information provision • Group work • Individual support • Working with carers and others • Relaxation management • Stress management • Anger management • Coping strategies • Counselling and support groups

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RANGE STATEMENT

Work with clients may occur in any environment including:

- Social settings
- Home
- Drop in centres
- Workplace
- Vehicles/transport
- Cafes, shopping centres
- Structured programs
- Legal settings
- Other agencies or services

Supervisors and/or colleagues may include:

- People from other services
- Team members

Assistance may be sought from:

- Other staff
- Clinical mental health services
- Acquired brain injury services
- Community based support services
- Legal services
- Hospitals
- Ambulance
- Police
- Interpreters
- Consumer consultants
- Transcultural consultants

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RANGE STATEMENT

Other services may include:

- Carer/consumer groups
- Psychosocial rehabilitation
- Accommodation
- Specialist disability
- Legal
- Day support
- Employment and/or skill development service e.g. Life or living skills
- Pre-vocational
- Leisure
- Recreation
- Education
- Social activities
- Neuropsychological assessment
- Behaviour consultancy services
- Clinical treatment
- Drug and alcohol
- Health
- Advocacy
- Respite
- Pharmacies
- Financial
- Torture/trauma
- Spiritual support

Unit Sector(s)

Not Applicable

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CHCCHILD404A Support the rights and safety of children and young people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to address duty of care requirements, working within an ethical framework and applying relevant legislation, codes of conduct, international agreements (such as CROC - Convention on the Rights of the Child), policies and procedures in identifying, responding and supporting children's and young people's rights and safety

Application of the Unit

Application	This unit applies to workers involved in delivering services to children and young people including in community services, health, policing, youth work, recreation, family services, education, alcohol and other drugs work, mental health , youth work and other services to children

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement work practices which support the protection of children and young people	1.1 Comply with *lawful instructions*, *regulations*, duty of care and boundaries of practice in all work activities
	1.2 Routinely employ *child focused work practices* to uphold the rights of children and young peoples to participate in decision-making where it is age appropriate
	1.3 Employ communication and *information gathering techniques* with children and young people in accordance with current recognised good practice
	1.4 Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements
	1.5 Maintain own knowledge and skills as required to work effectively and participate in practice supervision processes
	1.6 Maintain confidentiality as appropriate
	1.7 Provide an appropriate *response* as determined by organisation procedures, legal and work role obligations

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ELEMENT	PERFORMANCE CRITERIA
2. Identify indicators of abuse and act appropriately	2.1 Identify children and young people at risk of harm by routinely implementing *child protection procedures* when appropriate 2.2 Respond to disclosure in accordance with *accepted standards* ,techniques, and legislative obligations 2.3 Gather information about the child and young persons behaviour in order to identify uncharacteristic behaviour or other indicators which may indicate abuse 2.4 Monitor the circumstances of children who are identified as highly vulnerable to abuse 2.5 Identify indicators of abuse and report indications of possible risk of harm 2.6 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with organisation procedures, ethics and legal requirements 2.7 Promptly report risk of harm indicators in accordance with statutory and organisation procedures 2.8 Work collaboratively with relevant agencies to ensure the report has maximum effectiveness of report
3. Apply ethical practices and safeguard the rights and interests of children and young people	3.1 Protect the rights of children and young people in the provision of services 3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people 3.3 Develop ethical practices for implementing professional boundaries consistent with child protection legislation in relevant jurisdiction 3.4 Recognise indicators for potential ethical concerns when working with children and young people 3.5 Respond to unethical behaviour of others by reporting to the *appropriate person*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Statutory and policy requirements relating to job role
- Applied knowledge of relevant child protection agencies and purpose
- Role and processes of workers as advocates for children and young peoples rights
- Ethical obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements and as defined by job specification
- Ethical approaches that incorporate the conventions on the rights of the child, and human rights
- Responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries
- State/territory requirements and processes for notifying and reporting suspected abuse
- Child protection system: including reporting protocols, responses to reporting, interagency policies
- Organisation guidelines and policies for responding to risks of harm to children and young people
- Duty of care responsibilities when supporting the rights and safety of children and young people
- Recording procedures appropriate to job role
- Common risks to child safety and common risks and dynamics particular to young people including, violence, self-harm, abuse types, alcohol and other drug use/misuse, health issues
- Indicators of the different types and dynamics of abuse including as they apply to age, gender, disability, culture, sexuality
- The different types of abuse: emotional, psychological, physical, sexual, neglect, domestic violence
- Overview of legal system and it pertains to the job role

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REQUIRED SKILLS AND KNOWLEDGE

continued ...

Essential knowledge (*contd*):

- Outline of common legal issues when working with children and young people including:
  - abuse in all forms
  - domestic and family violence
  - neglect
  - exploitation
  - family members with alcohol and other drugs (AOD) issues
  - family members with mental health concerns
  - systems abuse
  - refugee status and children who have experienced torture and trauma
  - family law issues
  - duty of care obligations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Respond appropriately to disclosure
- Provide an appropriate response to indications of risk of harm
- Apply indicators of abuse to make judgements about risks of harm
- Work with the specific needs of children and young people of vulnerable populations including those with
  - parents/carers with a mental illness, alcohol and other drugs (AOD) misuse, in prison, have a disability or health concerns
  - experiences of torture and trauma related to refugee status

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow procedures and instructions
- Apply principles of ethical decision-making
- Maintain professional boundaries in work with children and young people
- Provide required reports and records, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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REQUIRED SKILLS AND KNOWLEDGE

- Use child focused work practices including:
  - communication skills
  - awareness and sensitivity to children and young person's needs
  - inclusiveness of children and young people in participatory decision-making process
  - making special allowances to met needs of children and young people
  - ways of engaging children and young people
  - observance and presence of children and young people as primary clients
- Distinguish between legal and ethical problems
- Work within a legal and ethical framework:
  - apply problem solving skills that will require negotiation skills to resolve problems of a difficult nature within organisation protocols
- Demonstrate fair, prompt and consistent performance of duties with all children
- Undertake advocacy for young people and children's rights according to the Declaration on Rights of the child

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment may occur both in the workplace and in off-the-job learning contexts through methods that present workplace practice situations, using case studies, simulations etc.
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment may include:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Child protection procedures will be determined and defined by:

- The specific job role
- Organisation procedures
- Interagency agreements
- Legislation within jurisdictions

Lawful instructions and regulation may include:

- Restraining orders
- Supervision and custody orders
- Legislation

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RANGE STATEMENT

Lawful instructions may include instructions received from:	• Licensing authorities • Organisation supervisor • Courts of law • Police
Child (*and young person*) *focused work practices*	• Legislation • Policies of organisation • Client self determination • Appropriate use of language considering the age and developmental stage of the child/young person • Surroundings appropriate for a child • Child and/or young person-directed communication
Information gathering techniques may include:	• Observation • Consultation with appropriate persons including child or young person • Consulting documentation and records held by the organisation or from third party
Response will be determined by:	• Job role • Relevant policy and legislation And will range from reporting to implementing disciplinary action
Response types may include:	• Reporting to relevant child protection authority • Reporting to police • Reporting to appropriate supervisor
Accepted standards include:	• State coordinating bodies • Interagency agreements and guidelines • Protocols defined in legislation • Organisation procedures • Codes of ethics • Practice standards • Licensing and accreditation standards

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RANGE STATEMENT

The appropriate person to report suspected risk of harm will vary according to the legislation in the State/territory and organisation policies. *The person may be*:	• Ombudsman • State Child Protection Agency • Supervisor in the service • Individual carer • Individual worker
Recording techniques include:	• Written • Verbal • Use of multi media • Completion of appropriate forms and documentation

Unit Sector(s)

Not Applicable

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CHCCD413D Work within specific communities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with individuals or groups in specific communities

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define the *issues of specific communities* or groups	1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation 1.2 Identify the values and structures of the community as they impact on individuals and groups 1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities
2. Undertake relevant *work* in the *context* of specific communities or groups	2.1 Use the values, issues and structures within specific communities to define the ways of working 2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups 2.3 Ensure work within communities is consistent with defined job role and agreed protocols 2.4 Utilise interpersonal skills which are consistent with community practices and standards

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ELEMENT	PERFORMANCE CRITERIA
3. Evaluate work undertaken within specific communities	3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders 3.2 Monitor work within communities to ensure reflection of relevant *values and structures* 3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Composition of specific community and group structures, practices and values
- Specific communication protocols and practices
- Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- Relevant networks, people, stakeholders
- Culture and diversity
- Models of society
- Critique of socialisation theory
- Family, power
- Understanding of deviance
- Identity theories
- Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
  - consultation
  - facilitation
  - research, including data collection/analysis and recording, and effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
  - high level interpersonal relationship

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through simulation
- The candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools, including:
  - observation
  - reports from supervisors or other key people, and
  - confirmation from key community leaders

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Issues of specific communities may relate to:

- Cultural and linguistic diversity
- Risk of self-harm
- Mental health
- Gender
- Sexuality
- Age
- General health
- Alcohol and other drugs abuse
- Disability
- Location e.g. urban, rural and remote
- Income
- Family systems
- Religion

Work may relate to:

- Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas
- Research activities
- Policy development
- Advocacy
- Referrals
- Project development and implementation
- Project design and implementation

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RANGE STATEMENT

Context of work may include:	• Social, political and economic issues impacting upon specific communities and groups • Models of community development • Legislative and statutory frameworks
Values and structures may include:	• Cultural preference and mores of specific groups e.g. religious/spiritual observances • Language • Family relationships • Status/protocol • Ceremonies/celebrations • Prohibitions/taboos

Unit Sector(s)

Not Applicable

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CHCCD404D Develop and implement community programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop community programs to ensure maximum participation

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop program parameters	1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the need for new program /s 1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services 1.3 Undertake research to identify key propel, issues to be addressed, possible *strategies and options for action* 1.4 Undertake appropriate planning and liaison including developing concept plans in consultation with relevant communities and *stakeholders*
2. Design programs with the *community*	2.1 Develop a program plan which reflects identified parameters and incorporates an *evaluation of a range of program options* 2.2 Undertake consultation to determine preferred program options particularly in areas of high need or with targeted communities 2.3 Seek help from participating agencies for implementation arrangements 2.4 Identify and seek *resources*

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ELEMENT	PERFORMANCE CRITERIA
3. Implement programs	3.1 Where appropriate, conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives 3.2 Implement programs in accordance with the development plan 3.3 Develop and implement *promotion and marketing strategies* 3.4 Develop and maintain systems and resources for administrative support of *community programs* 3.5 Encourage target group to participate fully in the program
4. Evaluate programs	4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan 4.2 Use results of evaluation for revision and ongoing development 4.3 Involve interested and/or relevant people in program evaluation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The cultures, concerns, beliefs and aspirations of the community in question
- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
- The impact of cultural and community attitudes within that community
- The implications of differences in attitudes and values
- Community development as a social change strategy
- Decision-making structures and processes at organisation, community, regional and system level
- Relevant legislation and public policies
- Social, community and youth issues
- Nature of community development work
- Definitions of community
- 'Community' as ideological tool
- Personal values and community development
- Emergence of community development
- Contemporary community development practice
- Social movements
- Sociology
- Social theories
- Social inequality
- Sociology of class
- Sociology of gender
- Contemporary economics and politics and their impact on community development

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective management of community programs through the application of current accepted best practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake research and consultation
- Apply a range of community development approaches
- Coordinate people, processes and information
- Analyse data, information and relationships
- Provide support to a diverse range of people/organisations
- Analyse complex issues
- Work with and through community leaders
- Demonstrate application of skills in:
  - advocacy
  - conflict resolution/negotiation and mediation
  - cross cultural communication and negotiation
  - verbal and written communication
  - literacy adequate to prepare a range of resource material appropriate to the target group
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community • Consistency in performance should consider specific program and community requirements
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to an appropriate workplace or an environment that effectively simulates workplace and community conditions

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community may be:

- Individuals and groups defined by organisation programs and services
- Other agencies providing services to the designated individuals and groups
- People with specified needs and interests
- People using the organisation's services/programs
- Geographic

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RANGE STATEMENT

Community programs may include:

- Community development activities and strategies
- Education and information projects

Stakeholders may include:

- Residents within a community
- Businesses within or related to a community
- Advocacy and special interest groups
- Decision-makers and community leaders
- Individuals, groups and communities affected by issues or strategies
- Owners or managers of resources required
- Grants/funding agencies
- Government and non government organisations
- Peak bodies
- Colleagues and collaborators

Strategies and options for action may include:

- Community/public education, awareness raising
- Lobbying and advocacy
- Development of new services, opportunities
- Developing the capacity of individuals, groups and communities to meet their own needs and objectives
- Non violent direct action
- Participatory action research
- Development of new businesses or employment opportunities
- Health promotion, development of healthy communities/attitudes and environmental causes of ill health
- Development of community resources and facilities
- Development of recreational/entertainment
- Adjustments to existing programs/services to make them more accessible to young people
- Strategies to increase access to facilities, services
- Decision-making including cost, physical, information
- Public processes

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RANGE STATEMENT

Resources may include:

- Information
- Knowledge/skills
- Equipment and materials
- Facilities, buildings, transport
- Organisation structures, networks
- Sector/regional networks
- Access to decision-makers
- Management support
- Personnel
- Money

Evaluation of a range of program options may include:

- Projected outcomes to achieve objectives
- Cost efficiency and effectiveness
- Relevance to high needs and priorities
- Scope and coverage
- Capacity to evaluate
- Availability of resources/skills
- Consistency of philosophy
- Ethical considerations
- Impact on organisation/other services/programs
- Personnel/industrial/employment implications
- Legislative/statutory/accountability implications

Promotion and marketing strategies may include:

- Letters (by fax, mail, or any other means of transmission)
- Newsletters/journals
- Internal organisation communication (e.g. Internal memos, minutes of meetings)
- Artwork, graphics
- Reports, discussion papers, briefing papers
- Brochures, fliers and written advertisements
- Posters
- Audio and audio visual productions
- Performing arts presentations
- Verbal/public presentations
- Meetings, seminars, workshops and forums
- Print or telecommunications media

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RANGE STATEMENT

Consultation strategies may include:	• Meetings, seminars, workshops or other forums • Interviews (formal and informal) • Written surveys (questionnaires, letters, submissions) • Suggestion boxes • Alternative communication such as graffiti walls • Networks • Professional associations • Call for submissions

Unit Sector(s)

Not Applicable

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CHCCD402A Develop and provide community education projects

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with the community to develop and provide education projects on relevant issues

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an *education project*	1.1 Develop project plan in consultation with *key people and organisations* that identifies priorities and desired outcomes to address issues of concerns of target group/s 1.2 Identify and secure appropriate human, financial and physical *resources* 1.3 Develop strategies and education/resource materials appropriate to the context, issue and audience 1.4 Prepare promotional materials and disseminate to target audience and others as appropriate
2. Deliver the education project	2.1 Implement strategies and distribute education/resource materials to ensure maximum effectiveness for delivery of the project 2.2 Implement strategies to encourage full participation in the project and the expression of views and feelings about its process or content 2.3 Make project adjustments as required to meet the needs of specific groups 2.4 Seek feedback on the education project or activity from participants

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ELEMENT	PERFORMANCE CRITERIA
3. Review the education project	3.1 Assess the education project against the planned goals and objectives in accordance with organisation policies and procedures 3.2 Discuss outcomes of project evaluations with key people and organisations to determine future directions 3.3 Document education project outcomes, and where necessary act on them in accordance with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Needs assessment and analysis
- Goals and objectives for project selected
- Resource availability for particular projects
- Strategies and actions needed to achieve goals
- Accountability requirements
- Resources and support within the community
- Organisation policies and procedures

The candidate must also be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Organisation policies and procedures for dealing with the media

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Match education activities with community needs and priorities

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate collaboration and consultation with key people and organisations
- Deliver high quality innovative educational projects

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - liaison and networking
  - communication
  - research skills
  - time management
  - budgeting
  - report writing
  - evaluation
  - presentation
  - promotion
  - negotiation
  - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment
- Consistency in performance should consider the organisation and individual context within which work takes place

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate resources for developing, delivering and evaluating community education projects (or access to an appropriately simulated environment)

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Education project may include:

- Projects of varying scope and scale ranging from state wide initiatives, to specific activities
  - a single event, such as an information stall in a shopping centre
  - a multi session education and skill development project
  - a complex, large scale series of activities that incorporates diverse but coordinated elements, such as a state-wide education campaign involving mass media information

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RANGE STATEMENT

Key people and organisations may include:	• Target group • Other relevant organisations • Funding bodies • Community support groups • The media
Resources may include:	• Equipment • Staff skills • Time • Space • Venue • Educational materials • Funding
Marketing materials must be:	• Culturally appropriate
Assessment and evaluation of the education project may include:	• Use of feedback material • Discussions with stakeholders, organisations and other participants • Discussion with colleagues

Unit Sector(s)

Not Applicable

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CHCCD401D Support community participation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with individuals and the community to promote participation	1.1 Undertake work to identify key community issues to be addressed 1.2 Undertake planning to address community issues to ensure: • appropriate policies and *strategies* are developed • adequate resourcing is identified • *key people* are consulted • identified needs are addressed 1.3 Ensure processes are forward looking and proactive 1.4 Use appropriate interpersonal and networking skills to enlist support from *key people* and groups 1.5 Provide *opportunities* for community input to planning provision of services 1.6 Guarantee community input and participation in services

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ELEMENT	PERFORMANCE CRITERIA
2. Support existing community activities	2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs 2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation 2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities 2.4 Provide appropriate support to community groups to become self managing in the implementation of plans

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- budget and funding allocation
- Local, state and federal strategies/legislation
- Health promotion (as per Ottawa Charter)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work with key people or stakeholders in the community
- Demonstrate application of skills in:
  - research relating to the community
  - policy development
  - report writing, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
  - evaluating effectiveness of community based activities
  - budgeting
  - negotiation, liaison, networking
  - marketing
  - facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate structures, people or organisations for assessment of ability to work with key people or stakeholders in the community

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Working with the community may include activities associated with:

- Health promotion
- Community service delivery
- Community projects
- Community development
- Community action
- Community planning
- Consultative and planning committees
- Sector development structures

Opportunities for community members and groups to participate may include:

- Systems within and outside the organisation
- Activities at program, operative and management levels
- Formal and informal systems
- Focus groups on relevant issues
- Inviting community participation on organisation committees e.g. quality assurance committees, ethics committees
- Through publications
- Group facilitation
- Peer education/training
- Seminars and workshops

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RANGE STATEMENT

Key people may include:

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles

Strategies which the worker may develop may include:

- Development of new business, employment opportunities for individuals
- Establishment of advocacy groups
- Health promotion activities
- Development of community facilities
- Strategies to increase access to facilities, services or decision-making
- Providing direction, advice and information

Information and resources may include:

- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Skills/administrative support
- Physical, transport, venues, material, equipment
- Developmental training
- Financial

Unit Sector(s)

Not Applicable

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CHCCD307C Support community resources

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide and maintain support to community groups

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an information base	1.1 Collect and store *relevant information about the community*, its organisations and services according to the organisation practices so ongoing work is facilitated 1.2 Maintain a current directory of community *resources* so it is useable and accessible
2. Establish relationship with *key people*	2.1 Establish and maintain appropriate contact with *key people* using a range of *communication strategies* to ensure that the outcomes from work in the community is maximised 2.2 Define roles and responsibilities of *key people* and services so that work is effective and coordinated

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ELEMENT	PERFORMANCE CRITERIA
3. Apply strategies for linking people	3.1 Undertake appropriate work to create opportunities to develop supportive connections between *key people* including arranging and conducting meetings 3.2 Identify obstacles to effective contact between people and develop appropriate strategies to overcome these 3.3 Provide appropriate levels of ongoing support to promote community interaction
4. Maintain community facilities and *resources*	4.1 Maintain all relevant records and make available as required to facilitate community interaction 4.2 Undertake appropriate work to ensure that maintenance of community *resources* is carried out according to agreed procedures and budget allocations 4.3 Take appropriate action to ensure public and communal areas are accessible and meet community needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Nature of the community and significant relationships and resources including cultural
- Organisation's policies and program/service objectives
- Relevant agencies programs and criteria
- Communication strategies
- Principles of social organisation and structures

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REQUIRED SKILLS AND KNOWLEDGE

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide a range of types of support to communities according to organisation procedures
- Communicate with a range of people in the community
- Maintain and access effective networks which contribute to the achievement of objectives
- Demonstrate capacity to motivate individuals and groups to work cooperatively to address common concerns

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate oral communication competence:
  - ability to ask questions, listen to information, and seek clarification
  - language used may be English or a community language
- Demonstrate reading competence if worker is using pamphlets or written information, to determine if an organisation or service is relevant to a particular group:
  - information may be written in English or a community language
- Demonstrate writing skills if organisations require a written list of community facilities and resources:
  - documentation that is required by the organisation
  - reports and documentation may be required in English or a community language depending on the group (some organisations may require computer skills if documentation is electronically stored)
- Consistently:
  - describe, with supportive evidence, the nature and structure of the designated community

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REQUIRED SKILLS AND KNOWLEDGE

- describe the structure of the designated community in terms of general concepts of social organisation and structures
- demonstrate a range of strategies for making contact with and linking people
- define own role as worker within the community
- use of available technology for record-keeping
- comply with occupational health and safety (OHS) requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Worker can be assessed on the job or by simulation Community is designated by organisation policy

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to a workplace or community or an environment that effectively simulates workplace or community conditions
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Community may include:

- Individuals and groups defined by organisation programs and services
- Other agencies providing services to individuals and groups
- People with specified needs and interests
- People using the organisation's services/programs

Relevant information about the community may include:

- Composition and social/cultural profile
- Cultural characteristics
- Scope defined by organisation's objectives and priorities
- Size
- Nature and history of issues and interests
- Range and nature of other services
- Existing practice, process and protocol

Information about the community may include:

- Data base of key people
- Details of other services/agencies
- Networks, support systems, groups
- Resources
- Protocols for communication

Key people may include:

- People with an interest in the purpose of the organisation
- Designated groups in the community
- Community leaders, representatives
- Other providers
- People using the services of the organisation
- Specialist providers

Communication strategies may include:

- Attending meetings, groups, shift hand over etc.
- Phone contact
- Sharing information
- Information newsletter

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RANGE STATEMENT

Resources may include:	• Premises, grounds, accommodation, workplaces • Purpose designed and provided for the community or workplace • Exclusive use, ownership or shared • Equipment and materials • Information • Personnel • Financial
Organisation's procedures may include:	• Formally documented policies, guidelines, delegations, philosophy • Direction through supervision • Management decisions, directives • Information, data collection, proforma, reporting requirements • Formal and informal negotiated agreements

Unit Sector(s)

Not Applicable

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CHCAOD407D Provide needle and syringe services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work as a specialist alcohol and other drugs (AOD) worker who may be required to provide clean needle programs

Application of the Unit

Application	This unit applies to those undertaking specialist work with clients with AOD issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide clean needle programs	1.1 Provide clean needle programs in accordance with organisation and legislative requirements
	1.2 Provide services to client in a manner consistent with organisation and legislative OHS and infection control guidelines
	1.3 Document all clean needle programs in accordance with organisation and legislative requirements
	1.4 Maintain confidentiality in accordance with organisation and legislative requirements
	1.5 Maximise safety of self and others
	1.6 Seek *emergency assistance* as required

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ELEMENT	PERFORMANCE CRITERIA
2. Provide education on safer drug use	2.1 Provide information on safe needle and syringe handling and drug use to users of the service 2.2 Provide the client with *relevant and current information* on alcohol and other drugs and related issues and discuss the issues with them 2.3 Discuss *harm minimisation strategies* for alcohol and/or other drug use with client 2.4 Assist client to contact and use other services as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative and organisation requirements for clean needle programs
- Legislative and organisation requirements for infection control
- Legislative and organisation requirements for dealing with clients affected by alcohol and other drugs
- Other agencies and services provided
- Emergency contacts
- Recent and relevant information on alcohol and other drugs issues
- Strategies for self-protection including universal precautions

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA301B Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Correctly interpret legislative requirements in the provision of needle and syringe services
- Clearly communicate relevant information to clients

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - conflict resolution
  - self-protection
  - accurate record-keeping

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace under the normal range of workplace conditions • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Resources required for assessment include access to:
  - Resources required for first aid certification or equivalent skills

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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EVIDENCE GUIDE

Related units:

This unit of competency is recommended to be assessed in conjunction with a first aid unit

Depending on jurisdiction and job role, this may be:

- HLTFA301B Apply first aid
  or
- HLTFA402B Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant and current information on alcohol and other drugs issues includes:

- Drugs prevalent in the local community
- Information on meeting physical, emotional, financial and social needs
- Contacts for self-help groups
- Resources on dependency
- Resources on alcohol and other drugs issues for families or personal network
- Contacts for and information on advocacy groups
- Information regarding mental health and self-harm
- Crisis and emergency contacts

Harm minimisation strategies include:

- Abstinence
- Controlled drinking
- Safer sex
- Safer drug use

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RANGE STATEMENT

Emergency assistance may be from:	• Friends • Police • Other service providers

Unit Sector(s)

Not Applicable

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CHCAOD406D Work with clients who are intoxicated

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with alcohol and/or other drug affected clients in a range of settings including night patrols, detoxification/ withdrawal units and sobering up shelters

Application of the Unit

Application	This unit applies to those working with clients with alcohol and other drugs (AOD) issues in the delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills
Related units	Depending on jurisdiction and job role, assessment of this unit of competency may be required in conjunction with: • HLTFA302B Apply first aid or • HLTFA402B Apply advanced first aid

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide a service to intoxicated clients	1.1 *Assess* level of intoxication and nature and extent of drug use according to organisation policy and procedure 1.2 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance 1.3 Where necessary, provide first aid and seek assistance from a health professional 1.4 Provide client with a safe and secure environment in which to sober up 1.5 Monitor client's physical state regularly in accordance with organisation polices and procedures to ensure health and safety 1.6 Document services provided to client in accordance with organisation reporting requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Assist client with longer term needs	2.1 *Assist client with activities of daily living* 2.2 *Provide information* as appropriate on alcohol and other drugs issues including services available 2.3 Contact families and/or support networks upon request of the client and in accordance with organisation policies 2.4 *Assess* client in accordance with organisation policy and procedure to determine if they represent a risk to themselves or others by leaving the facility
3. Apply strategies to reduce harm or injury	3.1 Maintain calm and confident manner in contact with client 3.2 Conduct interactions with clients in a fair, just, humane and positive manner 3.3 Use strategies identified in *organisation response plan* 3.4 Maintain safety of self and others 3.5 Provide services to client in a manner consistent with organisation infection control guidelines 3.6 Seek emergency assistance as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Alcohol and other drug use and symptoms

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REQUIRED SKILLS AND KNOWLEDGE

- Drugs around in the local community
- Protective/risk management strategies
- Strategies for dealing with aggressive clients
- Statutory and organisation requirements for dealing with clients affected by alcohol and other drugs
- Strategies for dealing with aggressive and potentially violent clients
- Other agencies and services provided
- Recent and relevant information on alcohol and other drugs issues
- Use of breath analysis equipment
- Concurrent medical illnesses which may mimic/mask withdrawal

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA301B Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Work with intoxicated clients in a manner that ensures personal safety and that of others
- Apply a non-judgemental approach to clients regardless of alcohol and/or other drug use

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - conflict resolution
  - negotiation
  - self-protection
- Communicate with intoxicated people
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Where work is undertaken with clients, assessment should include demonstration of competency on the job or in a workplace environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• Resources required for assessment include access to:
	  • resources required for first aid certification or equivalent skills
	  • an appropriate workplace environment where assessment can take place

Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Assess may include:	• Immediate drug history • Orientation to person, place, time • Level of consciousness • Breath analysis
Behaviour or physical state inconsistent with alcohol and other drugs use may include:	• Evidence of physical illness or injury • Evidence of mental illness • Behaviour inconsistent with drug use history obtained from client • Assessment of personal risk to client
Assist client with activities of daily living may include:	• Helping the client with personal hygiene • Providing the client with food and drink • Assisting the client to travel home • Transporting clients to a place of safety • Discharge advice
Provide information may include:	• Contact information for other services e.g. other sobering-up services, withdrawal services • Harm minimisation information

Unit Sector(s)

Not Applicable

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HLTMS208D Handle waste in a health care environment

Modification History

HLT07 Version 4	HLT07 Version 5	Comments	
HLTMS208C Handle waste in a health care environment	HLTMS208D Handle waste in a health care environment	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	Emma

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to handle waste in a safe manner within the health care environment

Application of the Unit

Application

The unit will apply to a variety of work roles, but is not intended for specialised or full-time, or substantially full-time, cleaning work roles

Work is often performed under limited supervision and generally within a team environment

Individuals are accountable for their own results

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine job requirements	1.1 Review work sheets to determine waste handling requirements
	1.2 Select and obtain appropriate *equipment* required for waste handling tasks to maximise work effectiveness and efficiency
	1.3 Organise and set up work areas to ensure safe, effective and efficient handling of waste in accordance with workplace requirements and relevant legislation
	1.4 Identify and manage *potential risks and hazards* to work according to job requirements, in accordance with workplace requirements, work health and safety (WHS), infection control and other relevant legislation
	1.5 Follow *workplace procedures* for reporting identified risks
	1.6 Select and fit emergency and *personal protective equipment* in accordance with job requirements, manufacturers' specifications, workplace requirements and relevant legislation

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ELEMENT	PERFORMANCE CRITERIA
2. Identify and segregate *waste*	2.1 Clearly identify and handle hazardous, dangerous and non-conforming waste in accordance with workplace policies and procedures as well as relevant legislation 2.2 Accurately identify, label and segregate all waste according to waste types in accordance with workplace policies and procedures and relevant legislation 2.3 Carefully place all sorted waste into correct waste category containers to prevent litter in work areas and avoid cross contamination 2.4 Frequently monitor waste containers to ensure adequate available containers and to secure containment of waste 2.5 Empty or replace full waste containers promptly to minimise disruption to the workplace, in accordance with policies and procedures and job requirements 2.6 Clearly label segregated waste in accordance with job requirements, workplace policies and procedures and relevant legislation
3. Transport and store waste appropriately	3.1 Select appropriate transport equipment for waste transport activities to maximise work effectiveness and efficiency and in accordance with workplace policies and procedure and relevant legislation 3.2 Colour code and label all transport equipment in accordance with workplace policies and procedures and relevant legislation 3.3 Ensure that transport loads are secured and not overloaded according to workplace requirements and relevant legislation 3.4 Perform waste collection rounds as often as required to minimize waste overflow hazards 3.5 Enclose and secure storage areas in accordance with workplace requirement and relevant legislation 3.6 Ensure that waste types are stored in accordance with relevant legislation and workplace requirements

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ELEMENT	PERFORMANCE CRITERIA
4. Conduct quality control activities	4.1 Inspect and check waste to ensure that it is placed in the correct waste receptacle 4.2 Inspect storage areas and check they are secured in accordance with workplace requirements and relevant legislation 4.3 Ensure all details of quality control activities are documented accurately and promptly in accordance with workplace requirements and relevant legislation
5. Clean up work areas	5.1 Clean waste storage sites and all equipment to ensure safe and effective future operation in accordance with company requirements 5.2 Dispose of waste from cleaning activities in accordance with workplace requirements, council requirements and relevant legislation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Containment methods
- Duty of care in provision of waste handling activities
- Emergency response procedures
- Infection control guidelines
- WHS requirements
- Potential risks and hazards to waste sorting and containment
- Relevant environmental regulations

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REQUIRED SKILLS AND KNOWLEDGE

- Relevant industry standards
- Relevant legislation
- Site waste management processes
- Sorting and transporting techniques
- Waste contaminants
- Waste non-conformance procedures
- Waste types, streams and characteristics
- Workplace requirements
- Workplace waste management plans

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify potential risks, hazards to waste handling and waste non-conformances
- Interpret job requirements appropriately
- Organise work areas and waste containers
- Select appropriate emergency and personal protective equipment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply materials handling skills
- Apply procedures for packaging and containment of waste
- Communicate effectively, including: interpersonal; listening; questioning; following instructions; clear labelling; giving information
- Demonstrate methodical organisation of work
- Identify and handle waste non-conformances
- Identify waste streams/types/characteristics
- Identify waste types
- Operate equipment correctly
- Organise equipment availability
- Read and interpret work requirements
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use emergency and personal protective equipment
- Use safe and efficient work practices

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role.

Context of and specific resources for assessment:	• This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
	• Reassessment to accommodate changing workplace requirements and in accordance with the policies of the organisation
	• Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
	  • waste collection requirements
	  • waste management plans
	  • range of wastes for identification and handling
	  • workplace policies and procedures
	  • WHS requirements
	  • personal protective equipment
	  • equipment for waste handling

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Consistency in performance:

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may require a variety of sites and waste characteristics that reflect different needs within the work environment
- Assessment may be conducted on one occasion but should include normal range of workplace activities
- Regular assessment of manual handling implications should be carried out on all tasks, particularly when:
  - introduced
  - changed
  - new personnel are inducted

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Health care sites include:

- Hospitals
- Nursing homes
- Clinics
- Community settings
- Home settings

Waste categories include:

- Clinical waste
- Body fluids, blood, suctioned fluids, excretions
- Sharps
- Cytotoxic waste
- Pharmaceutical waste
- Chemical waste
- Radioactive waste
- Organic products
- Liquid waste
- General waste

Equipment includes, but is not limited to:

- Barriers and warning signs
- Spill kits
- Mobile garbage bins and trolleys
- Appropriate waste containers

Potential risks and hazards include, but are not limited to:

- Risks and hazards that could lead to injury or illness of employees, contractors, visitors or the public
- Damage to plant, vehicles or property
- Harm to the environment
- Manual handling
- Contamination
- Compaction equipment
- Gases and fumes
- Hazardous waste eg sharps

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Emergency and personal protective equipment may include:

- Gloves
- Overalls and protective clothing
- Eye protection
- Appropriate footwear
- Fire extinguisher
- First aid kit
- Spill kit
- Emergency procedures guide
- Material safety data sheet information
- Breathing apparatus
- Face shield or mask
- Hearing protection

Waste characteristics include:

- Waste streams
- Waste types
- Waste generation
- Disposal methods
- Recycling
- Reuse
- Contamination

Cleaning could include:

- Shovelling
- Sweeping out
- Vacuuming
- Use of decontamination products
- Water hosing
- Cleaning products/fluids

Supervisor may be:

- Nominated personnel
- WHS Representative

Work instructions may be:

- Given verbally
- Written
- In English
- In community language
- Provided visually on video, instructions sheets

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Workplace procedures may include:

- Cleaning procedures
- Quality activities
- Team meetings
- Incident notification
- Work performance requirements
- Infection control practices

Unit Sector(s)

Not Applicable

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HLTMS206D Perform general cleaning tasks in a clinical setting

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTMS206C Perform general cleaning tasks in a clinical setting	HLTMS206D Perform general cleaning tasks in a clinical setting	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required for general cleaning duties to maintain a clinical area in a clean and tidy condition, and fit for use

Application of the Unit

Application

The unit will apply to a variety of work roles, but is not intended for specialised or full-time, or substantially full-time, cleaning work roles

Work is often performed under limited supervision and generally within a team environment. Individuals are accountable for their own results

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maximise safety during cleaning	1.1 Correctly use *personal protective equipment* suitable for conditions and /or required by established procedures
	1.2 Check cleaning equipment to be used for safe operation and set up to meet manufacturer's and relevant *safety protocols*
	1.3 Where required, select suitable cleaning agents and prepare in accordance with manufacturer's and relevant work health and safety (WHS) requirements, and in accordance with organisation policy
	1.4 Where required, barricade work site and install appropriate signs to reduce safety hazards during cleaning activities

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ELEMENT	PERFORMANCE CRITERIA
2. Clean and maintain surfaces in clinical areas	2.1 Identify surface type and texture so that suitable *cleaning equipment* and method(s) can be selected 2.2 Select suitable cleaning agent 2.3 Prepare and clean surfaces as required by cleaning routines and organisation policy 2.4 Remove stains and spillages from surfaces 2.5 Remove dirt and soil 2.6 Maintain wet areas in an odour free, soil and hazard free condition 2.7 Dry surfaces as required
3. Ensure maintenance of cleaning standards	3.1 Clean unit or location to achieve a low bacteria condition as required by organisation policy and procedures 3.2 Ensure surfaces and areas are regularly cleaned in accordance with the organisation's established cleaning schedules and routines 3.3 Follow all established procedures, including infection control as required to minimise cross infection
4. Manage waste	4.1 Assess all waste for health and safety risks and handle in accordance with relevant organisation and WHS requirements 4.2 Remove waste promptly according to established procedures to maintain a clean and tidy environment/area and avoid build up of unpleasant odours 4.3 Where required, spot clean waste receptacles and surrounds and replace soiled liners to minimise build up of odour and to maintain a soiled-free appearance
5. Store equipment and cleaning agents safely	5.1 Clean and dry equipment before storage 5.2 Store cleaning agents in accordance with manufacturer's instructions and organisation policy

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Correct hygiene procedures
- Infection control policy and procedures
- WHS implications of work
- Other organisation policies and procedures relating to work performance
- Range and extent of cleaning responsibilities in relation to other aspects of the worker's role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Comply with WHS policies and procedures including infection control in a clinical setting
- Correctly use relevant cleaning equipment and cleaning agents to achieve required cleaning standard
- Handle waste safely and effectively in line with organisation waste management policy

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Minimise disruption to the work environment
- Minimise safety hazards for self and others
- Recognise and adapt to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Select and use equipment and cleaning agents effectively
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources

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- Use effective communication to constructively achieve planned outcomes
- Use equipment, signage and technology relevant to work safely and competently
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use procedures appropriate to the cleaning area and purpose
- Use time management strategies to set priorities
- Use reading and writing skills as required to fulfil job roles in a safe manner and as specified by organisation to a level of skill that may range across:
  - reading labels
  - reading workplace safety pamphlets or procedure manuals
  - understanding symbols used in WHS signs
- Use literacy support available in the workplace if required, ranging from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
- Use oral communication skills as required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - literacy as required in English or a community language, depending on client group and organisation requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace
- Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
  - relevant organisation policies and procedures
  - cleaning schedules
  - other documentation relevant to the work context such as:
    - floor plans
    - instructions for the use of equipment and chemicals
    - specific instructions for staff

Method of assessment may include:

- Observation of work performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to achieve required cleaning outcomes in specific work environments and communities

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

A clinical setting may include:

- Hospital ward
- Residential care facility
- Medical, allied health or other practitioner's rooms
- A specific health care area eg sterilising unit, clinic, laboratory

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Safety protocols may include:	• The principle WHS Act in each state and territory and relevant national WHS standards • Infection control policy and procedures • Organisation policy • Established procedures • State, territory and national legislation and standards • Manufacturers' instructions • Use of cleaning products in accordance with organisation policy and procedure
Personal protective equipment may include:	• Gloves • Safety glasses • Safety shoes • Face masks • Overalls • Hair nets • Hearing protection • Caps • Clothing used to maintain hygiene standards or • Clothing used as prescribed in manufacturers of chemicals or equipment • Signage

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Cleaning equipment may include a range of:

- Brooms
- Mops
- Brushes
- Dusters / dusting and washing rags
- Buckets
- Hoses
- Spotting agent dispensers
- Wands
- Sprayers
- Pile lifter and auto sweeping
- Air blowing
- Vacuum cleaning
- Scrubbing machines
- Dry foam machine
- Wands
- Extraction machinery
- Steam cleaners

Manufacturers' specifications and safety information is:

- Pre-printed on chemical containers
- On material data safety sheets
- On laminated safety cards at the work site
- On wall posters

Cleaning agents may be:

- Chemicals mixed on the job or pre-mixed
- Neutral PH detergents
- Acidic cleaners
- Graffiti remover

Cleaning operations may include:

- Sweeping
- Dusting
- Scrubbing
- Spotting
- Polishing and buffing
- Vacuuming
- Mopping

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Hazards and risks may include:

- Clinical waste, body fluids or tissue
- Slippery surfaces
- Loose electrical fittings
- Broken glass
- High bacteria growths
- Needle stick injuries
- Sharp surfaces
- Fumes from cleaning agents
- Allergic reactions
- Client's cleaning chemical mixtures
- Unlabelled cleaning chemical containers

Surface types may include:

- Floors, walls and ceilings
- Fabric upholstery
- Carpet
- Rugs/mats
- Coir matting
- Concrete
- Terrazzo
- Vinyl
- Slate
- Ceramic
- Wood/parquetry/polished wood
- Marble
- Plastic/acrylic
- Laminate
- Glass
- Metal
- Granite
- Brick
- Rubber
- Synthetic grass
- Benches and shelves
- Furniture and equipment surfaces

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Wet areas may include:

- Restroom
- Toilet
- Bathroom/ensuite/spa
- Wash up area
- Kitchen, beverage area or servery
- Laundry
- Scrub area
- Pan or utility roomlinic or treatment area
- Sink

Waste may be:

- Wet or dry
- Paper
- Dust
- Food
- Plant waste
- Animal hair/fur
- Clinical waste
- Syringes
- Body fluids and tissue

Unit Sector(s)

Not Applicable

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HLTMS201D Collect and manage linen stock at user-location

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTMS201C Collect and manage linen stock at user-location	HLTMS201D Collect and manage linen stock at user-location	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to collect soiled linen from user-locations, deliver soiled linen to a designated holding area, distribute clean linen and maintain economic linen stock levels at user-locations

Application of the Unit

Application

Work is often performed under limited supervision and generally within a team environment. Individuals are accountable for their own results

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect soiled linen	1.1 Collect soiled linen periodically from *user locations* 1.2 Replace soiled linen bags according to *organisation procedures* 1.3 Transport soiled linen to designated holding are using appropriate equipment and safe handling techniques 1.4 Carry out work to minimise risk of cross contamination and in compliance with WHS policy and procedures 1.5 Identify and report *hazards* to supervisor 1.6 Follow appropriate procedures for dealing with accidents, including sharp injuries
2. Distribute clean linen	2.1 Transport clean linen to user locations using appropriate *equipment* and safe handling techniques 2.2 Re-stock linen to ensure adequate supply for users 2.3 Rotate linen stock and return old stock for reprocessing

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain linen stock levels	3.1 Maintain *optimum stock levels* to ensure productivity and linen is available
	3.2 *Consult with others* where necessary about linen supplies
	3.3 Requisition linen to meet pre-determined quantity levels
	3.4 Maintain *storage* and security of linen according to organisation requirements
	3.5 Maintain linen stock records according to organisation requirements
	3.6 Participate in stock takes, if required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Delivery and collection timetables
- Quality standards
- Relevant WHS legislation and infection control codes of practice, enterprise policies and procedures
- Safety and environmental aspects related to workplace operation and manual handling, including workplace hazards
- Types of linen and individual uses

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Complete all activities accurately and in a timely and safe manner
- Complete work systematically with attention to detail without damage to goods, equipment or personnel

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- Comply with enterprise requirements, WHS legislation, infection control and manual handling procedures and relevant health regulations
- Demonstrate effective coordination of required processes
- Use effective communication with user-locations maintained in relation to linen usage trends and stock levels

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply delivery and collection timetables
- Recognise and adapt to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use oral communication skills required to fulfil job roles in a safe manner and as specified organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - literacy in English or a community language, depending on client group and organisation requirements
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by organisation at a level of skill that may range from the ability to understand symbols used in WHS signs, to reading workplace safety pamphlets or procedure manuals and to reading labels
- Use literacy support available in the workplace as required, ranging from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible. Acceptable simulation requires:
	  • safe and efficient collection of soiled linen
	  • management of stock levels at user locations
	  • consultation with relevant people at the user location
	• Resources essential for assessment include:
	  • access to relevant workplace or appropriately simulated environment where assessment can ta
	  • organisation mission statement, strategic and business plan
	  • relevant policies and procedures manuals
	  • other documentation relevant to the work context such as, organisation charts, floor plans, instructions for the use of equipment
	• Specific instructions for staff

Method of assessment	• Observation in the workplace (if possible) • Written assignments/projects or questioning should be used to assess knowledge • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice. • Questioning

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

User locations may include but is not limited to

- Hospital
- Aged care facility
- Residential accommodation
- Operating theatre
- Day surgery centre
- Sterilising service
- Dwelling
- Professional rooms
- Clinic
- Community service facility

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RANGE STATEMENT

Hazards may include but are not limited to	• Exposure to heat • Sharp objects • Potentially infectious linen • Sharps • Foreign objects
Equipment may include but is not limited to:	• Linen trolleys of various sizes • Linen bags • Baskets • Bins
Organisation procedures may include but is not limited to::	• Linen stock delivery, inventory management and stock rotation • Collection locations and procedures • Standard work practice for safe handling of soiled linen • Use of protective clothing • Notification of hazards and incidents • Data recording (manual or electronic) • Security and safe storage of clean and soiled linen
Consultation/Liaison may be required with:	• Management representative at user-location eg Nursing Unit Manager • Linen supplier • Customer/s
Maintenance of optimum stock levels may include:	• Review of imprest levels for each linen item • Assessment of user requirements based on past and expected utilisation of linen • Minimisation of stock holdings

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RANGE STATEMENT

Sources of information/documents may include	• Customer/s • Requisition dockets or forms • Imprest system documentation • Stock lists • User-location management representative • Australian standards, infection control and quality standards
Linen storage modes may include:	• Shelving • Racks • Trolleys • Cupboards • Linen bags

Unit Sector(s)

Not Applicable

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HLTGM20D Perform minor general maintenance

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTGM203C Perform minor general maintenance	HLTGM203D Perform minor general maintenance	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to safely and appropriately perform minor non-trade maintenance tasks

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

1. Identify maintenance task to be undertaken	1.1 Assess maintenance request for requirements of skill, *materials*, cost, disruption to normal operations and availability of *tools* 1.2 Confirm access to work area 1.3 Identify the need for assistance 1.4 Identify the need for *personal protective equipment* 1.5 Refer to operational maintenance schedules and drawings if necessary
2. Identify tools and materials required	2.1 Identify and select required tools and equipment 2.2 Check tools for serviceability and safe use 2.3 Estimate material quantities 2.4 Assemble tools and materials

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3. Prepare to undertake maintenance	3.1 WHS requirements for specific maintenance tasks are assembled 3.2 Assemble materials 3.3 Prepare the work area 3.4 Inform people likely to be affected by the maintenance task
4. Perform maintenance	4.1 Safely and effectively use tools 4.2 Safely locate tolls when not in use 4.3 Use materials according to maintenance requirements 4.4 Follow safe working practices
5. Clean up work area	5.1 Stack/store materials for re-use or disposal 5.2 Clear the work area 5.3 Clean, maintain and store tools 5.4 Clean, visually check and store power leads 5.5 Clean, maintain and store equipment 5.6 Clear the work area and remove waste according to organisation waste disposal requirements
6. Notification of competition of task and complete documentation	6.1 Notify supervisor of completion of the maintenance task 6.2 Record the completion of the maintenance task according to organisation policy and procedures 6.3 File documentation according to organisation requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic knowledge of the organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- Enterprise maintenance and reporting policies and procedures
- Identification of facility, plant, equipment and machinery faults and problems which will require reference to a tradesperson
- Purpose and use of hand and power tools
- Purpose and use of relevant maintenance materials
- Safe working practices
- Use of personal protective equipment

Essential skills:

It is critical that the candidate demonstrate the ability to

- Work safely and follow the organisation's work health and safety (WHS) practices
- Apply relevant knowledge of the organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- Identify boundaries of role and when to refer problems and tasks to a tradesperson
- Demonstrate correct and safe use of hand and power tools

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills - the ability to use available resources and prioritise workload
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Demonstrate safe working practices
- Follow infection control practices
- Follow maintenance manuals and manufacturers' recommendations for servicing and maintenance

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REQUIRED SKILLS AND KNOWLEDGE

- Follow preventative schedules
- Maintain workshop and plant room cleanliness
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Workplace health and safety policies
  - Hand and power tools appropriate to the maintenance tasks in the organisation and to the worker's role
  - Suitable work area
  - Maintenance policy and procedures
  - Tool handling manuals
  - Job description

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Minor non-trade maintenance tasks may be carried out on:

- Buildings
- Structures
- Fences
- Building services
- Plant
- Equipment
- Machinery
- Furniture

Minor non-trade maintenance tasks may include but is not limited to:

- Surface preparation and minor painting
- Changing light globes and tubes
- Replacement of client call pieces
- Minor repairs to ward and office furniture
- Minor repairs to damaged carpentry items
- Bed wheel maintenance
- Preventative maintenance
- Fan belt changes
- Taking readings
- Cleaning of plant rooms
- Cleaning of roofs and gutters
- Cleaning of drains
- Checking dampers in air-conditioning

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RANGE STATEMENT

Materials may include, but are not limited to:

- Paint
- Thinners
- Timber
- Adhesives
- Lubricants
- Sealant
- Nails, screws, bolts, rivets and nuts
- Laminates

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RANGE STATEMENT

Tools may include, but are not limited to:

- Adjustable spanners
- Bars (crow and pinch)
- Bolt cutters
- Brooms
- Chisels
- Hacksaws and handsaws
- Hammers
- Measuring tapes
- Nips
- Picks/mattocks
- Pliers
- Sealant gun
- Shovel/spades
- Sledge hammers
- Spanners and wrenches
- Spirit level
- Straight edge
- String lines
- Trowels and float
- Wire cutters
- Paint brushes/rollers
- Spatula/putty knives
- Screwdrivers
- Drills
- Nail guns
- Staplers
- Sanders
- Angle grinders
- Pneumatic wrenches
- Circular saw
- Jig saws
- Planers
- Routers
- Jackhammer
- Other tools powered by compressed air or electricity

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RANGE STATEMENT

Work area may be within:	• Home/residential settings • Community centres • Hospitals • Other health care facilities
Personal protective equipment may include but are not limited to:	• Overalls, boots • Hard hat/cap • Safety glasses/goggles • Gloves • Ear plugs/muffs • Face masks/respirators
Affected person may include, but is not limited to:	• Tradesperson • Engineer • Maintenance supervisor • Contractor • Manager • Supervisor and staff in place where the maintenance task is being performed • Neighbours

Unit Sector(s)

Not Applicable

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HLTGM201D Perform routine servicing of plant, equipment and machinery

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTGM201C Perform routine servicing of plant, equipment and machinery	HLTGM201D Perform routine servicing of plant, equipment and machinery	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to regularly service plant, equipment and machinery in accordance with maintenance schedules

Application of the Unit

Application

Work performed required a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

1. Carry out routine assessment of plant, equipment and machinery	1.1 Identify service requirements of *plant, equipment and machinery* according to organisation requirements and manufacturer's specifications 1.2 Identify potential repair and routine repair and routine replacement requirements of plant, equipment and machinery according to organisation requirements and manufacturer's guidelines
2. Prepare for *routine servicing* and/or *minor repairs*	2.1 Identify and locate tools, equipment, parts, liquids and materials required to undertake the task 2.2 Locate maintenance manuals and documented servicing routines 2.3 Prepare the area required to undertake the task

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3. Perform routine servicing and minor repairs	3.1 Service and/or repair plant, equipment and machinery according to maintenance manuals, manufacturer's guidelines, enterprise procedures and WHS practices 3.2 Inform *appropriate person*(*s*) upon completion of the task and complete the maintenance record 3.3 Advise appropriate person(s) of faults and major repair and replacement requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Amount of time required to complete routine servicing of plant, equipment and machinery
- Basic knowledge of the organisation's plant, equipment and machinery to be serviced and repaired
- Enterprise maintenance and reporting policies and procedures
- Identification of plant, equipment and machinery faults and problems that will require reference to a tradesperson
- Work health and safety (WHS) policies and procedures including safe working practices

Essential skills:

It is critical that the candidate demonstrate the ability to

- Work safely and follow the organisation's work health and safety practices
- Apply relevant knowledge of the organisation's plant, equipment and machinery to be serviced and repaired
- Identify boundaries of role and when to refer problems and tasks to a tradesperson

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate correct and safe use of hand and power tools

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills - the ability to use available resources and prioritise workload
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Demonstrate correct and safe use of hand and power tools
- Demonstrate safe working practices
- Follow infection control practices
- Follow maintenance manuals and manufacturer's recommendations for servicing and maintenance
- Maintain workshop and plant room cleanliness
- Use appropriate practices to ensure efficient use of resources
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Workplace health and safety policies
  - Infection control policy in relation to engineering maintenance
  - Maintenance policy and procedures
  - Maintenance manuals
  - Manufacturers' recommendations for maintenance
  - Job descriptions

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plant, equipment and machinery may include, but is not limited to:

- Air-conditioning systems
- Boilers
- Heating systems
- Chillers
- Motorised machinery
- Cleaning equipment
- Kitchen equipment
- Laundry equipment
- Sterilisers
- Gardening equipment
- Vehicles

Routine servicing tasks may include, but are not limited to:

- Cleaning or changing filters
- Changing spark plugs
- Adjustments and calibrations
- Checking for wear
- Lubrication
- Checking fluid levels and adding fluids
- Cleaning

Minor repair tasks may include, but are not limited to:

- Replacement of fan belts
- Tightening connections
- Wheel replacement

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RANGE STATEMENT

Appropriate person(s) may include:	• Tradesperson • Engineer • Maintenance supervisor • Contractor • Manager
Routine servicing and repair work may be undertaken in the following settings and other similar settings:	• Home/residential settings • Community centres • Hospitals • Other health care facilities

Unit Sector(s)

Not Applicable

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HLTFS302D Prepare foods suitable for a range of food service settings

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFS302C Prepare foods suitable for a range of food service settings	HLTFS302D Prepare foods suitable for a range of food service settings	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to prepare and present meals in a manner that meets the nutritional requirements of client groups in a range of community and health care food service settings

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may be limited responsibility for the output of others

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit	This unit must be assessed after successful achievement of pre-requisite: • HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

1. Identify the *client groups* in a range of settings	1.1 Identify client groups 1.2 Identify and confirm the nutritional needs of the client group 1.3 Identify a range of *foods* that meet the nutritional needs of the client group
2. Select appropriate foods for specific client groups, preferably with the assistance of a dietitian	2.1 Select appropriate foods for menu items to meet the nutritional needs of specific client groups, and to promote healthy eating 2.2 Select appropriate standard recipes

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3. Prepare, cook, serve and *evaluate meals* suitable for specific client group	3.1 Accurately follow standard recipes to ensure product consistency, nutritional integrity and to minimise wastage 3.2 Prepare appropriate meals for specific client group in an appeasing and attractive manner 3.3 Modify food texture to meet the needs of client groups and enterprise standards 3.4 Serve/plate meals appropriate to the setting, using portion control equipment as required 3.5 Evaluate meals against organisation standards 3.6 Evaluate meals against client satisfaction
4. Follow WHS principles for self and client safety	4.1 Monitor workplace safety and take action to foresee and avoid hazards 4.2 Promptly rectify faults to equipment or refer appropriately to ensure prompt remedial action 4.3 Use suitable food preparation and cookery methods to maximise nutritional value of foods prepared and maintain food safety 4.4 Use infection control procedures according to established guidelines 4.5 Discard out-of-date food and ingredients 4.6 Use hygiene practices that comply with relevant legislation 4.7 Comply with cleaning, sanitation and waste storage and disposal practices 4.8 Receive, store, prepare, cook, serve and handle food to prevent deterioration, contamination and the growth of micro organisms 4.9 Store left over food safely and hygienically and use within a safe period of time or discard according to enterprise standards
5. Evaluate work performance	5.1 Seek advice and support from legitimate sources when necessary 5.2 Adjust work to incorporate advice that addresses performance issues to maintain the agreed standards of work

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic cookery methods including the principles of bulk cooking
- Client conditions and consequent needs and requirements
- Different cultural requirements relevant to client group
- Food safety principles and regulations
- Foods that promote good health
- WHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Principles of nutrition including food selection and cookery methods that comply with the Dietary Guidelines for Australians ie adults, children and adolescents
- Using food and cooking equipment and technology

Essential skills:

It is critical that the candidate demonstrate the ability to

- Communicate constructively with clients and other staff to ensure best service and client safety
- Comply with safe food handling, hygiene practices and infection control procedures
- Facilitate the provision of appropriate foods to the client group
- Prepare nutritional meals

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills - the ability to use available resources and prioritise

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REQUIRED SKILLS AND KNOWLEDGE

workload

- Demonstrate safe food handling practices
- Demonstrate safe handling of equipment
- Plan and evaluate meals and menus
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over a number of occasions

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible.
  Acceptable simulation requires:
  - Preparation of nutritional meals that meet a client groups needs
  - Compliance with safe food handling requirements
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Procedure manuals of the food service operation
  - Food safety and HACCP procedure manuals
  - Manufacturer's manuals and recommendations for equipment used in kitchen
  - Food packaging and storage requirements
  - WHS, cultural diversity and other relevant legislation
  - Work plans
  - Enterprise policy, mission statements, procedures and performance management systems

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Questioning
- Role play simulation
- Authenticated evidence of relevant work experience and/or formal learning

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client groups include individuals in a range of health care and community food service settings such as::

- Aged care facilities
- Childcare centres
- Hostels and hospitals

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RANGE STATEMENT

Foods may include:

- Chilled
- Frozen
- Fresh
- Planted
- Packaged
- Bulk
- Dairy
- Fruit
- Vegetables
- Dried
- Meat
- Fish
- Soups
- Food for enteral feeding

The work environment may include:

- Food preparation areas
- Food preparation tools and equipment
- Walls
- Floors
- Work surfaces
- Food storage area including cold storage
- Kitchen chemical storage areas
- Food service and dining areas

Evaluation of meals may include:

- Balance and variety in colour, flavour and texture
- Nutritional content relevant to the client group
- Feasibility of production
- Food wastage
- Client satisfaction
- Client health

Unit Sector(s)

Not Applicable

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HLTFS208D Transport food

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFS208C Transport food	HLTFS208D Transport food	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the minimum competency requirements for the transportation of food

It relates to the transportation of food where the transport operator does not have direct physical contact with food

Where person who transports also directly handles food, the relevant food-handling standard also applies

Application of the Unit

Application

This unit of competency covers the minimum requirements for the transportation of food

This unit of competency supports the implementation of national and state food safety legislation regulations and is based on the national *Food Safety Guideline Competency Standards*

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to transport food	1.1 Check that *vehicles and containers/receptacles* used to transport food are appropriate for use
	1.2 Prepare vehicles and containers/receptacles for food transportation
	1.3 Load and secure food, according to product requirements and *workplace food safety* and WHS procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Transport food	2.1 Monitor and control food safety hazards as required by the *food safety program* to ensure that food safety is maintained during transport 2.2 Promptly report *non-conformance* with food safety requirements and take corrective action 2.3 Unload food according to product requirements and workplace procedures 2.4 Record food safety information to meet the requirements of the food safety program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of the environmental conditions necessary to maintain food safety
- Characteristics of food transported as they affect loading and handling of food and the potential for cross-contamination resulting from location in proximity to other food or non-food items that are transported
- Loading practices as required by work responsibility, which includes procedures to load food in temperature-controlled environments where this is a work requirement
- Methods and procedures used to control food safety hazards, which depend on the type of controls and equipment used and include an understanding of the purpose and operation of equipment and procedures in place to maintain food safety
- Microbiological, physical and chemical hazards that can occur when loading, transporting and unloading food, appropriate to nature and method of food transported and within scope of work responsibility, which includes:
  - the types of hazards likely to occur
  - the conditions under which they occur
  - possible consequences
- Procedures used to confirm that food safety-related equipment is operational and the cleaning and sanitation requirements of food containers/receptacles, relevant to work responsibilities
- Record-keeping responsibilities relating to food safety
- Sources of information on procedures and responsibilities for food safety relating to own work

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply knowledge of aspects of the food safety program relevant to the transport of food

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REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate procedures used to transport food consistent with the food safety program

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Confirm that the vehicle and associated equipment are ready to transport food
- Identify and report non-conformance and/or unusual circumstances which could affect food safety
- Load/unload food as required by work responsibility by following procedures to ensure that food is loaded/unloaded in correct sequence and configuration and that food cannot become contaminated by being located in proximity to other food or non-food items
- Locate and follow workplace information relating to food safety responsibilities
- Maintain the work area and vehicles in a tidy state to meet workplace requirements
- Monitor food safety hazards as required by the food safety program
- Prepare to transport food, which will vary depending on the type of food and transport method and may include:
  - confirming that food holding containers/receptacles meet workplace hygiene standards
  - confirming that equipment used to maintain the required environment during transport is ready for use and that food parameters are met prior to loading/transporting/unloading, for example typical parameters such as the temperatures of:
    - food
    - food loading/unloading areas
    - transport containers/receptacles
- Record results of monitoring and maintain records as required by the food safety program
- Take appropriate corrective action in response to failure to meet food safety requirements as required by workplace procedures
- Transport food safely
- Use food safety program information to find advice on food safety responsibilities relating to own work

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the typical range of food transportation and related food safety requirements

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Assessment should be structured on whole work activities and address all knowledge and skill requirements
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - food safety program
  - food transport vehicles and containers/receptacles
  - monitoring devices and procedures
  - reporting procedures

Method of assessment:

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

A food safety program:	• Systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business • Identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded • Must comply with relevant national, state and industry legislation/regulations • For the purpose of applying this guideline competency standard in circumstances where formal food safety programs are not a legal requirement, the term can be understood to cover the same detail as would be covered by a food safety program. Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline competency standard would not apply
Procedures outlining food safety responsibilities may be:	• Provided in formats to suit the workplace such as written, verbal, diagrams and electronic advice
Transport vehicles are:	• Appropriate for the transportation of food • Capable of maintaining the required environment for the food type transported
Safe food transport parameters:	• Depend on the type of food transported • Industry guidelines and codes should be used as a basis for setting these parameters where available

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RANGE STATEMENT

Confirming readiness for use of food transport vehicle and containers/receptacles may include:	• Confirming that the vehicle is in good operating order and that containers/receptacles used to store food meet the relevant hygiene requirements • Where food must be transported in a controlled temperature environment, this includes bringing the food handling area and storage container/receptacle within the required temperature range before loading/unloading and confirming that equipment required to maintain temperature is operational
Responsibility for monitoring food safety, identifying non-conformance and taking corrective action:	• Relates to own tasks and responsibilities • Occurs in the context of the food safety program • An example of corrective action includes separating or isolating non-conforming product

Unit Sector(s)

Not Applicable

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HLTFS205D Perform kitchenware washing

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFS205C Perform kitchenware washing	HLTFS205D Perform kitchenware washing	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor corrections to spelling and grammar. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency covers the skills and knowledge required to stack, wash, dry and store dishes, kitchenware and associated implements

Application of the Unit

Application

Work is usually performed within a prescribed range of functions involving known routines and procedures

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to wash dishes and associated items	1.1 Sort and stack dishes and items safely
	1.2 Load dishwasher safely and correctly
	1.3 Use correct amount of dishwashing liquid/powder
	1.4 Set the correct cycle of the dishwasher
	1.5 Dispose of waste hygienically

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ELEMENT	PERFORMANCE CRITERIA
2. Wash and dry dishes	2.1 Wash dishes and other items safely and at the correct temperature
	2.2 Use correct washing implements
	2.3 Remove stains from pots and pans in the washing process
	2.4 Follow temperature standards according to food regulations
	2.5 Wash and disinfect dishes
	2.6 Use correct drying method
3. Store dishes	3.1 Take dry dishes and other items to storage area and stack safely
	3.2 Dispose of cracked, chipped or broken dishes appropriately

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Infection control policy and procedures
- Work health and safety (WHS) work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Temperature requirements for hand and machine washing, rinsing and drying

Essential skills:

It is critical that the candidate demonstrate the ability to

- Wash, dry and store dishes according to organisation procedures
- Operate dishwasher safely and in accordance with manufacturer's recommendations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills, including the ability to use available resources and prioritise workload
- Demonstrate safe handling and chemical usage practices
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use equipment for dish washing
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • relevant policies and procedures manuals
	  • other documentation relevant to the work context such as instructions for the use of equipment and specific instructions for staff

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning • Role play simulation • Supporting statement of supervisor(s) • Authenticated evidence of relevant work experience and formal training

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Kitchenware may include:

- Crockery
- Cutlery
- Utensils
- Pots and pans
- Removing stains from pots and pans may require pots and pans to be scrubbed by hand, soaked and/o re-washed
- Washing may be by hand or in a dishwashing machine
- Standards of hygiene for washed and finished kitchenware will be determined by organisation policy and food regulations

Unit Sector(s)

Not Applicable

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HLTFS204D Provide ward or unit based food preparation and distribution services

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFS204C Provide ward or unit based food preparation and distribution services	HLTFS204D Provide ward or unit based food preparation and distribution services	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide food services to clients in their accommodation setting, which may be physically separate from a production kitchen

Application of the Unit

Application

This competency unit refers to an understanding of enterprise food service delivery, menu distribution and collection, preparation of minor means and refreshments, plating of meals, distribution of meals and general housekeeping functions

This competency unit is provided as a "composite unit" for workers who may have multi-functional or multi-skilled roles with duties which include food service work combined with a range of other duties (eg. cleaning, portering, wardsperson, personal care, linen distribution, client transport)

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Distribute and collect menus from clients	1.1 Distribute menus to clients receiving diet therapy or nutritional support according to established routines and procedures 1.2 Collect menus from clients receiving diet therapy or nutritional support according to established routines and procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Plate, heat and distribute meals and beverages	2.1 Plate meals from bulk food to a standard determined by the enterprise 2.2 Implement portion control to minimise waste 2.3 Rethermalise meals (applicable to cook-chill systems) or reheat if required, according to food standards and regulations 2.4 Check each meal against documentation, prior to meal delivery 2.5 Complete meals tray assembly and check for accuracy according to established routines and procedures 2.6 Prepare beverage utensils for use 2.7 Leave trolley or tray in an appropriate location for meal delivery 2.8 Deliver and leave meals and/or beverages in the appropriate place for clients, within the designated timeframe 2.9 Replace missing or incorrect meals and/or beverages with appropriate meals and/or beverages 2.10 Replace or refill water jugs according to specific client requirements according to established policy and procedure 2.11 Check room numbers, bed numbers and client name against appropriate documentation 2.12 Report the need of a client for assistance to sit up, or assist the client to sit up, according to organisation policies and procedures
3. Prepare *minor meals*, refreshments and snacks	3.1 Prepare minor meals, refreshments and snacks in an attractive manner 3.2 Prepare and deliver mid meals according to schedule

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ELEMENT	PERFORMANCE CRITERIA
4. Collect utensils and meal trays	4.1 Collect trays and all utensils after the client has finished eating 4.2 Check tray for foreign objects 4.3 Stack trays on trolley in a safe manner 4.4 Collect empty water jugs at designated times 4.5 Return dirty beverage utensils for cleaning 4.6 Maintain a stock of clean beverage utensils 4.7 Report insufficient food or fluid intake to the appropriate person(s) according to enterprise procedures 4.8 Seek client feedback on general satisfaction and report to appropriate person(s) according to enterprise procedures
5. Maintain good housekeeping	5.1 Clean ward or unit food service area and equipment according to enterprise routines and standards 5.2 Maintain food service area in a clean, tidy and hygienic condition 5.3 Replenish food stocks, crockery and utensils as required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Causes of food contamination, cross contamination
- Enterprise food service system and standard operating procedures
- Enterprise menu processing system
- Factors that place client at nutritional risk

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- Food safety principles
- Hazard Analysis and Critical Control Points (HACCP) principles
- Meals distribution equipment and operational procedures
- Microbiological basis for food deterioration and food poisoning
- WHS work practices relevant to the specific state/territory/national legislation
- Procedures for delivery of meals to potentially infectious clients
- Role and need for special diets and nutritional support

Essential skills:

It is critical that the candidate demonstrate the ability to

- Identify reasons for different and special diets and nutritional support
- Apply principles of food handling hygiene
- Comply with safe food handling and hygiene practices and infection control procedures
- Communicate constructively with client and other staff to ensure best service and client safety

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Accurately deliver food according to delivery schedules
- Apply problem solving skills - the ability to use available resources and prioritise workload
- Demonstrate cleaning techniques for equipment and work areas
- Demonstrate food presentation
- Demonstrate good housekeeping
- Provide assistance to clients with appropriate menu selections, especially for clients with special physical and medical needs
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of workplace performance is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible.
	Acceptable simulation requires:
	  • Communication with clients
	  • Receiving food, preparing for delivery and delivery to clients
	• Resources essential for assessment include:
	  • Equipment normally used in the work context of this unit
	  • WHS, cultural diversity, food safety and other relevant legislation
	  • Job description and performance management tools
	  • Work plans
	  • Enterprise policies, mission statements, procedures and performance management systems

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning • Role play simulation • Supporting statement form supervisor(s) • Authenticated evidence of relevant work experience and formal learning

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Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Special needs of clients may include:

- Disabilities
- Eating difficulties
- Intellectual difficulties
- Frail and aged
- Confusion and dementia
- Nutrition risk factors
- Metabolic disorders
- Different cultural requirements
- Require diet supplements

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RANGE STATEMENT

Food may include:

- Chilled
- Frozen
- Fresh
- Cooked
- Bulk
- Packaged

Food types include:

- Dairy
- Fruit and vegetables
- Dried goods
- Packaged food
- Meat
- Fish
- Soups

Minor meals, refreshments and snacks may include:

- Early or light breakfast
- Min-meals
- Beverages eg tea, coffee, soft drink, juice, water, cocoa
- Biscuits, cakes
- Special functions

Unit Sector(s)

Not Applicable

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HLTFS201D Distribute meals and refreshments to clients

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFS201C Distribute meals and refreshments to clients	HLTFS201D - Distribute meals and refreshments to clients	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

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Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to receive, transport and store food in a safe and hygienic manner according to enterprise and statutory requirements

This unit is based on the commercial catering competency standards (199X) unit of competency transport and store food in a safe and hygienic manner (BCAT3)

Application of the Unit

Application

The application of knowledge and skills described in this competency unit relates to the receipt and distribution of food and refreshments to clients, as well as collection of trays, utensils and other equipment

The application and knowledge described in this competency unit could take place in a range of health settings, including hospitals and specialist sterilisation facilities

The application of knowledge and skills takes place with reference to safe food handling requirements

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTFS207C Follow basic food safety practices

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and check *food* deliveries	1.1 Receive and check food deliveries against order and delivery forms for quality and quantity 1.2 Check the temperature of delivered goods to ensure that it is within specified food regulations 1.3 Report defects to designated person(s)
2. *Transport* food safely and hygienically	2.1 Package, load, restrain and unload food appropriately 2.2 Observe hygienic work practices, manual handling and WHS practices and regulations 2.3 Maintain appropriate records of food transportation, including time and temperature

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ELEMENT	PERFORMANCE CRITERIA
3. Apply safe food hygiene practices	3.1 Select *food storage environments* that are appropriate to specific food type 3.2 Maintain appropriate environmental conditions for specific food types 3.3 Keep food storage area free from contaminants 3.4 Use appropriate food practices, WHS guidelines and requirements 3.5 Optimise nutritional quality
4. Deliver meals and/or beverages	4.1 Check each meal against *appropriate documentation* prior to meal delivery 4.2 Reheat meals, if required, according to food regulations 4.3 Complete and check meal tray assembly for accuracy according to established routines and procedures 4.4 Prepare *beverage utensils* for use 4.5 Leave trolley or tray in a convenient and appropriate location for meal delivery 4.6 Deliver meals and/or beverages to client and leave in an appropriate place within the designated timeframe 4.7 Replace missing or incorrect meals and/or beverages with appropriate meals and beverages 4.8 Refill water jugs according to specific client requirements and established policy and procedure 4.9 Check room numbers, bed numbers and client name against appropriate documentation 4.10 Assist client to sit up if required, under direction, and when this is in keeping with organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Collect utensils and meal trays	5.1 Collect *trays* and all utensils after client has finished eating
	5.2 Check tray for *foreign objects* and stack on trolley safely
	5.3 Return dirty beverage utensils for cleaning
	5.4 Maintain a stock of clean drinking utensils
	5.5 Collect empty water jugs
	5.6 Report insufficient food or fluid intake to the appropriate person(s) according to enterprise procedures, when this is within the scope of the work role
	5.7 Seek client feedback on general acceptance/satisfaction with meals and report to appropriate person(s) according to enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Causes of food contamination, cross contamination
- Common kitchen pests and principles of their control
- Conditions leading to bacterial growth and to common causes of bacterial food poisoning
- Food poisoning organisms
- Hazard analysis and critical control point (HACCP) principles and stock control
- Hygiene requirements when handling food
- Microbiological basis for food deterioration and food poisoning
- Need to correctly follow menus
- WHS work practices relevant to the specific workplace and in accordance with relevant

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REQUIRED SKILLS AND KNOWLEDGE

state/territory/national legislation

- Procedures for delivery of meals to potentially infectious clients
- Range of menus
- Safe food handling principles
- Storage requirements of specified foods
- Transfer of infectious diseases and infection control policy and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply basic principles of nutrition
- Consistently use safe food handling practices and principles of food handling hygiene
- Communicate with clients and other staff to ensure best service and client safety

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply cleaning, sterilisation, sanitation and infection control techniques for equipment and work areas
- Apply problem solving skills - the ability to use available resources and prioritise workload
- Communicate with appropriate person(s) about client safety
- Communicate with clients to ensure correct delivery
- Communicate with relevant person(s) about factors that compromise food safety
- Demonstrate safe manual handling of food containers, food trays and trolleys
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible. Acceptable simulation requires:
	  • Communication with clients
	  • Receiving food, preparing for delivery and delivery to clients
	• Resources essential for assessment include:
	  • Equipment normally used in the work context of this unit
	  • WHS, cultural diversity, food safety and other relevant legislation
	  • Work plans
	  • Enterprise policies, mission statements, procedures and performance management systems

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects, eg food safety principles • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning • Role play simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Foods include:

- Chilled
- Frozen
- Fresh - planted, packaged or in bulk

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RANGE STATEMENT

Food types include::

- Dairy
- Fruit and vegetables
- Dried goods and canned food
- Meat
- Fish
- Soups

Transporting and storing may include:

- Using hot boxes to deliver meals to clients
- Rethermalisation trolley
- Client/staff take away food packs
- Chilled and frozen food
- Excursion/recreation activities
- Staff shopping for food
- Transporting food in private motor vehicle
- Refrigerated vehicle

Food transport records include:

- Time
- Temperature

Environmental food conditions relate to:

- Temperature
- Humidity

Delivery of food may involve:

- Use of a specific delivery system
- Completion of tray assembly

The food environment includes:

- Food preparation areas
- Food preparation tools and equipment
- Walls
- Floors
- Work surfaces
- Food storage area including cold storage
- Kitchen
- Chemical storage areas
- Food service and dining areas

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RANGE STATEMENT

Foreign objects may include:	• Medical supplies • Syringes • Personal items of the client
Beverage utensils may include:	• Water jugs and glasses • Utensils for prescribed fluids
Appropriate documentation may include:	• Menu • Meal ticket • Nourishment chart • Ward diet records • Care plan
Meal trays and beverages may include special diet menus and beverages and may include:	• Specific diet therapies • Vegetarian • Cultural requirements • Religious beliefs • Individual preferences

Unit Sector(s)

Not Applicable

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HLTFA311A Apply first aid

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFA301C Apply first aid	HLTFA311A Apply first aid	Updated in V5 - changes to competency outcomes of first aid units

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

Application

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the unit of competency

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the situation	1.1 Identify assess and minimise *hazards* in the situation that may pose a risk of injury or illness to self and others
	1.2 Minimise immediate *risk* to self and casualty's health and safety by controlling any hazard in accordance with work health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions
2. Apply first aid procedures	2.1 Adopt a communication style to match the casualty’s level of consciousness
	2.2 Use available *resources and equipment* to make the casualty as comfortable as possible
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide *first aid management* in accordance with *established first aid principles and procedures*
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment for first aid management according to manufacturer/supplier’s instructions and procedures
	2.9 Use safe manual handling techniques
	2.10 Monitor *casualty's condition* and respond in accordance with established first aid principles and procedures
	2.11 Finalise casualty management according to casualty’s needs and first aid principles
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstance
	3.2 Accurately convey observation of casualty’s condition and management activities to ambulance services / relieving personnel

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Accurately assess and *report details* of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
	3.4 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert*
	4.2 Recognise the possible psychological impacts on rescuers involved in critical incidents
	4.3 Participate in debriefing/evaluation to improve future response and address individual needs

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes a demonstrated understanding of:

- Awareness of stress management techniques and available support
- First aid management, based on a risk assessment relevant to the workplace or community setting of:
  - abdominal injuries
  - allergic reactions
  - altered and loss of consciousness
  - asthma
  - anaphylaxis
  - bleeding
  - burns – thermal, chemical, friction, electrical
  - cardiac arrest
  - chest pain
  - choking/airway obstruction
  - drowning

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  - envenomation – snake, spider, insect and marine bites and stings
  - environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke
  - injuries- cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations, fractures
  - medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
  - poisoning and toxic substances (including chemical contamination)
  - respiratory distress
  - seizures
  - shock
  - stroke
  - substance misuse – common drugs and alcohol, including illicit drugs
  - unconsciousness, not breathing or not breathing normally
- Guidelines for provision of first aid as outlined in Australian Resuscitation Council (ARC) Guidelines and guidelines of Australian national peak clinical bodies and State / Territory legislation and regulations
- Social / legal issues including:
  - duty of care
  - confidentiality
  - importance of debriefing
  - need to be culturally aware, sensitive and respectful
  - own skills and limitations
- Understanding of:
  - basic work health and safety requirements in the provision of first aid
  - basic principles and concepts underlying the practice of first aid
  - chain of survival
  - infection control principles and procedures, including use of standard precautions
  - priorities of management in first aid when dealing with life threatening conditions
  - procedures for dealing with major and minor injury and illness
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to
- Understanding the causes of asphyxia due to body position

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply first aid principles
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty(s) condition

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- Communicate effectively and assertively in an incident
- Conduct an initial casualty assessment
- Management of:
  - Anaphylaxis using adrenalin auto-injector
  - Avoiding asphyxia due to body position
  - Bronchospasm using bronchodilator and spacer device
  - Cardiac arrest using single rescuer procedure, including the demonstration of a seamless changeover between operators
  - External haemorrhage
  - Fractures, sprains and strains using arm slings, roller bandages and other appropriate immobilisation techniques
  - Unconscious casualty including using a recovery position
- Demonstrate:
  - ability to call an ambulance
  - consideration of the welfare of the casualty
  - safe manual handling
  - site management to prevent further injury
  - understanding of causes contributing to asphyxia due to body position
- Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit *HLTCPR211A Perform CPR*)
- Demonstrate infection control, including use of standard precautions
- Evaluate own response and identify appropriate improvements where required
- Follow State and Territory work health and safety legislative requirements
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Plan an appropriate first aid response in line with established first aid principles, ARC Guidelines and guidelines of Australian national peak clinical bodies, industry standards and State / Territory legislation and regulations and respond to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Provide assistance with self-medication as per subject's own medication regime and/or administer medication in line with State/Territory legislation and regulations, organisation policies and any available medical/pharmaceutical instructions
- Unpack, activate and follow prompts of an AED

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:	• The individual being assessed must provide evidence of essential knowledge and essential skills • Competence should be demonstrated working individually and as part of a first aid team • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting • Currency of first aid knowledge and skills is to be demonstrated in line with ARC Guidelines and guidelines of Australian national peak clinical bodies and State / Territory legislation and regulations
Context and resources required for assessment:	• Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge • Demonstration of first aid procedures over the required range of situations relevant to the workplace setting must be demonstrated using standard precautions and first aid equipment including roller bandages, triangular bandages, other trauma dressings, bronchodilator and spacer device, adrenalin auto-injectors and AED • For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Related units:	This unit incorporates the content of units: • HLTCPR211A Perform CPR • HLTFA211A Provide basic emergency life support

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	• First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards) • Focus on first aid management of specific types of injury

Established first aid principles and procedures include:	• Australian Resuscitation Council Guidelines
	• Guidelines of Australian national peak clinical bodies
	• Primary First Aid Principles to:
	  • Preserve life
	  • Prevent illness, injury and condition(s) becoming worse
	  • Promote recovery
	  • Protect the unconscious casualty
	• State/Territory legislation and regulations

Hazards may include:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
	• Relevant hazards may be classified under the headings:
	  • Biological hazards
	  • Chemical hazards
	  • Hazards associated with manual handling Physical hazards

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Risks may include:	• Environmental risks • Exposure to blood and other body substances • Risks associated with the proximity of other workers and bystanders • Risks from body position • Risks from equipment, machinery and substances • Risks from vehicles • Risks from first aid equipment • Risk of further injury to the casualty
Casualty's condition is managed for:	• Abdominal injuries • Airway obstruction • Allergic reactions • Altered and loss of consciousness • Bleeding • Body position • Burns – thermal, chemical, friction, electrical • Cardiac arrest • Chest pain • Choking/airway obstruction • Drowning • Envenomation – snake, spider, insect and marine bites and stings • Environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke • Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations, fractures • Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions • Poisoning and toxic substances (including chemical contamination) • Respiratory distress • Seizures • Shock • Stroke • Substance misuse – common drugs and alcohol, including illicit drugs • Unconsciousness, not breathing or not breathing normally
First aid management must take into account:	• Infection control • Legal and social responsibilities of first aider

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- The setting in which first aid is provided, including:
  - industry/site specific regulations, codes etc.
  - location and nature of the incident
  - location of emergency services personnel situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents
  - State and Territory work health and safety legislative requirements
  - workplace policies and procedures
  - WHS requirements
- The use and availability of first aid equipment and resources

Resources and equipment are used appropriate to the risk to be met and may include:

- AED
- Auto-injector
- Bronchodilator and spacer device
- First aid kit
- Puffer/inhaler
- Resuscitation mask or barrier

Appropriate clinical expert may include:

- Ambulance officer/paramedic
- Appropriately qualified health care professional

Report details should include:

- Time
- Description of injury/illness
- First aid management
- Incident details
- Location
- Vital signs

Report details may include:

- Administration of medication including:
  - date
  - dose
  - person administering
  - time
- Fluid intake/output, including fluid loss via:
  - blood
  - faeces
  - urine
  - vomit
  - Injury report forms
- Workplace documents as per organisation requirements

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Unit Sector(s)

Not Applicable

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HLTCSD307D Care for the home environment of clients

Modification History

Version 4	Version 5	Comments
HLTCSD307C Care for the home environment of clients	HLTCSD307D - Care for the home environment of clients	Unit updated in V5. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to undertake the efficient and effective maintenance of a client's domestic living environment

Application of the Unit

Application

The purpose of the home care and domestic assistance to be provided is to assist a client to remain in their normal domestic environment, rather than in institutional care

Work will be performed within a prescribed range of functions involving a defined range of skills and known routines and procedures

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain correct information regarding *client* and their environmental needs	1.1 Obtain *client* information and requirements for the *home care or domestic assistance* plan from supervisor or coordinator 1.2 Contact *client* and negotiate an appropriate time for service 1.3 Record details of visit/service as required
2. Provide information for client	2.1 Inform *client* of care or assistance to be provided 2.2 Inform client of limitations to service provision where required 2.3 Maintain client confidentiality

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and maintain *equipment*	3.1 Check *equipment* regularly to identify service, repair or replacement needs 3.2 Refer to manufactures guidelines/instructions for equipment where appropriate 3.3 Arrange/report service and/or repairs
4. Implement home care or domestic assistance plan	4.1 Select appropriate equipment to undertake the required home care or domestic assistance tasks 4.2 Undertake tasks in a systematic sequence to ensure that the outcomes of the home care or assistance plan are met 4.3 Clean and store equipment in an orderly manner as required after tasks are completed 4.4 Follow relevant document procedures/criteria 4.5 Provide feedback regarding service to supervisor or coordinator according to established procedures
5. Maintain a safe and hygienic *home environment* for clients	5.1 Follow WHS guidelines in implementing the home care or assistance plan to avoid safety hazards for self and clients 5.2 Maintain established *standards of hygiene* for self and clients when implementing the home care or assistance plan 5.3 Follow established procedures for infection control where required when implementing the home care or assistance plan
6. Monitor client service	6.1 Obtain feedback from *client* to determine that procedure/service is satisfactory 6.2 Seek advice from appropriate sources to maintain best practice service delivery to clients 6.3 Address performance issues to maintain the agreed standard of service delivery

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential Knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client rights and responsibilities
- Dangerous/hazardous substances
- First Aid and/or CPR (cardiopulmonary resuscitation), subject to organisation policy, and if required by employer or contract for service provision
- HACC (home and community care) service provision guidelines and standards
- Industrial relations award
- Infection control
- Limits of own knowledge
- Own immunisation status
- Workplace health and safety

Essential Skills:

It is critical that the candidate demonstrate the ability to

- Communicate effectively with clients and on their behalf
- Comply with WHS policies and procedures
- Effectively implement, monitor and review client home care or domestic assistance plan
- Use relevant equipment to maintain the required standard in the clients' environment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Demonstrate experience in domestic cleaning
- Drive a car (current driver's license)
- Exercise patience and tolerance
- Follow organisation policies and procedures relating to work performance including:

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REQUIRED SKILLS AND KNOWLEDGE

- discipline
- maintain confidentiality and privacy of clients
- maintenance of insurance, registration and/or other legal requirements relating to use of motor vehicle
- minimise disruption to the client's home environment
- minimise safety hazards for self and others
- select and use equipment and cleaning agents effectively
- use correct hygiene procedures

- Solve problems including the ability to use available resources and prioritise workload
- Use time management strategies to set priorities
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use oral communication skills required to fulfil job roles in a safe manner and as specified by the organisation, including skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
  - organisation may require competence in English or a community language, depending on client group
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by the organisation
  - the level of skill may range from the ability to understand symbols used in WHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals such as cleaning fluids
  - literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
  - literacy may be required in English or a community language.
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • The individual being assessed must have a current drivers license
Method of assessment may include:	• Observation of work activities in client support • Observation of simulation and/or role play involving client support • Discussion of physical and/or behavioural contingency scenarios involving duty of care • Authenticated transcripts of relevant education/training courses • Recognition of relevant life/work experience • Written assignments/projects or questioning should be used to assess knowledge • Authenticated reports of experience in working in a home care environment(Documentation associated with performance reviews, client feedback forms, supervisor/co-ordinator evaluations of work performance) • Training records associated with OH Safety training, Orientation/Induction Training • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Equipment may include:

- Cleaning equipment
- Domestic appliances
- Whitegoods

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RANGE STATEMENT

Clients may be:	• Cognitively impaired • From a range of cultures and language backgrounds • Hearing impaired • Indigenous persons • Mentally or intellectually disabled • Physically disabled or frail • Vision impaired • Young or aged
Home environment may include:	• Caravan/mobile home • Group home • Hostel • House, flat or other dwelling • Inside and outside • Private or public housing • Residential care or other institution • Temporary accommodation
Maintenance of hygiene standards for the client may include: *but is not limited to*:	• Checking clients stored food and drink for fitness for consumption • Cleanliness of food preparation area, bathing area, toilets
Home care or domestic assistance tasks may include but is not limited to::	• Basic and simple gardening • Bed making • Cleaning electrical appliances • Cleaning kitchen, bathroom and toilet • Cleaning out refrigerator • Cleaning windows and other surfaces • Dusting • Emptying commodes • Ironing • Mopping • Vacuuming • Washing (including bringing in, hanging out and folding)

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Unit Sector(s)

Not Applicable

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HLTCSD203D Prepare and maintain beds

Modification History

Not applicable.

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to apply bed making and cleaning practices to a range of 'beds' to ensure that clients can safely occupy a clean bed

Application of the Unit

Application	Bed making practices may apply to occupied or unoccupied beds Where beds in an acute setting are occupied, bed making will be usually performed in an assisting role or under the supervision of an appropriate health professional according to organisation policy

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare area for *bed* making	1.1 Use personal protective equipment according to organisation policy
	1.2 Adjust the height of the bed when necessary
	1.3 Clear the bed and surrounding areas of medical and other equipment before stripping the bed, where necessary
	1.4 Check bed linen for displaced personal items, aids and *equipment*, and place aids and equipment in appropriate area/container

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ELEMENT	PERFORMANCE CRITERIA
2. Make bed	2.1 Maintain the client's dignity and privacy 2.2 Strip bed linen, where necessary 2.3 Remove clinical waste and soiled linen and place in appropriate container 2.4 Clean the bed according to established procedures, where necessary 2.5 Place clean bed linen on bed in accordance with organisation procedures 2.6 Re-position existing bed linen 2.7 Ask the client whether they are comfortable, or if they have any specific bed needs 2.8 Handle reusable clean bed linen in accordance to with organisation procedures 2.9 Clean mattresses and pillows regularly and on discharge, in accordance with organisation procedures
3. Leave bed ready for occupancy or continued occupancy	3.1 Adjust bed height for occupancy and apply brakes according to bed type 3.2 Keep bed and equipment/aids accessible and leave the bed ready for occupancy 3.3 Report damaged and/or faulty beds, equipment, mattresses, pillows and linen to appropriate personnel 3.4 Clean (or dispose of appropriately) and return to storage area all cleaning implements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

This includes knowledge of:

- Bed cleaning procedures
- Bed linen items
- Hygiene policies and procedures
- Infection control policy and procedures
- WHS policies and procedures
- Procedures for safe handling of soiled linen

Essential skills:

It is critical that the candidate demonstrate the ability to

- Prepare, make and leave a bed ready for occupancy in accordance with organisation procedures
- Follow instructions from nursing staff

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Undertake the organisation's cleaning procedures for bed types
- Undertake safe manual handling techniques
- Undertake correct disposal of clinical waste, including taking into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Undertake the correct bed making procedures i.e. hospital corners
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by organisation and may include the ability to:
  - understand symbols used in WHS signs
  - read workplace safety pamphlets or procedure manuals
  - read labels
- Use literacy support available in the workplace:
  - support may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
  - literacy may be required in English or a community language
- Use problem solving skills required including the ability to use available resources and prioritise workload
- Use oral communication skills required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions

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REQUIRED SKILLS AND KNOWLEDGE

- providing clear information
- listening to and understanding workplace instructions
- clarifying workplace instructions when necessary
- competence in English or a community language, depending on client group and organisation requirements

- Use numeracy skills that may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Context of and specific resources for assessment:	• Bed linen may include sheets, blankets, quilts, pillowcases, doonas, under-blankets, mattress protectors and personal bed linen

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EVIDENCE GUIDE

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Recognition - authenticated transcripts of relevant education/training/work or life experiences
- Third Party - authenticated reports of providing client support
- Case studies and scenarios as a basis for discussion of issues and strategies in client support

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This unit can be assessed independently; however holistic assessment practice with other clients and health services units of competency is encouraged

Where beds are made/maintained and the occupant is still in the bed this unit should be assessed in conjunction with:

- HLTCSD305D Assist with client movement

Co-assessment may be also considered with:

- HLTHSE204D Follow safe manual handling practices

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Beds may include:

- Balkan beam
- Cot
- Domestic beds
- Electro-mechanical bed
- Flotation mattress
- Isolettes
- Maternity delivery bed
- Paediatric bed
- Renal chair
- Trolley

Equipment may include but is not limited to:

- Bed end note holder
- Bedside table
- Chair lifts
- Commodes
- "Monkey grips"
- Personal aids such as hearing aids, glass eyes, false teeth, breast prosthesis, false limbs
- Pressure care devices e.g. Roho mattress, egg carton mattress, foam mattress
- Slings
- Splints
- Walking frames/sticks

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RANGE STATEMENT

Clearing a client area may involve:	• Returning items to their correct locations

Unit Sector(s)

Not Applicable

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HLTCPR211A Perform CPR

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTCPR201B Perform CPR	HLTCPR211A Perform CPR	Updated in V5 - Unit version identifier updated, changes to competency outcomes of first aid units

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to perform Cardiopulmonary Resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines

Application of the Unit

Application

The skills and knowledge described here relate specifically to performing Cardiopulmonary Resuscitation (CPR) and do ***NOT*** address other aspects of resuscitation, life support or first aid

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to signs of an unconscious casualty	1.1 Identify *hazards* to health and safety of self and others
	1.2 Minimise immediate risk to health and safety of self, casualty and others by isolating any hazard(s)
	1.3 Approach the casualty in a calm, culturally aware, sensitive and respectful manner
	1.4 Assess vital signs of casualty
	1.5 Recognise the need for CPR
2. Perform CPR	2.1 Perform CPR in line with ARC Guidelines
	2.2 Seek assistance from others and/or ambulance support as appropriate
3. Communicate details of the incident	3.1 Request ambulance support or appropriate medical assistance and/or ambulance support using available means of communication
	3.2 Accurately convey details of casualty's condition and CPR procedures performed to emergency services/relieving personnel
	3.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	3.4 Provide reports, where applicable, in a timely manner, presenting all relevant facts relating to performing CPR according to established procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

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REQUIRED SKILLS AND KNOWLEDGE

- ARC guidelines
- Awareness of stress management techniques and available support
- Basic anatomy and physiology relating to performing CPR
- Chain of survival
- Duty of care requirements
- How to access ambulance/medical assistance and/or emergency response support
- Infection control principles and procedures, including use of standard precautions
- Need to be culturally aware, sensitive and respectful
- Own skills and limitations
- Privacy and confidentiality requirements
- Procedures for performing CPR
- Relevant workplace hazards
- State and territory regulatory requirements, ARC Guidelines and accepted industry practice relating to currency of skill and knowledge
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Assess breathing and responsiveness of casualty
- Call an ambulance
- Call for medical assistance
- Demonstrate correct procedures for performing CPR using a resuscitation manikin, including:
  - standard precautions
  - checking for response and normal breathing
  - appropriate location, rate and depth of compression
  - recommended ratio of compressions to ventilations in ARC Guidelines
  - appropriate duration and cessation of CPR
  - may include use of an AED
- Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment
- Report details of incident and CPR as provided
- Use infection control procedures, including standard precautions

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competence must be demonstrated working individually • Currency of CPR knowledge and skills is to be demonstrated in line with State/Territory, ARC and industry guidelines
Context and resources required for assessment:	• For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Condition of the casualty may include:	• Signs of collapse
	• Absence of signs of life:
	  • unconscious
	  • unresponsive
	  • not moving
	  • not breathing normally

Demonstrated CPR *procedure must*:	• Include adult / child and infant casualties
	• Conform to ARC guidelines, including:
	  • recognition that 'any resuscitation is better than none'
	  • demonstrate:
	  • appropriate rate, location and depth of compression
	  • correct ratio of compression to ventilation
	  • checking for signs of life
	  • appropriate duration and cessation of CPR
	• Demonstrated CPR procedure may also include use of an AED if available

Access to equipment / resources includes:	• Barrier device • Manikin • Resuscitation mask • AED (if available)
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

Unit Sector(s)

Not Applicable

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CHCPR301B Provide experiences to support children's play and learning

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to conduct a range of activities that assist in enhancing children's developmental and leisure experiences

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts Work will be undertaken under direct supervision and will be in accordance with appropriate health and safety requirements and programs plans

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Create* a stimulating, positive and developmentally appropriate *environment* to foster development, play and learning	1.1 Provide *areas*, resources and materials for *different kinds of play and physical activity* 1.2 Change the resources regularly to provide variety of activity 1.3 Ensure play and physical activity reflect the cultural diversity, gender and abilities of children 1.4 Set up environment in a way that is safe, non threatening, challenging and stimulating 1.5 Allow sufficient time for play to develop and be completed when possible 1.6 Identify children's individual interests and needs and support by provision of activities or materials 1.7 Provide a range of physical activities to allow children choice in their play whenever possible 1.8 Provide *opportunities* for both group and individual play activities and *experiences* indoors and outdoors

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ELEMENT	PERFORMANCE CRITERIA
2. Actively guide and encourage children to undertake a variety of developmentally appropriate activities	2.1 Encourage and acknowledge children's efforts 2.2 Use activities, resources and materials flexibly to meet children's individual preferences and prompt extensions of play 2.3 Encourage children to participate in a variety of experiences and to choose activities which support their development and fundamental movement skills competency and confidence 2.4 Demonstrate respect for children's choice not to participate and encourage where experience is new or unknown
3. Facilitate children's play, learning and physical activity	3.1 Follow child's lead in play and physical activity and participate when invited 3.2 Initiate play and physical activities and invite child to participate 3.3 Interact with children showing enthusiasm, playfulness and enjoyment 3.4 Monitor children's reactions to play environment to ensure each child remains interested, challenged but not frustrated 3.5 Encourage children to include other children in their play 3.6 Monitor interaction between children to ensure children remain safe and are interacting appropriately 3.7 Redirect children's inappropriate play 3.8 Provide interesting and varied natural outdoor space to encourage active play 3.9 Prepare and provide suitable materials for activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic knowledge of age and cultural appropriate physical activity recommendations and fundamental movement skills milestones
- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Cultural beliefs about leisure for children of different ages and adults
- Different cultural beliefs about play; areas of play regarded as important and appropriate
- Importance of childhood
- Importance of play and leisure to human development and health including:
  - role in promoting healthy weight
  - that it is a lifelong concept
- Inclusion and acceptance of all children regardless of their race, gender or ability is understood
- Interest in and enjoyment of children
- Introductory knowledge of child development for children aged 0 to 5 years or 6 to 12 years
- Knowledge and understanding of the Australian Government Department of Health and Ageing 2004, National Physical Activity Recommendations for Children and Youth
- Occupational health and safety
- Organisation standards, policies and procedures
- Organisation standards, policies and procedures
- Play materials and spaces available
- Range of leisure interests of children
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant Quality Improvement and Accreditation Principles
- Safety measures available to minimise safety risks for children and others including sun

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REQUIRED SKILLS AND KNOWLEDGE

safety, equipment use and maintenance, standards of safety for equipment provisions e.g soft falls area under equipment

- Stages of play
- Types and complexities of play and leisure

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Guide individual children's play and leisure, giving due regard to child's age, abilities, interests, culture and development
- Provide a range of experiences to stimulate children and aid their development
- Vary experience depending on child's age, abilities, development, culture and need
- Work effectively with young children within a historical and philosophical framework of child care delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adapt environment to encourage different types of play and stages of play
- Adapt play or leisure experiences for different children according to needs, interests
- Assess fundamental movement skills development
- Demonstrate application of skills in:
  - time management
  - acceptance of different attitudes of families about play
  - contingency management
  - planning
  - interpersonal
  - active listening
  - communicate with children
  - reflect on own practices
- Demonstrate effective placement of equipment, considering safety, movement of children, different ages/ stages of development of children
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions over a number of assessment situations
- Assessment of competency may be conducted on one or more occasions
- Assessment should consider the range of differences among children identified in the Range Statement

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment
  - materials and equipment to facilitate play and leisure

And access to children of different:

- gender
- race and culture
- age
- interests and preferences
- social context and lifestyle
- communication style
- personality
- length of time attending service/child care
- abilities

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Leisure is understood to be:

- A special way of doing and feeling
- It balances those things in life that may be boring, onerous, time consuming busy work, expectations, tiring, repetitive, hurried or dutiful
- It mixes stimulating, creative, relaxing, playful, refreshing challenging and pleasant
- Leisure describes pursuits that are freely chosen and deeply satisfying

Physical activity includes:

Any bodily movement produced by skeletal muscle that results in a substantial increase over the resting energy expenditure

Environment may include:

- The building and grounds where the service is located e.g. Home, centre
- The local area around the service and its resources and characteristics

An environment set up to 'invite' children to play and foster play and leisure may:

- Be safe, physically and psychologically
- Look interesting to the child
- Provide challenge appropriate to the children's stage of development
- Provide choices indoors and outdoors

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RANGE STATEMENT

Creating an environment to foster play and leisure may depend on:

- Age of children
- Community background and expectations
- Environment - indoors and outdoors
- Location
- Materials available (natural and processed)
- Number of children
- Resources available
- Staff
- Type of service
- Whether the service has to set up and pack up for each play session
- Whether the space is shared with other services

Different kinds of play and physical activity may include:

- Cooperative play
- Functional, constructive, dramatic play
- Fundamental movement skills games and activities
- Games and free flowing play
- Imaginative play
- Outdoors and active
- Painting, crafts, board games
- Play with words/music
- Quiet and energetic, boisterous
- Solitary, parallel and interactive or a mix of these
- Story reading and telling
- Use of music, movement and visual arts

For older children, play, leisure and physical activity may include:

- Fundamental movement skills games and activities
- Games
- Going for a walk
- Hobbies and interests
- Interactions with people from community
- Listening to music
- Observing
- Organised games e.g. Races, soccer
- Solitary activities
- Sports
- Talking with friends

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RANGE STATEMENT

Areas for different kinds of play, leisure and physical activity may include areas for:

- Constructive play
- Conversations
- Creative play
- Dramatic play
- Music
- Nature based outdoor play
- Noisy play
- Physical play and activity
- Quiet play
- Sand play, water play
- Solitary activities
- Sports including fundamental movement skills games and activities

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RANGE STATEMENT

Ways of facilitating play will be affected by a child's age/stage of development and must include:

For babies and infants:

- Flexible routines to allow for the needs of individuals to be met
- Gentle handling, eye contact and appropriate sensory experiences to develop security and trust
- Safe environment to explore

For toddlers:

- The day is structured and routines are established
- Blocks of time are available for exploring and experimenting with the materials
- Caregivers introduce new and different experiences to children
- Play is extended by introducing new materials or resources or suggesting alternative ways to use the materials
- Caregivers give children time to develop their ideas
- Transition from one activity to another is smooth
- Worker modelling play and use of equipment

For 3 to 5 year old children:

- Care giver's interactions provide a positive role model for children
- An environment is maintained that respects individual and group needs
- Children are aware of the limits which are applied consistently
- Children's feelings are acknowledged and respected by caregivers and children

For 6 to 12 year old children:

- Participation with children
- Materials are suggested or alternatives uses of equipment/materials are suggested
- Cycling
- A variety of indoor and outdoor activities for all ages

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RANGE STATEMENT

Experiences will vary according to the age of the child and creative and challenging experiences may include:

For babies and infants:

- Selection of toys, different textures, colours and size are selected
- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used e.g. Water play, sand play, outdoors time

For toddlers:

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it e.g. Nature walk to look at leaves, collect them
- Experiences reflect a toddler's growing mastery of their own body e.g. Small slippery dips are used, outdoor area can be a little more involved

For 3 to 5 year olds:

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

For 6 to 12 year olds:

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

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RANGE STATEMENT

Aspects of child development include:

- Physical fitness and fundamental movement skills ability
- Cognitive development
- Social development
- Emotional development
- Creative and aesthetic development
- Language development
- Moral development
- Spiritual development

Resources required to be organised for excursions may include:

- Records that need to be taken
- First aid supplies
- Relevant equipment
- Location of toilets
- Keys
- Mobile phone
- Tickets
- Equipment required for activities
- Petty cash

Records that may need to be taken on excursions may include:

- List of children attending
- Emergency contact details
- Medical needs for children

Responsibilities of children on excursions may include:

- For belongings
- For payments
- For time keeping
- For travelling together

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RANGE STATEMENT

Opportunities that can be provided to support children's development will vary according to a number of factors in the service, such as:

- Child/worker ratios
- Physical environment - constraints and potential
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies e.g. Advice specialist services, resource workers
- The frequency and regularity of use of the service by the child

Skills related to physical development may include:

- Eye - hand coordination
- Dexterity
- Fine and gross motor skills
- Balance/static
- Locomotion
- Motor skills

Opportunities for social interaction may include:

- Formally organised activities
- A time and place for unplanned interaction
- Meetings
- Travelling
- Walks
- Setting up environment/venue

Special occasions may include:

- Birthdays of children
- Festivals
- Celebration of achievements
- Community events
- Birthdays of animals
- Beginning and end of school term or holidays
- Cultural events
- 'Graduation' from child care service

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RANGE STATEMENT

Differences among children may include:	• Gender • Race and culture • Age • Interests and preferences • Social context and lifestyle • Communication style • Personality • Length of time attending service/child care • Abilities
Opportunities provided for social interaction will vary according to the age of the children *For babies and infants*:	• Trusting relationships are developed with familiar adults • Adults work at eye level with infants • Care routines are used for social interaction • Adults talk, sing and recite poems with infants • Adults listen to infants and respond
Language forms may include:	• Verbal and written • Formal and colloquial, informal • Fun and serious styles

Unit Sector(s)

Not Applicable

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CHCORG201B Follow policies, procedures and programs of the organisation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work according to organisation policies, procedures and programs

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow *organisation guidelines*	1.1 Follow *workplace instructions* and policies
	1.2 Support organisation programs and procedures within the job role
	1.3 Use organisation resources for the purpose intended
	1.4 Seek and obtain clarification when necessary

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ELEMENT	PERFORMANCE CRITERIA
2. Work ethically	2.1 Ensure decisions and actions align within job description and are consistent with organisation philosophy
	2.2 Perform duties promptly and consistently in all workplace activities
	2.3 Ensure inappropriate gifts are not accepted
	2.4 Use client resources and possessions for the purpose intended
	2.5 Behave in a reasonable and careful manner at all times
	2.6 Maintain confidentiality in accordance with organisation requirements
	2.7 *Report* difficulties in carrying out duties to appropriate person/supervisor

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal and ethical issues associated with work role
- Organisation occupational health and safety (OHS) policies and procedures
- Organisation philosophy
- Organisation policies, procedures and programs relating to the work role
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow relevant policies, protocols, guidelines and procedures of the organisation in relation to workers activities
- Work within legal and ethical requirements of job role

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate language, literacy and numeracy competence appropriate to the requirements of the organisation policies and procedures:
  - this may vary from listening skills when workplace instructions are delivered verbally, to reading skills when worker has to refer to an instruction manual
  - language used may be English or community language
- Use basic workplace technology and equipment in line with workplace requirements and instructions

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communication systems
- Assessment must include normal range of workers' activities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation guidelines relevant to work role may include those relating to:	• Administrative systems of the workplace including: filing; record-keeping; workplace programs and timetable management systems; use of equipment; staff rosters • Appropriate relationships with clients • Confidentiality requirements • Gifts and gratuities • Grievance procedures • Job descriptions • OHS • Workplace agreements

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RANGE STATEMENT

Workplace instructions and policies may be:	• Written or verbal
Report may be:	• Face-to-face reports • Letters • Memos • Notes • Records • Reports via phone

Unit Sector(s)

Not Applicable

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CHCER301A Deliver emergency relief services

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers involved in the provision of emergency relief services

Application of the Unit

Application	The work described in this unit will take place within an agency providing emergency relief to individuals and families, generally by volunteer workers Emergency relief may be provided in a range of areas including but not limited to finance, food, shelter, dealing with utilities and health

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply communication skills appropriate to emergency relief context	1.1 Communicate appropriately in order to identify *client needs and issues* 1.2 Assist clients to resolve their needs and issues using appropriate communication skills 1.3 Communicate mission and values of the service agency appropriately 1.4 Communicate appropriately in working with *other agencies*

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ELEMENT	PERFORMANCE CRITERIA
2. Provide emergency relief services	2.1 Assess client needs to ensure *appropriate support* is recommended 2.2 Provide *information* to clients according to their needs 2.3 Ensure recommended relief services are within agency's capabilities to provide 2.4 Refer clients to other appropriate agencies, services and professionals where necessary 2.5 Provide support and *advocacy* for clients according to client needs 2.6 Provide emergency relief services according to *legislative and agency procedures*
3. Review and monitor own work	3.1 Identify scope of work to ensure that services provided are within personal and organisation capabilities 3.2 Address diverse views and conflicts within the organisation as appropriate to ensure service provision is maintained 3.3 Participate in organisation monitoring activities to enable service provision to be reviewed 3.4 Seek to address difficulties with appropriate people and seek assistance when required
4. Undertake administrative duties	4.1 Maintain networks with other agencies 4.2 Attend review meetings to review agency range of services as required 4.3 Maintain *statistics* in accordance with organisation requirements 4.4 Maintain client files and financial records in accordance with organisation requirements 4.5 Mentor new volunteers in working within organisation philosophies and ethical frameworks 4.6 Undertake activities as required to support organisation mission and values

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislation and regulation relevant to emergency relief provision
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation in relation to emergency services provision
- Strategies to maintain personal well being

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide services within established timeframes
- Sensitively communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse backgrounds and cultures
- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete governmental and other documentation and forms
- Communicate sensitively with clients to establish needs

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REQUIRED SKILLS AND KNOWLEDGE

- Involve clients in decision-making processes
- Analyse own work
- Maintain a distance between self and client in service provision
- Refer appropriately

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include: • access to appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment	• Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client needs and issues may include:	• Financial difficulties • Difficulties with utilities • Housing issues • Dealing with public authorities • Food provision • Family conflict

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RANGE STATEMENT

Other agencies may include:

- Government departments
- Utilities
- Banks
- Transport providers
- Courts
- Health services
- Church agencies
- Welfare agencies
- Local government agencies
- Police
- Other service providers

Information may include:

- Available support services
- Government agencies - federal, state and local
- Completing forms and documents
- Rights and responsibilities of clients

Appropriate support may include:

- Provision of food vouchers
- Organisation of emergency housing
- Negotiating with utilities
- Provision of financial counselling
- Referral to other agencies
- Completion of forms
- Assessing suicide risk
- Providing information/options

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RANGE STATEMENT

Legislative and agency procedures may include:

- Duty of care responsibilities
- Limitations of legal responsibility
- Mandatory reporting requirements
- Privacy legislation
- Funding guidelines
- Occupational health and safety (OHS)
- Food handling regulations
- Anti-discrimination legislation and sexual harassment
- Equal employment opportunity legislation
- Health inspections
- Child protection
- Police checks
- GST
- Funding raising legislation
- Prohibitive employment
- Disability
- Racial vilification legislation
- Service delivery guidelines
- Food management
- Codes of ethics and codes of conduct
- Rights and responsibilities
- Relief services policies
- Guidelines for giving vouchers
- Compliant procedures and resolution
- Emergency and shut down procedures
- Office opening/closing procedures
- Reporting requirements
- Data collection
- Risk management
- Working within roles and responsibilities
- Volunteer agreements
- Indemnity insurance
- Security (personal and property inc information)

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RANGE STATEMENT

Statistics may include:

- Number of clients
- Client demographics
- Food given
- Presenting issues
- Unmet needs
- Vouchers
- Utility accounts
- Travel
- Furniture/clothing

Service monitoring may include:

- Agency review procedures
- Incident debriefing
- Care of volunteers
- Performance appraisal
- Workload management
- Stress management

Advocacy may include:

- Negotiations with utility companies
- Negotiations with health and welfare providers
- Negotiations with finance providers
- Negotiations with housing providers
- Negotiations with government agencies
- Negotiations with education providers

Unit Sector(s)

Not Applicable

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CHCDIS301B Work effectively with people with a disability

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of the delivery of quality services for people with disabilities	1.1 Demonstrate understanding of key *issues* facing people with disabilities and their carers 1.2 Work with understanding of the *context* of policy, regulatory, legislative and legal requirements as they apply to the area of disability work 1.3 Demonstrate *commitment to access and equity principles* 1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities 1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate effectively with people with a disability	2.1 Identify specific communication needs of people with a disability including, where appropriate: • identifying and using techniques, devices and aids specific to each person with a disability • translation and language interpreters • cultural interpreters • referral to specialists 2.2 Identify areas of mistrust or conflict that may require conflict resolution 2.3 Identify need to include additional people including trusted friends, case workers, family members or adults 2.4 Select from a range of appropriate communication strategies and employ to: • establish rapport • exchange information • facilitate resolution of issues • defuse potentially difficult situations 2.5 Apply effective communication where appropriate to provide a brief intervention 2.6 Give feedback and advice in a way which reflects current identified good practice 2.7 Show due regard to individual differences, needs and *rights* in communicating with clients and colleagues 2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur

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ELEMENT	PERFORMANCE CRITERIA
3. Demonstrate the capacity to support *rights, interests and needs* of people with disabilities	3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence 3.2 Acknowledge *different client requirements* and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities 3.3 Comply with legal responsibilities and duty of care 3.4 Report situations that may pose health or safety issues according to organisation procedures 3.5 Apply *different models for working in the sector* as required to meet client needs
4. Demonstrate the capacity to provide support across a range of disability types	4.1 Apply fundamental knowledge of physical and psychological *stages of human development* 4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development 4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay 4.4 Demonstrate understanding and application of support practices for a range of types of disability
5. Respond to situations of risk or potential risk to people with disabilities	5.1 Identify and *respond to situations of risk* and report to *appropriate people* 5.2 Report uncharacteristic or inappropriate behaviour 5.3 Report situations of risk which may adversely effect the health of people with disabilities 5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness and understanding of consent and strategies utilised to determine ability to consent
- Awareness of discriminatory actions
- A range of developmental and acquired disabilities, including:
  - acquired brain injury
  - autism spectrum disorder
  - cognitive disability
  - developmental delay
  - intellectual disability
  - neurological impairment
  - physical disability
  - sensory disability, including hearing, vision impairment
  - speech/language disability
- Common risks to safety
- Communication needs, strategies and resources in relation to people with disabilities
- Consumer needs and rights including duty of care
- Different types of requirements likely to be associated with different disabilities
- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Indicators of abuse and/or neglect in relation to people with disabilities
- Networks in the disability sector
- Principles and practices of:
  - access and equity
  - confidentiality
  - empowerment/disempowerment in relation to people with disabilities

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REQUIRED SKILLS AND KNOWLEDGE

- Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role of guardianship board, public trustee and independent advocate
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages

continued ...

Essential knowledge (*contd*):

- Underpinning philosophies and values, including:
  - commitment to empowering clients
  - commitment to meeting the needs and upholding the rights of clients
  - community education and capacity building
  - competency and image enhancement as a means of addressing devaluation
  - delivery of person-centred services
  - holistic and client-centred approach
  - practices which focus on the individual person
  - rightful place in community
  - self determination
  - strengths-based support
  - the impact of social devaluation on an individual's quality of life
  - the social model of disability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of:
  - the rights and responsibilities of people with disabilities
  - stereotypes that may exist about people with disabilities
  - the impact of own attitudes on working with people with disabilities
- Make informed observations and report appropriately
- Respond to situations of risk or potential risk

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Apply skills in interpersonal communication with clients and other stakeholders
- Communicate effectively with people with a range of different disabilities
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance should consider the particular workplace context

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability
- Historical context of work e.g. changing attitudes, changing approaches to working with clients
- Political context e.g. government policies and initiatives
- The relevant statutory framework

Stages of human development may relate to:

- Stages of cognitive development
- Stages of physical development
- Stages of psychosocial development

Issues may include:

- Access to services for people with disabilities and their carers
- Family and carer issues
- Grief and loss
- Support in meeting individual needs and personal goals of people with disabilities

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RANGE STATEMENT

Different models for working in the sector may include:

- Advocacy
- Behaviour management
- Business services support
- Case management
- Community access
- Community development and education
- Employment support
- Health promotion
- Home based support
- Lifestyle support
- Peer support/self help
- Residential services
- Respite care
- Working with families

The underpinning values and philosophies of the sector may include:

- A holistic and person-centred approach
- Commitment to empowering clients
- Commitment to meeting the needs and upholding the rights of clients
- Community education
- Delivery of appropriate services

Different client requirements may depend upon:

- Type of disability, including:
  - cognitive
  - intellectual
  - physical
  - psychiatric
  - sensory
- Support availability including:
  - education and training
  - employment
  - family
  - financial
  - physical, emotional and behavioural
- Presence of a chronic illness/condition

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RANGE STATEMENT

Policy and legislative requirements include:	• Disability Discrimination Act and associated standards • Disability Service Standards • Disability Services Acts (Commonwealth and State) • Equal employment opportunity principles • Guardianship Board • Medical legislation • Medication regulations • Nurses Act • Office of the Public Advocate • Privacy Act • Restrictive practices legislation
Commitment to access and equity principles includes:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Client oriented culture • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual • Implementation of person-centred practices
Rights include principles expressed in:	• Charters of human rights • Disability standards • Freedom from discrimination • Freedom of information

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RANGE STATEMENT

Rights include:

- Access to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Friendship
- Privacy
- To be treated in a dignified, safe and comfortable manner
- To express own feelings

Interests include:

- Accommodation
- Financial
- Recreation
- Services

Appropriate people include:

- Administrators
- Carers
- Colleagues
- Disability services
- Emergency services
- Health care services
- Health workers
- Home and community care services
- Relatives
- Supervisors

Respond to situations of risk in the context of the work role may include:

- Identifying risks
- Providing information on risks or potential risks
- Risk minimisation
- Strategies for preventing abuse of people with disabilities

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Unit Sector(s)

Not Applicable

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CHCCS421A Undertake community sector work within own community

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit deals with the skills and knowledge required for workers to deal with a range of issues associated with delivery of programs and services to individual and communities within the context of community sector work in communities in which they are personally involved

Application of the Unit

Application	This unit applies to workers involved in the delivery of community services to members of their own community Work who may be undertaken individually and/or as part of a team, with services delivered through visits to the community, through community-specific agencies or through mainstream services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address cultural issues and complexities when working in own community	1.1 Apply an understanding of the cultural issues and complexities of working with own community
	1.2 Identify historical, social, political, economic and environmental factors which currently impact on people in the community
	1.3 Identify potential issues related to the delivery of programs and services to own community for self and community members
	1.4 Identify current strategies, programs and models that address identified issues and apply in work practice
2. Apply appropriate service frameworks and models	2.1 Identify suitable services and organisations and clarify their potential role and approach to addressing community issues
	2.2 Identify appropriate frameworks for service delivery in the community, taking into account potential issues and conflicts related to service delivery
	2.3 Promote and select services and approaches that support individuals and the community to be self-determining and empowered
	2.4 Demonstrate commitment to achieving access and equity to services for community members, in line with identified need
	2.5 Establish and maintain networks with relevant *agencies and associated services* (e.g. housing agencies) to support individuals and communities

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ELEMENT	PERFORMANCE CRITERIA
3. Work in a culturally safe manner	3.1 Consider and respect local community values, beliefs and roles when providing services to individuals and the community 3.2 Apply *cultural safety* protocols in implementing government policies, undertaking research and data collection and delivering services to individuals and the community 3.3 Identify cultural or belief based factors that may present a barrier to behaviour change and/or adaptation to current circumstances 3.4 Identify *cultural or belief based factors that may produce stress* and have a potential to impact own work practices and report to organisation as appropriate to support service delivery and personal well being 3.5 Deliver services safely as limited by own level of competence and responsibility and in line with *organisation policies*, *regulatory requirements* and community protocols
4. Apply strategies and policies relevant to service delivery	4.1 Identify aspects of organisation service strategies, policies, bodies and resources relevant to work in specific communities 4.2 Apply strategies and policies to address identified needs of individuals and the community 4.3 Identify *barriers to access and equity* in relation to services 4.4 Take available opportunities to advocate on behalf of individuals and/or the community 4.5 Maintain confidentiality of client information

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of potential issues related to delivery of community services in own community
- Relevant community programs and services available to members of the community
- Community perceptions of major issues affecting them and underlying causes
- Perceptions of people outside the community relating to major issues and underlying causes
- Available health and social statistics related to community issues
- Social, cultural, historical and environmental determinants and strategies to address issues affecting the community, including:
  - traditional language, cultural and religious practices and lifestyle
  - impact of socioeconomic factors on health and welfare
  - social and political factors that perpetuate disadvantage
  - importance of personal achievement, education and supportive family/social networks
  - strategies community members may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
  - impact of environmental factors on health and well being
- Barriers to improving environmental determinants
- Lifestyle and behavioural issues, including:
  - known behaviours that pose a significant risk to the community
  - education and promotion of healthy lifestyle practices
  - principles of well being
- Relevant aspects of the community services and health care system, such as access to benefits

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work consistently in a culturally safe manner with and on behalf of clients in line with identified community needs and workplace requirements
- Work with an understanding of the impact of historical, social, political, spiritual and environmental factors on the health and well being of community members
- Take into account social, political and environmental factors that influence the health and well being of clients
- Communicate effectively and establish a relationship of trust with clients
- Initiate appropriate actions in response to assessment and in accordance with organisation procedures and protocols for commonly presented health conditions
- Engage the client in self management principles and practices
- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Determine potential relational issues and conflicts between work role and community role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Cultural safety refers to:

- Maintaining the protection of a community's:
  - intellectual property
  - human rights
  - resources
  - ownership of materials
- Community and self-protection

Cultural or belief based factors that may produce stress include:

- Community and/or own expectations that may involve, for example:
  - extended work hours
  - functions outside health work role
  - unrealistic accountability/responsibility for resolving community problems
  - family pressures
  - conflict between work role and community responsibilities
- Multiple accountabilities to employer, family, personal and community
- Conflict between community and family responsibilities and obligations and work role
- Motor vehicle accidents

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RANGE STATEMENT

Agencies associated services may include:

- Government health services
- Welfare agencies
- Emergency services
- Police
- Education and training organisations
- Non-government and private enterprise
- Community Government Councils
- Elected community organisations
- Churches

Barriers to access and equity may include:

- Racism, including community and institutionalised racism
- Discrimination
- Socioeconomic status
- Access to essential services and infrastructure
- Lack of coordination of government at all levels
- Inadequate resources/funding
- Lack of community control and ownership
- Lack of political leverage
- Language barriers
- Disease focus of mainstream health care delivery
- Differences in concept of ill health
- Geographic access to primary health care and specialist health services
- Cultural barriers
- Language/literacy

Organisation policies and regulatory requirements may include:

- Privacy and confidentiality guidelines
- Treatment manuals
- Occupational health and safety (OHS) guidelines
- Infection control guidelines

Unit Sector(s)

Not Applicable

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CHCCS411B Work effectively in the community sector

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements

Application of the Unit

Application

This unit applies to work in a range of community work or service delivery settings such as:

- specific communities
- community, regional or remote service provider
- department of a large institution or organisation
- specialised service or organisation
- private provider
- non government services

Application of this unit should be contextualised within the qualification in which its is being delivered to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work ethically	1.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role
	1.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
	1.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel
	1.4 Maintain confidentiality of any client matter in line with *organisation policy* and procedure, regulatory requirements and/or code of practice
	1.5 Show respect for rights and responsibilities of others through considered application of work practices
	1.6 Reflect current working knowledge and understanding of *employee and employer rights and responsibilities* in all work undertaken
	1.7 Recognise, avoid and/or address any conflict of interest

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate effectively in a community work or service delivery setting	2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements 2.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters 2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received 2.4 Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes 2.5 Conduct interpersonal communication with *clients* and colleagues in a manner that enhances a *person-centred* or community-centred approach consistent with work role requirements 2.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace
3. Work effectively within the community services system	3.1 Develop knowledge of *different sectors* involving community work and/or service delivery and how inter-relationships between these sectors affect own work 3.2 Work with awareness of the roles of various organisations involved in community work and/or service delivery 3.3 Demonstrate respect for workers from different sectors, levels and agencies within the industry 3.4 Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples

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ELEMENT	PERFORMANCE CRITERIA
4. Demonstrate commitment to relevant *values and philosophy underpinning work in the sector*	4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area 4.2 Demonstrate a commitment to *access and equity principles* in work in the sector 4.3 Identify personal values and attitudes and take into account when implementing work activities
5. Maintain work standards	5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative *requirements of own work role* and clarify any uncertainties with appropriate personnel 5.2 Contribute to *identifying and implementing improved work practices* 5.3 Comply with relevant accreditation and standards applying to work undertaken 5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken 5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements 5.6 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority 5.7 Reflect and identify own scope of practice within each work context

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ELEMENT	PERFORMANCE CRITERIA
6. Take responsibility for personal skill development	6.1 Seek advice from appropriate persons on areas for skill and knowledge development 6.2 Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager 6.3 Undertake *designated skill and knowledge development* and maintenance activities of the organisation 6.4 Identify and prioritise personal work goals in accordance with organisation requirements
7. Reflect on own practice	7.1 Undertake self-evaluation in conjunction with supervisors and/or peers 7.2 Provide and receive open and evaluative feedback to and from co-workers 7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of own biases, beliefs and emotional issues
- Basic knowledge of contemporary employment terms and conditions in the workplace
- Broad knowledge of legal and ethical framework in community work and/or service delivery, including:
  - occupational health and safety (OHS)
  - access, equity and anti-discrimination
  - privacy
  - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Broad understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing people and the sector
- Knowledge and understanding of professional boundaries and need to refer appropriately
- Meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as understanding of what constitutes a breach of these and potential ramifications of such a breach
- Organisation procedures relating to:
  - safety issues and prevention in community services work, including basic home fire safety
  - emergency response
  - security
- Own responsibilities within the workplace
- Purpose of accreditation process and quality improvement practice and their application in specific work area

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REQUIRED SKILLS AND KNOWLEDGE

- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role, function and objectives of the organisation, and relevance to specific work role
- Understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability

continued ...

Essential knowledge (*contd*):

- Values, principles and ethics underpinning work in the sector including:
  - holistic and person-centred support and services
  - community work
  - people's needs and rights including duty of care
  - principles of access and equity and human rights
  - principles of client safety

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of the ramifications of breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation
- Identify own responsibilities and role within the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Accurately follow organisation procedures relevant to own role
- Address safety issues relevant to own work role
- Apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with work role
- Communicate effectively about the importance of issues relating to environmental responsibility and sustainable practice and opportunities to address them
- Demonstrate interpersonal communication with people
- Demonstrate functional literacy skills needed for written and oral information about workplace requirements
- Demonstrate communication skills as required by specific work role, including:
  - interpreting and following verbal and/or written instructions
  - seeking clarification of tasks
  - providing information

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REQUIRED SKILLS AND KNOWLEDGE

- reporting incidents in line with organisation requirements
- Participate in appropriate professional development activities on an ongoing basis, including:
  - maintaining own skills and knowledge and ongoing development
  - being open to learning new ideas and techniques in a range of settings
  - sharing workplace information with others
- Use initiative in responding to challenging situations and individuals
- Work as part of a team or as a sole worker
- Work in a non-judgemental manner

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment should relate to an identified work role and associated workplace conditions
- Resources essential for assessment include any documents specific to the work context such as:
  - instructions for the use of equipment
  - specific instructions for staff
  - emergency response procedures
  - fire safety policies and procedures
  - security procedures
  - relevant accreditation standards
  - waste management policies and procedures

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EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Requirements of own work role may include:

- Accreditation standards
- Individual awards and benchmarks
- Legislation relevant to work area
- Level of responsibility
- Organisation guidelines

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RANGE STATEMENT

Organisation policy on confidentiality may relate to:	• Access to records • Destruction of records • Release of information • Storage of records • Verbal and written communication

Organisation policies, protocols and procedures refer to:	• Guidelines and practices to be applied in the work role, such as:
	  • Formal, documented guidelines of an organisation
	  • Informal practices used by an organisation or individual owner/operator

Organisation procedures, policies, awards, standards and legislation may relate to:	• Accreditation and service provision standards of other relevant industry organisations
	• Current Australian standards
	• Employment and vocational training standards
	• Federal and state legislation
	• Quality management policy and practice
	• Sector specific legislation and standards, for example:
	  • home and community care standards
	  • aged care accreditation standards
	  • disability service standards
	  • housing regulation and standards
	• Service delivery standards

Client may include	• Communities or groups • Family, carers, significant others, legal guardians • Individual person

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RANGE STATEMENT

Stakeholders and representatives may include:

- Clients
- Community organisations
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

Different sectors within community services may include but are not limited to:

- Aged care
- Alcohol and other drugs
- Child protection
- Children's services
- Community development
- Community work
- Disability services
- Employment services
- Family and domestic violence
- Home and community care
- Housing
- Mental Health
- Youth work and juvenile justice

Different models of work in the sector may include:

- Advocacy
- Case management
- Community development
- Community education
- Developmental
- Inter-agency approach
- Participatory
- Person-centred
- Service delivery
- Working with families

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RANGE STATEMENT

Values and philosophy underpinning work in the sector may include:	• A holistic and person-centred approach, embracing:
	  • promotion of well being of staff, clients and communities
	  • early identification of problems
	  • delivery of appropriate services
	  • commitment to meeting the needs and upholding the rights of people
	  • commitment to empowering the person and/or the community
	  • ethical behaviour
	  • preventative strategies
	  • exercise of responsibilities and accountabilities within the context of duty of care for clients

A commitment to access and equity principles must be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
A person-centred approach includes:	• Putting people and carers at the centre of service delivery • When the person is a child or young person, service delivery strategies may need to be modified to ensure child safety and provide a child friendly, supportive environment • Including people in decision-making relating to their care • Involving people in discussions about service delivery options and issues • Obtaining the person's consent to examine, treat or work with them • Effective customer service • Listening to and addressing complaints within scope of own work role

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RANGE STATEMENT

Employee rights and responsibilities may relate to:	• Adherence to OHS • Attendance requirements • Confidentiality and privacy of organisation, client and colleague information • Duty of care responsibilities • Leave entitlements • Obeying lawful orders • Organisation policies and procedures • Protection from discrimination and sexual harassment in the workplace • The right to union representation
Issues requiring mandatory notification may include:	• Issues defined by jurisdictional legislation and/or regulatory requirements • Issues specifically identified by under organisation policies • Protection of children and others identified to be at risk
Identifying and implementing improved work practices may include:	• Application of safety practices, including for work in a range of contexts, such the person's home • Assessing/observing/measuring environmental factors • Checking equipment • Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age • Monitoring tasks • Reporting and implementing suggested improvements • Responding to surveys and questionnaires • Seeking and addressing customer feedback

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RANGE STATEMENT

Basic home fire safety includes knowledge of:	• Behaviour that may contribute to fire injury and/or fatality • High fire risk groups • Optimum placement of smoke alarms • Referring client for smoke alarm installation and maintenance • Role of a working smoke alarm • Smoke alarm testing and cleaning • Types of smoke alarms
Employer rights and responsibilities may relate to:	• Enterprise workplace agreements • Legislative requirements for employee dismissal i.e. Workplace Relations Act • Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation) • Relevant State and Territory employment legislation i.e. wage rates, employment conditions

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RANGE STATEMENT

Designated skill and knowledge development may, for example, relate to:

- Cardiopulmonary resuscitation emergency response and notification protocols
- Child protection
- Communication, conflict resolution
- Cultural awareness
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Manual handling
- OHS
- Quality improvement policy and practice
- Security procedures
- Waste management

Unit Sector(s)

Not Applicable

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CHCCS401B Facilitate responsible behaviour

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to respond to unacceptable behaviour and support responsibility for behaviour management and change

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor behaviour of the *client*	1.1 Use formal and informal methods to observe and monitor client behaviour
	1.2 Assess *behaviour* for potential conflict and use a range of preventative and defusing strategies
	1.3 Evaluate client behaviour and interactions in a fair, objective and consistent manner
	1.4 Ensure decisions on action are consistent with all available evidence and organisation practice/ procedures
	1.5 Seek specialist advice and make referrals where required

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ELEMENT	PERFORMANCE CRITERIA
2. Use *communication strategies* to de-escalate conflict	2.1 Conduct interactions with clients in a fair, just, humane, equitable and positive manner 2.2 Use communication strategies with individuals for effective interaction and problem solving 2.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses 2.5 Use negotiation techniques to divert and minimise aggressive behaviour 2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes
3. Respond to unacceptable behaviour	3.1 Challenge unacceptable behaviour and outline options and opportunities to change clearly and with positive encouragement 3.2 Confirm the implications of continuing unacceptable behaviour clearly, calmly and objectively 3.3 Use techniques according to organisation's procedures to ensure personal safety and safety of clients/colleagues. 3.4 If physical force must be used to ensure safety, apply the minimum level of force required and *report* in accordance with policies and procedures 3.5 Select strategies to address aggressive and unacceptable behaviour, that are accurate, clear and comply with procedures 3.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour 3.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures. 3.8 Report incidents in a manner that complies with policy, procedures and legislation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The organisation's policies, guidelines and procedures relating to responses to behaviour, safety and security, delegations, duty of care, including dealing with conflict and critical incidents
- Principles of effective communication for conflict management
- Defusing and negotiation strategies
- Specific statutory requirements related to treatment of clients with special needs and requiring special support
- Reporting procedures and practice, internal and external
- Support and referral services and specialists
- Principles of responding to human behaviour relating to violence, aggression and suicide
- Principal cultural practices and customs of the client population and their impact on behaviour in the particular environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply organisation policies and procedures related to conflict and critical incidents
- Check the accuracy of information from different sources
- Identify the causes of aggression/violence
- Use a range of conflict management strategies
- Apply communication and negotiation skills under pressure

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

The application of this unit will depend on the work roles and responsibilities and the nature and requirements of the work environment

Client may be:	• Individuals or • Groups
Communication strategies will include examples from the following:	• Use of positive assertive language • Non-verbal gestures / body language • Constructive questioning/listening • Tone of voice • Awareness of cultural values and sensitivity • Defusing verbal aggression • Negotiating agreements
Behaviour will include a significant selection of examples of individual and group behaviour from the following:	• Changing behaviour patterns • Personal friction • Expressions of anxiety and high level concern • Serious and chronic complaints • Provocative/threatening behaviour • Intent to harm self • Intent to harm others • Forceful refusal to cooperate • Abusive language • Apathy, loss of interest, withdrawal • Rejection of family, friends, support networks • Threatened suicide • Irrational behaviour • Hyperactivity/depression • Racism • Bullying behaviour • Behaviour consistent with mental health conditions • Behaviour consistent with developmental issues

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RANGE STATEMENT

Referrals will include at least four examples from different support:

- Social/welfare worker
- Psychologists
- Culturally identified support workers
- Medical
- Drug and alcohol services
- Behaviour management programs
- Mental Health Teams
- Registered Nurses
- Counsellors
- Supervisor
- Religious/spiritual advisers
- Program coordinator
- Case manager
- Aboriginal, Torres Strait Islander Liaison
- Welfare organisations
- Legal advisers
- Family
- Personal and community support networks
- Emergency/incident response

Report will include work relevant selection from:

- Incident reports
- Case notes
- Special reports
- Inquiries
- Reports required by or used by courts and judicial processes

Unit Sector(s)

Not Applicable

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CHCCS211A Prepare for work in the community sector

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by those people who may be undertaking preliminary training to enter the community services industry It requires the ability to access industry information and applicable legislative guidelines as well as knowledge of identifying and accessing future learning opportunities

Application of the Unit

Application	These work functions would be carried out under direct supervision within organisation guidelines

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and apply industry information	1.1 Identify current issues that impact on the work area/organisation and *different models of work* in community services
	1.2 Access a range of legislation and procedural requirements relevant to employment in the community services industry
	1.3 Identify key community services industry organisations able to provide information and assist individuals and enterprise
	1.4 Identify various roles and demonstrate an understanding of *rights and responsibilities of employee and employer*
	1.5 Demonstrate commitment to comply with applicable *legislative and procedural requirements* through own conduct and/or ethics

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ELEMENT	PERFORMANCE CRITERIA
2. Demonstrate commitment to *values and philosophies underpinning work in the sector*	2.1 Demonstrate in work undertaken, consideration and understanding of the underpinning values and philosophy of the sector 2.2 Demonstrate a *commitment to access and equity principles* in work in the sector 2.3 Identify personal values and attitudes and take into account when implementing work activities
3. Identify future career opportunities	3.1 Identify key industry sectors and occupations 3.2 Identify possible career directions in the community services industry or organisation and discuss with *appropriate persons* 3.3 Take into account personal values and attitudes regarding work and business when planning future work/career directions 3.4 Assess current skills and knowledge against a checklist of target competencies 3.5 Identify *opportunities for additional skills* in consultation with appropriate persons
4. Work in a team	4.1 Display courteous and helpful manner at all times 4.2 Complete allocated tasks as required 4.3 Seek assistance when difficulties arise 4.4 Use questioning to clarify instructions or responsibilities 4.5 Identify and display *non discriminatory attitudes* 4.6 Identify *work and personal priorities* and demonstrate a balance achieved between competing priorities 4.7 Apply time management strategies to work duties 4.8 Observe *appropriate dress and behaviour* in the workplace

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Approaches to work in the industry and a range of activities which support this
- Holistic and client-centred care
- Client needs and rights including duty of care
- Principles of access and equity
- Current issues facing clients and the sector
- Basic knowledge responsibilities in relation to child protection
- Awareness of own biases and beliefs
- Basic understanding of legal and ethical framework in the community services industry
- Limitations of work role and responsibilities
- Legislation, regulations and codes or practice applicable to specific community services functions
- Types of community services organisations and functions
- Organisation structure and reporting channels
- Terms and conditions of employment
- Workplace communication channels and procedures
- Principles of effective communication
- Occupational health and safety (OHS) issues and requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Accurately interpret organisation information to ensure an effective understanding of various roles and responsibilities and organisation processes and procedures
- Access, interpret and comply with a range of relevant legislative and procedural

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REQUIRED SKILLS AND KNOWLEDGE

requirements

- Develop effective and personal relationships through the application of organisation social, ethical and operational standards and use of appropriate interpersonal styles and techniques
- Work on an individual basis and within a team

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate in a clear and concise manner in both written and verbal modes
- Request advice or further information
- Seek and receive feedback
- Use information technology appropriate to specific tasks
- Source, organise and record information
- Process workplace documentation
- Estimate time to complete activities and prioritise tasks
- Relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- Apply literacy skills to identify work requirements and process basic, relevant workplace documentation
- Apply communication skills to request advice, receive feedback and work with a team
- Apply problem solving skills to solve routine problems related to the workplace under direct supervision

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit may be assessed on the job or through simulation
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to human resources consistent with those outlined in the Assessment Guidelines

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Different models of work in the sector may include:	• Developmental • Service delivery • Client-centred • Participatory • Community development • Community education • Case management • Working with families
Values and philosophies underpinning work in the sector may include:	• A holistic and client-centred approach - i.e. promotion of health and well being; early identification of problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client and ethical behaviour
Commitment to access and equity principles must be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

Applicable legislation, codes and national standards may relate to:	• Relevant Commonwealth/State/territory legislation which affect organisation operation:
	  • OHS
	  • Equal employment opportunity
	  • Industrial relations
	  • Anti-discrimination and diversity
	• Australian standards, quality assurance and certification requirements
	• Relevant industry codes of practice
	• Award and enterprise agreements

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RANGE STATEMENT

Industry procedures may involve legislation relating to:

- Duty of care
- Emergency and evacuation procedures
- Privacy
- Workplace practices
- Human and civil rights

Rights and responsibilities of employee may relate to:

- Obeying lawful orders
- Confidentiality and privacy rights
- Safety and care with respect to OHS requirements
- Knowing the terms and conditions of own employment
- Protection from discrimination and sexual harassment

Rights and responsibilities of employer may relate to:

- The right to dismiss you if you (see the Commonwealth *Workplace Relations Act 1996*):
  - commit a criminal offence
  - are negligent, careless or cause an accident
  - commit acts of disloyalty such as revealing confidential information
- Responsibility for providing a safe environment free from discrimination and sexual harassment (see relevant State and Commonwealth anti-discrimination legislation)

Appropriate persons may include:

- Supervisors
- Colleagues
- Trainer
- Assessor

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RANGE STATEMENT

Opportunities for additional skills may include:

- Coaching, mentoring and/or supervision
- Formal/informal learning programs
- Internal/external training provision
- Work experience/exchange opportunities
- Personal study
- Career planning/development
- Workplace skills assessment
- Quality assurance assessments and recommendations
- Recognition of prior learning assessment
- Recognition of current competency assessment

Non discriminatory attitudes may include:

- All contacts with other staff, clients or management
- Verbal or non-verbal communication

Work and personal priorities relate to a work/life balance and may include work and other commitments including:

- School/homework
- Home/family/parties/friends
- Other jobs
- Culture
- Disability

Appropriate dress and behaviour: Relate to:

- Personal dress, presentation and hygiene
- Demeanour in the workplace and attitude displayed to customers and other team members

And may vary according to:

- Organisation requirements
- Type of work
- Degree of client/customer contact

Additional skills may be acquired by:

- On-the-job coaching or mentoring
- Presentations/demonstrations
- Formal course participation
- Work experience

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RANGE STATEMENT

The organisation goals and objectives may be:	Stated or implied by the way the organisation conducts its business including: • Organisation values and behaviours • Flexibility, responsiveness, financial performance • Work procedures and/or procedures manuals • People management, interpersonal communication • Business planning, marketing and customer service
Behaviour which contributes to a safe work environment may include:	• Discussing and negotiating problems and tasks with other team members • Sharing knowledge and skills • Identifying and reporting any risks or hazards • Using business equipment according to instructions

Unit Sector(s)

Not Applicable

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CHCCOM302C Communicate appropriately with clients and colleagues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to *exercise effective communication skills* in the workplace

Application of the Unit

Application	The communication skills described in this unit may be applied across a range of workplace contexts involving various levels of social and cultural *diversity*

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Exercise effective *communication* techniques	1.1 Reflect an understanding and respect for individual differences and needs in all forms of communication with clients and colleagues 1.2 Introduce oneself appropriately 1.3 Ensure communication is clear and relevant to situation/activities undertaken 1.4 Use touch and other non-verbal means of communication as appropriate 1.5 Seek, obtain and implement advice about communication difficulties with clients or colleagues from supervisor or *appropriate person*
2. Follow routine *instructions*	2.1 Carry out workplace instructions within agreed timeframes 2.2 Seek clarification to understand work instructions, when required 2.3 Refer difficulties in carrying out instructions to supervisor or appropriate person

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ELEMENT	PERFORMANCE CRITERIA
3. Complete *reports* as required	3.1 Complete reports to the standard expected in the workplace
	3.2 Complete reports within identified timeframes
	3.3 Ensure reports are clear and accurate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of effective communication
- Dealing with cultural diversity
- Referral processes of organisation
- Effect of sensory loss and cognitive impairment
- Relevant guidelines and procedures
- A range of written material relevant to the job role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate competency over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Adjust communication to meet differing needs
- Use assertive communication
- Use active listening and recognise non-verbal triggers
- Provide feedback
- Minimise conflict and tensions
- Use reading and writing skills required to fulfil job roles as specified by organisation/service:
  - the level of skill may range from the ability to understand symbols used on occupational health and safety (OHS) signs, to reading workplace safety pamphlets or procedure manuals, to reading and handling chemicals such as cleaning fluids
  - literacy support available in the workplace may range from having access to support and assistance from expert/mentor/supervisor, to having no communication supports available
  - literacy may be required in English or a community language depending on the client group
- Use oral communication skills required to fulfil job roles as specified by the organisation/service:
  - skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
  - service/organisation may require competence in English or community language, depending on client group

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
  This may include the use of languages other than English and alternative communications systems
- Assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues
- Competency should be demonstrated over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment
- Workplace evidence can include testimonials from clients and colleagues, portfolios etc

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Diversity may relate to individual differences and needs and may include:

- Age
- Behavioural
- Cultural
- Developmental
- Emotional
- Intellectual
- Physical
- Religious/spiritual
- Social

Communication includes:

- All verbal and non-verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts

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RANGE STATEMENT

Communicating effectively will be carried out within requirements established by:	• Anti-discrimination legislation • Accepted cultural protocols • Accepted language protocols and systems
Exercise effective communication skills includes:	• Being non-judgemental • Active listening, where culturally appropriate • Non-verbal behaviour to indicate understanding of what is being said • Clarifying what is said • Responses that are culturally appropriate • Participating in group processes
Appropriate person may be from within or outside the organisations may be:	• Colleagues • Immediate supervisor • Other health workers • Consultant • Clients and families/carers
Instructions may include:	• Manufacturer's/operating written instructions • Work unit guidelines, procedures and protocols including OHS procedures and protocols for using interpreters • Supervisor's or management instructions
Instructions may be:	• Written • Verbal
Reports may be verbal or written and may include:	• Notes • Records • Memos • Letters • Clients records • Verbal 'hand overs' at the end of a shift • Case file notes

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Unit Sector(s)

Not Applicable

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CHCCN301B Ensure the health and safety of children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for a worker to ensure the health and safety of children

Application of the Unit

Application	The application of skills and knowledge described in this unit relates to the health and safety of children in a variety of child care contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain a clean and hygienic environment	1.1 Ensure *cleaning* occurs as an ongoing process as per recognised state/ territory regulations and requirements
	1.2 Use appropriate cleaning agents as per recognised state/ territory regulations and requirements
	1.3 Follow standard precautions for infection control
	1.4 Adequately maintain ventilation, lighting and heating/cooling
	1.5 Adhere to personal hygiene/health procedures as per recognised state/ territory regulations and requirements
	1.6 Ensure beds and bedding conform to health, hygiene and safety requirements as relevant
	1.7 Ensure food preparation, handling, storage and serving areas comply with recognised state/ territory food safety and handling requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Recognise and respond to signs of potential illness	2.1 Report signs of potential illness 2.2 Seek medical assistance as necessary according to policies and procedures 2.3 Inform child's parents as soon as possible 2.4 Separate child from other children as required and as practicable 2.5 Comfort and settle child 2.6 Identify, manage and monitor food allergies and medical food conditions such as coeliac disease and diabetes
3. *Provide a safe environment*	3.1 Implement sun protection procedures 3.2 Ensure tools, equipment, toys and games are appropriate to the age of the child 3.3 Select, check and maintain equipment to ensure safety 3.4 Set up the environment to ensure safety 3.5 *Check area for hazards* and implement *risk reduction strategies* 3.6 Ensure fire exits are kept unobstructed 3.7 Ensure *disposal of waste materials* occurs in a safe and hygienic way 3.8 Ensure cleaning materials are stored safely 3.9 Implement infection control procedures where required 3.10 Ensure adequate food and drinks are served appropriate to age and developmental status

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ELEMENT	PERFORMANCE CRITERIA
4. Supervise the safety of children	4.1 Supervise children in accordance with *legal requirements and regulations* 4.2 Explain *rules for safe play* to children and implement them 4.3 *Maintain direct contact* with individuals/group 4.4 Identify *potential injury hazards and risks* and take action to minimise/reduce risk 4.5 *Explain hazards and potential hazards* in the environment to children 4.6 Discuss emergencies and practise evacuation procedures with children 4.7 Use supervision as an opportunity to interact with children 4.8 Record and report accidents and incidents in accordance with organisation guidelines 4.9 Ensure age-appropriate provisions are made for children to be seated and supervised at meal and snack times
5. Travel with children safely	5.1 *Implement procedures for safety on excursions* 5.2 Supervise children as closely as required for their ages, abilities, the contexts 5.3 Monitor children's behaviour during travel and reinforce safe, appropriate behaviour 5.4 Instruct/remind children to follow relevant *legal requirements* 5.5 Identify *risk situations* and develop and implement strategies to minimise risk 5.6 Observe potential hazards and develop strategies to increase safety 5.7 Implement set procedures to ensure all children are accounted for

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ELEMENT	PERFORMANCE CRITERIA
6. Administer medication within guidelines	6.1 Administer medication according to organisation policies and legislative *requirements* 6.2 Store medication according to *requirements* 6.3 Check medication for name, instructions and use by date 6.4 Document all medication administration in accordance with requirements
7. Manage and respond to allergy/anaphylaxis	7.1 Identify and recognise signs, symptoms and key characteristics of allergy/anaphylaxis 7.2 Apply organisation risk management strategies for children with allergy/ anaphylaxis 7.3 Administer medication for anaphylaxis according to organisation policies and legislative requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Anaphylaxis and related food allergies
- Appropriate toys and equipment for the developmental stage of the child including an assessment of safety and risks
- Current and applicable regulations on safety, health, hygiene and administration and storage of medication
- Current knowledge of recognised state/territory food safety and handling requirements
- Guidelines for administration of medication
- Legal requirements for supervision including worker - child ratios
- Organisation standards, policies and procedures
- Potential hazards to children
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Risk minimisation strategies and risk reduction strategies
- Road safety awareness and procedures
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
  - allergies and related medications
  - appropriate meal preparation and provisions based on most current national guidelines for nutrition of children and adolescents
  - basic home fire safety
  - excursions and travel situations
  - hazards in home environment for home based care
  - outdoor and indoor play areas
  - safe and hygienic food preparation and storage practices
  - safe food temperature storage

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REQUIRED SKILLS AND KNOWLEDGE

- Strategies to minimise the spread of infectious diseases
- The spread of infectious diseases and cross infection
- Traffic hazards and risk for children
- Up to date state/territory child care regulations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Administer medication to children according to organisation policies and legislative requirements, including responding to allergic reactions
- Demonstrate provision of a clean and safe environment for children
  In particular:
  - observing personal hygiene to prevent cross infection e.g. hand washing
  - modelling safe behaviours and hygiene practices
- Ensure children are transported safely
- Implement legal requirements in work practices

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply interpersonal skills
- Demonstrate safe use of equipment and materials
- Develop children's road safety awareness
- Ensure children are seated and supervised during meal and snack time
- Ensure safe and hygienic food preparation, storage, handling and serving areas in line with the recognised state/ territory food safety and handling requirements
- Implement risk minimisation strategies and risk reduction strategies
- Implement strategies for developing responsible behaviour by children in cars and buses
- Implement strategies to minimise the spread of infectious conditions
- Maintain required documentation in accordance with organisation guidelines
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions over a number of assessment situations
- In relation to the administration of medication further guidance may be sought from unit *CHCCS305A Assist clients with medication*
- In relation to the health, safety and nutrition further guidance may be sought from unit *CHCCN303D Contribute to provision of nutritionally balanced food in a safe and hygienic manner*

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to range of opportunities defined in the Range Statement, including access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment
  - cleaning equipment and materials
  - occupational health and safety policies and procedures
  - food safety and nutrition policy

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

The unit is recommended but not required to be assessed in conjunction with related unit:

- HLTOHS300A Contribute to OHS processes

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legal requirements and regulations regarding supervision may include:	• Babies are never left unattended in the bath or on change table • Staff/children ratios
Cleaning may include:	• Cleaning food preparation areas as appropriate and outlined in the recognised state/territory food safety and handling requirements and regulations • Disinfecting nappy change areas • Disinfecting toilet areas • Vacuuming • Washing floor
Disposal of waste materials may include:	• Nappies • Soiled tissues/wipes
In remote and isolated areas:	• Alternative methods for rest e.g. Hammocks
Implement procedures for safety on excursions may include:	• Legal/legislative requirements • Organisation policies regarding excursions.

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RANGE STATEMENT

Basic home fire safety includes knowledge of:	• Behaviour that may contribute to fire injury and/or fatality • High fire risk groups • Optimum placement of smoke alarms • Referring client for smoke alarm installation and maintenance • Role of a working smoke alarm • Smoke alarm testing and cleaning • Types of smoke alarms
Check area for hazards may include:	• Checking for animal droppings in outdoor areas • Checking for needles/sharp implements in outdoor areas • Use of a hazards identification checklist
Maintain direct contact with child will vary according to:	• Ability of child • Activity child is involved in • Child's age • Child's level of independence/dependence • Child's safety/risk taking behaviours
Contact can include:	• Glass viewing windows • Line of sight • Sight • Sound • Within physical reach

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RANGE STATEMENT

Potential injury hazards and risks may be related to:	• Babies going to sleep with a bottle • Babies learning to eat solid foods • Children eating • Children learning new skills such as walking, balancing • Particular 'combinations' of children playing together • Risk of dehydration on very hot days • SIDS • When children are attempting an activity that may be beyond their previous ability
Rules for safe play may include:	• How children play together • Use of equipment
Provide a safe environment and risk reduction strategies will vary according to whether the location is:	• A home • A purpose designed and built centre • Appropriate for the age range of children • Non purpose built centre
Explain hazards and potential hazards to children may be done in a range of ways, including:	• By signs • By symbols • Verbally

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RANGE STATEMENT

Risk reduction strategies may include:

- Children being seated and supervised at meal and snack times
- Close supervision of any children in kitchens
- Covers on electrical sockets
- Fences and gates, locking mechanisms
- Gates on stairs
- Implementing child safe, child friendly policies and work practices
- Out of bounds areas
- Particularly close supervision in some areas
- Placing babies/infants to sleep in positions recommended for prevention of SIDS
- Removal/locking away of dangerous substances.
- Vacuuming/sweeping floors to remove small or dangerous objects

Children may be required to be transported:

- During fire/emergency evacuations
- For excursions, outings
- From school to service
- To activities
- To and from care provider

Children may be transported by:

- Car
- Foot
- Mini bus
- Public transport
- Push bike

Legal requirements that children are to follow may include:

- Appropriate behaviour in public transport
- Child/adult ratios
- Regulatory requirements for each sector and state
- Sector specific legislation and standards e.g. child protection and best practice, child care regulations and standards
- Wearing of bike safety helmet
- Wearing seat belts in cars

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RANGE STATEMENT

Legal requirement that workers are to follow include:	• Car restraints are fitted properly • Child/adult ratios • Ensure safety seats and baby capsules are secure • Ensure seat belts are done up • Holding current drivers licence • Regulatory requirements for each sector and state
Risk situations include:	• Crowding • Distractions • High traffic spots • Poor visibility • Poor/dangerous driving
Risks vary according to:	• Children's ages/stages of development • Composition of group • Size of group
Requirements for the administration of medication may include:	• Jurisdictional guidelines relating to management of allergic and anaphylactic reactions • Legislative guidelines • Organisation procedures
Requirements for storage of medication may include:	• Legislative requirements • Level of security required • Organisation policies and procedures • Temperature required

Unit Sector(s)

Not Applicable

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HLTCSD208D Transport clients

Modification History

Version 4	Version 5	Comments
HLTCSD208C Transport clients	HLTCSD208D - Transport clients	Unit updated in V5. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for the safe, timely and efficient transport of clients from one location to another at a particular site, or to other sites

Application of the Unit

Application

Work will be performed within a prescribed range of functions involving a defined range of skills and known routines and procedures

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for transport	1.1 Confirm transport with relevant personnel
	1.2 Explain procedure to client or relevant personnel and answer any questions as required
	1.3 Prepare for the safe and timely transportation of the client
	1.4 Select equipment and check to ensure that it is clean, complete and correctly functioning for transportation according to *transportation requirements*
	1.5 Check any *other equipment* to ensure that it is attached correctly and safely to *transportation equipment*
2. Transport client	2.1 Transport client to designated location in accordance with *transportation requirements* and organisation policy
	2.2 Manoeuvre equipment to ensure client comfort and safety and minimise risk to self

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ELEMENT	PERFORMANCE CRITERIA
3. Deliver client	3.1 Deliver client to designated location and inform relevant personnel of client's arrival as required
	3.2 Inform relevant personnel of *client's needs* as required
	3.3 Return equipment as required
	3.4 Carry out reporting requirements as appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client confidentiality and privacy requirements
- Client handling procedures
- Infection control procedures
- Procedures for securing a client
- When client issues need to be referred to an appropriate health professional

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow instructions in accordance with organisation procedures
- Transport and deliver client to correct destination according to safe working practices
- Communicate effectively with clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

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REQUIRED SKILLS AND KNOWLEDGE

the identified work role

This includes the ability to:

- Apply safe working practices, including manual handling techniques
- Interpret and follow the instructions and guidance of health professionals involve with the care of clients
- Solve problems including the ability to use available resources and prioritise workload
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use oral communication skills required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - competence in English or a community language, depending on client group and organisation requirements
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by the organisation
  - the level of skill may range from the ability to understand symbols used in WHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and manufacturers' specifications for equipment use
  - literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
  - literacy may be required in English or a community language
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Context of and specific resources for assessment:	• Access to equipment used for transporting clients • Relevant policies and procedures manuals • Organisation charts • Instructions for the use of equipment

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EVIDENCE GUIDE

Method of assessment:

- Observation of work activities in transporting clients
- Observation of simulation and/or role play involving transporting clients
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Recognition of relevant life/work experience
- Written assignments/projects or questioning should be used to assess knowledge
- Authenticated reports of experience in transporting clients (Documentation associated with performance reviews, client feedback forms, supervisor/co-ordinator evaluations of work performance)
- Training records associated with OH Safety training, Orientation/Induction Training, Safe Manual Handing
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related unit:

This unit can be assessed independently, however it may be assessed wholly or partly with:

- HLTCSD305D Assist with client movement

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Transportation requirements may include:

- Mode of transport
- Destination
- Information specific to the client
- Transportation of deceased persons
- Accompaniment by health professionals eg nurse or medical officer
- Client clothing requirements
- Documentation requirements

Transportation equipment may include but is not limited to:

- Wheelchair
- Stretcher
- Trolley
- Bed
- Motor vehicle

Other equipment may include but is not limited to:

- IV stand
- Monitors
- Humidicrib
- Oxygen

Client needs may include:

- Appropriate escort eg registered nurse, medical officer, parent, carer, attendant
- Nutritional requirements
- Comfort requirements

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Unit Sector(s)

Not Applicable

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